

MUSIC MATTERS: MODULE OUTLINE

Field: Leisure and recreation **Band:** Lower secondary (Year 10)



Purpose

Students role-play being members of a musical group. They plan and make arrangements for promoting and performing on a concert tour.

Core learning outcomes

This module is designed for students in three stages of LOTE learning. It is assumed that most students will be in the intermediate stage.

Outcomes for students at the intermediate stage would be:

Comprehending [DB6.1](#), [DB6.2](#), [DB6.3](#)

Composing [DB6.4](#), [DB6.5](#), [DB6.6](#)

Some students could be in either the lower intermediate or elementary stages of LOTE learning.

Outcomes for students at the lower intermediate stage would be:

Comprehending [5.1](#), [5.2](#), [5.3](#), [6.1](#), [6.2](#), [6.3](#)

Composing [5.4](#), [5.5](#), [5.6](#), [6.4](#), [6.5](#), [6.6](#)

Outcomes for students at the elementary stage would be:

Comprehending [3.1](#), [3.2](#), [3.3](#), [4.1](#), [4.2](#), [4.3](#)

Composing [3.4](#), [3.5](#), [3.6](#), [4.4](#), [4.5](#), [4.6](#)

To see the detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks and under the headings of ‘sociocultural understanding’ and ‘functions and language elements’. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students. Students’ needs and teaching programs will determine the specific content of [form-focused instruction](#).

Sociocultural understanding

Students develop an awareness of popular music in Japan.

Suggested teacher language

This natural language provides rich input.

Functions and language elements

- **identifying and asking about people, places and things:** What's your best ...? What's your favourite ...?
- **describing people, places and things:** exciting, talented, innovative, loud, cool
- **reacting with excitement:** cool, brilliant, magic, excellent
- **congratulating, complimenting, praising:** Wasn't that a great ...?
- **expressing feelings:** Wow!
- **expressing gratitude:** Thanks for ...
- **expressing opinions:** I believe that ..., I think that ...
- **expressing approval, agreement and disagreement:** That was very well performed. I think so too. I don't think so.
- **expressing and asking about wants, wishes and intentions:** scripting a radio promotion, organising a meeting agenda
- **expressing and asking about likes and dislikes:** I don't like ... music, I prefer ... What music do you prefer?
- **expressing and asking about needs:** finding out what a musical group needs for a successful tour
- **expressing ability and inability:** I can't play the ... but I can play the ...
- **greeting:** Hello and welcome to ...

- **introducing:** On drums we have ...
- **identifying and asking about situations, activities and events:** choosing music, venue and accommodation for the concert tour
- **describing situations, activities and events:** exciting, serious, cheap, expensive, up-to-date ...
- **apologising and excusing:** ... sends her/his apology,
- **attracting attention:** travel agents' signage
- **making arrangements:** group meeting dates, concert format
- **identifying and asking when:** concert dates, flight times
- **requesting goods and services:** hotel reservations
- **asking for and giving locations:** tour venues, hotels, sightseeing
- **giving and responding to instructions:** meeting procedures and roles

Assessment strategy

In [Task 3](#) and [Task 4](#) the teacher can collect students' notes about and observe and analyse their responses to promotional material. At what [level](#) can students comprehend language describing musicians?

In [Task 2](#), [Task 3](#), [Task 6](#), [Task 7](#) and [Task 10](#) and during students' interactions throughout the unit the teacher can record and analyse anecdotal observations of students' abilities to communicate when they role-play a musical group planning, conducting a meeting and preparing for and presenting a concert and tour. At what [level](#) can students use language to plan and promote a concert and perform songs?

In [Task 4](#), [Task 5](#) and [Task 8](#) the teacher can observe and analyse students' responses to written text. At what [level](#) can students comprehend language about music groups and conducting meetings?

In [Task 11](#) the teacher can review and analyse the concert magazine as a show portfolio of completed tasks from the module. At what [level](#) can students use language to prepare concert promotional material and reviews?



[Teaching considerations](#)

Sample units

One work unit is provided for this module:



[Unit 1: A concert tour](#)

Teaching considerations

Consultation with the music teacher in your school, if available, can assist with access to video, audio and print resources. School music departments may have multiple copies of textbooks that have information about contemporary popular music for use with students.

There are religious sensitivities towards some styles of music. Students may ask to be exempted from any participation involving particular music styles.

Songs and video clips should be previewed since they may have language, references or imagery that could offend. Particular care needs to be taken when students bring their own compact discs and tapes to the lesson.

When planning to use contemporary popular music, consultation with students can ensure that the selected music is familiar to them.

A CONCERT TOUR: UNIT OVERVIEW



Orientating tasks

- 1** Express opinions of different music. Take on roles of musical group members and select and identify instruments played, musical style, theme tune and name.
- 2** Role-play a musical group making initial plans to do a concert tour. Write a checklist of tasks. Select and write words for songs to be part of the concert program.



Enhancing tasks

- 3** Listen to and reconstruct a radio promotion by a visiting group. Prepare and record promotional material about one's own group for television or radio.
- 4** Read promotional material about musicians. Write promotional material about a well-known musician for others to identify. Develop and write a promotional profile about oneself.
- 5** Read an agenda, take part in a meeting (including reading correspondence) and help write minutes for the meeting.

- 6** Read an agenda, conduct a meeting about arrangements for the concert tour (including reading correspondence) and prepare minutes.
- 7** Role-play asking about and giving information on tour arrangements. Work out a tour plan and write a letter asking that bookings be made.
- 8** Read a letter and prepare a tour itinerary that includes contact details. Prepare promotional materials for the media.
- 9** Read promotional materials and role-play a pre-concert interview.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.



Synthesising tasks

- 10** Present your group and perform songs as part of a concert program.
- 11** Write post-concert reviews. Produce a magazine that includes material from the unit.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)