English stage 5 – genre study, The Gothic

# Considerations for programming for a virtual teaching context

This sample learning sequence may function as either a unit starter or a sequence within a larger unit of work on genre or short film for example. The learning sequence reflects the language of the MS Teams platform, however this could easily be applied to other online learning platforms. The activities use a blended approach and contain synchronous activities that could easily become asynchronous.Resources are provided at the end of the document or as live links within the teaching and learning activities**.** Submission of material at key checkpoints is via posts, collaboration in central documents, or students can submit documents via assignments in MS Teams.

They can also share video and voice recordings via [Flipgrid](https://www.youtube.com/watch?v=chCkuOZEAOU) ([youtube.com/watch?v=chCkuOZEAOU](https://www.youtube.com/watch?v=chCkuOZEAOU) (duration 4:19)).

The teaching and learning activities provide a starting point and should be adjusted depending on the class context. All activities link to freely accessible web content or connect to specific free technology to help engage students in this new learning environment. Students can access the technologies listed either via links provided by the teacher (for example Flipgrid and short films) or via free applications (such as Word, PowerPoint or Forms) within the Office 365 suite.

Table 1: Guiding questions for establishing learning expectations and communication processes

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| Guiding question | Learning expectation and communication process |
| What are your students going to learn?Outcomes and concept | Students will:* Extend their knowledge and understanding of the key conventions of the Gothic genre
* Critically apply this knowledge to a short animated film and films produced by their peers
* Compose a personal response to a film text using metalanguage connected to genre.

Content linked to Stage 5 syllabus outcomes will guide this learning sequence:EN5-1A* S501RC2: explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)
* S501RC4: create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1746, ACELY1756)

EN5-2A* S502EP3: consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference
* S502DA2: evaluate the ways film, websites and other multimedia texts use technology for different purposes, audiences and contexts to convey ideas and points of view

Content linked to English textual concept: genre* S506UA5: investigate and describe the recurring features of particular genres, for example westerns or science fiction, focusing on their storylines, iconography, value systems and techniques
* S506UA11: use appropriate metalanguage to identify, describe and explain relationships between and among texts
* S506RC1: create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644, ACELT1773)
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| How are they going to learn it? Resources and strategies | This learning sequence involves:* The delivery of content via Virtual Classroom LMS (for example google or Teams).
* Critical engagement with notes about the Gothic genre and note-taking to develop student understanding.
* Student creation of films using [Flipgrid](https://info.flipgrid.com/)
* Online feedback to each other using MS Teams or Flipgrid.
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| Lesson sequence timing | This activity constitutes approximately one week’s work. Each one of four phases constitute approximately one to one and a half hours of learning, depending on the students’ digital literacy. |
| How are you going to know that they learned it? Success criteria | Students will:* Upload scaffolded notes to the Teams platform.
* Create their own visual text to demonstrate understanding of conventions.
* Comment on another student’s work using a feedback scaffold which will also showcase their understanding of key concepts.
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| Collecting evidence of student learning Verification | * Student notes on content evaluated for organisation (for example note-taking skills).
* Student films not assessed.
* Student posts in response to films for example feedback scaffold assessed using marking guidelines attached.
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| Feedback  | Opportunities for formative assessment include feedback to see/think/wonder charts as well as student notes and student films. The summative task involves a student feedback sheet which can be assessed by the teacher. |
| Communication | Content and uploading of material for this learning sequence can be done via google classroom or MS Teams classroom.The LMS will need to accommodate:* Teacher sharing content documents and live links to external content.
* Students uploading set work.
* Students uploading short videos via [Flipgrid](https://www.bing.com/videos/search?q=flipgrid+how+to+office&&view=detail&mid=5484CBC29DCE94681F725484CBC29DCE94681F72&rvsmid=A048867F36043893971DA048867F36043893971D&FORM=VDRVRV) (duration 1:42) [binged.it/2UeuqSw](https://binged.it/2UeuqSw).
* Students giving feedback and teacher providing formative assessment.

The class teacher will need to ensure the following:* A dedicated folder or channel in the digital learning space has been created for the class.
* Students have been coached and agreed to a set of digital citizenship protocols specifically governing the online comments about each other’s work they will post.
* Each lesson contains specific check-in tasks for students to complete.
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## Lesson sequence - Exploring the Gothic conventions in short animated film.

Year 9 English/ Stage 5 – Learning sequence as part of a wider unit on, for example, genre, or short film, or creating mood/setting/description in fiction and film.

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| Lesson sequence | Teaching and learning activities | Evidence of learning – synchronous, asynchronous and workbook |
| Lesson 1Prior Learning/ Orientation and engagementS501RC2: explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745) S506UA5: investigate and describe the recurring features of particular genres | **Understanding: prior learning** This section can be approached as either an opportunity to set up prior learning/knowledge for the activities to come OR a guided ‘orientation’ sequence that the teacher can structure more fully for students.If possible: begin with 10 minute live, recorded or posted (digital classroom or hard copy) check in and discussion of learning sequence and goals.Like the sequences that follow this activity makes use of existing material on YouTube and requires the students to watch material in their own time then post responses using a scaffold to the class blog.1. Direct students to watch the following short animated film

[La Noria](https://www.youtube.com/watch?v=TktL3QR8Yg8) (12:54) [youtube.com/watch?v=TktL3QR8Yg8](https://www.youtube.com/watch?v=TktL3QR8Yg8) CG Animation Horror Short Film by Carlos Baena. (mild horror and grief themes)1. Depending on earlier work within this unit, students may

Fill out a comparative table, comparing genre conventions between this short film and another film watched earlier.Connecting (ETC Processes)View this film as a pre-test of awareness of film techniques and/or genre conventions for example use Harvard Thinking Routine: See/Think/Wonder[Harvard Project Zero website](https://pz.harvard.edu/projects/visible-thinking) where you can find this activity and explore others in their ‘Visible Thinking’ project and the [Visible Thinking website](http://www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html) ([bit.ly/33KVz2v](https://bit.ly/33KVz2v)) Write an entry in their ongoing viewing journal | After viewing ‘La Noria’ studentsIn an a-synchronous space:Post See/Think/Wonder chart to virtual classroom space. Teacher may then give formative assessment feedback drawing attention to genre conventions.Post viewing journal entry on class blog and respond to at least one peer with a constructive comment.In a synchronous space:Teacher may hold a before and after online meeting. In the Adobe space, for example, it would be possible for all students to view the see/think/wonder charts together and hold discussion on key questions raised in the ‘wonder’ column.Please note that all above activities can be completed in class, or via hard-copy sheets sent home with/to students. |
| Lesson 2Exploring the core textStudents:S502EP3: consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference S506UA11: use appropriate metalanguage to identify, describe and explain relationships between and among texts | **Engaging personally** 1. Students download ‘Gothic genre conventions’ resource from LMS as well as note-taking template (see Resource 1 below)

**Understanding**[Gothic literature: a definition and list of gothic fiction elements](https://owlcation.com/humanities/The-Gothic-Novel-What-is-Gothic-Literature) is a useful example that has accessible definitions and examples for the student near the beginning of a unit of work.1. When they have uploaded their notes as per template instructions, they are sent the link to the next film (their core text):

[Francis](https://www.youtube.com/watch?v=l9xX6lQ_gdY) (duration 7:15) directed by Richard Hickey, written by Dave Eggers1. Students then find examples of the conventions within the core text and fill in a new column in their note-taking template

Teachers should scaffold this template to their context but be sure to include metalanguage such as long shot/close up, chiaroscuro, foreshadowing, setting, narrative structure, protagonist/antagonist. This [slideshare](https://www.slideshare.net/jenmcnulty/the-gothic-horror-subgenre-as-film) ([bit.ly/2UdjbJZ](https://bit.ly/2UdjbJZ)) has a concise explanation of techniques and some good visuals to support your teaching.Use the introductory film to pre-test then feedback to clarify and add as needed. The core text will give students another opportunity to use terminology and apply teacher feedback.1. Potential extension activities for ‘investigating and describing the recurring features of genre’ (syllabus content)

Students post questions about the core text requiring peer judgment about the use of specific techniques. “Do you think the ending is a satisfying way to conclude this story?”**Engaging critically** Students respond to polemical questions about the core text posted on the class blog. “This is just a ‘scary’ film; it doesn’t utilize any of the genre conventions around theme for example exploring the dark side of the human experience.”Use a Harvard Thinking Routine such as ‘Claim, Support, Question’ to encourage evaluation of the genre conventions in the core text. | Synchronous or A-synchronous:The following activities can be completed individually by students, but they can also be guided via teacher PowerPoint or lecture in a synchronous spaceAfter reading convention resource students upload their notesAfter viewing core text students upload their new table with examples from the core film text to the LMS.Students post questions and/or answers to class blog.Students post ‘Claim, Support, Question’ to class blog (this can also function as a ‘live’ online class discussion/ debate). |
| Lesson 3Create own gothic textS501RC4: create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1746, ACELY1756) S506RC1: create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644, ACELT1773) | **Experimenting** Students are given instructions for the class project. They are to film a 1min scene that could appear in a gothic film.They are to choose 4 specific conventions to illustrate during their filming.Options for the teacher: * Students should complete a film planning template before filming (highly recommended).
* Students could complete a pre-filming and post-filming reflection/ self-analysis. The teacher could scaffold this through the provision of questions like ‘Do you feel you managed to get across x?
* Students will upload their film to Flipgrid.
 | Students film their ‘projects’ using a phone camera or similar. Films are then uploaded through Flipgrid. |
| Lesson 4Engage in peer feedback to student produced gothic textsS506UA5: investigate and describe the recurring features of particular genres, for example westerns or science fiction, focusing on their storylines, iconography, value systems and techniquesS506UA11: use appropriate metalanguage to identify, describe and explain relationships between and among texts | **Reflecting**Students use the Flipgrid facility for commenting on their peers’ films. The teacher could arrange this section using the following guidelines:1. All students must read, sign and upload a “Appropriate Online Feedback to Peers” agreement.
2. Students could be given a set number of peers’ films to comment on for assessment purposes.
3. Students could indicate to teacher which two of their comments they would like to be assessed on.
4. The teacher must clarify that the films themselves are not being formally assessed, just their feedback comments. Therefore, all students must be sent marking guidelines for the comment task for example for an A-range student:

Highly effective use of terminology to showcase understanding of genre conventions.Language of comment highly appropriate to task and context, purpose, form.Insightful discussion of the ways in which the chosen scene USES the style and conventions for a particular purpose. | Students post comments (of word length set by teacher) on peers’ films using the Flipgrid facility (or similar).These comments function as assessment of, or as, learning depending on teacher need/context.Note:This feedback assessment stage may be completed via email or post to the teacher. It may also be completed in workbooks and brought to class at a later date. |

### Resource 1: Note-taking template

**Topic:**

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| Key Concepts (keywords) | Notes on Concepts | Application to set core text: |
| Key Quotes | Definitions of terminology | Application to set core text: |
| Add a row each time you want to add another idea, question or notes. |  |  |