**Stage 1 Essential English**

**Assessment Type 1: Responding to Texts – Song Analysis**

**Purpose:**

Establish connections with people in vocational, cultural, or social contexts, through personal and critical engagement with texts and language

Analyse ways in which texts are created for specific purposes and audiences

**Task Explanation:**

Carefully select a song and analyse it for language features, ideas and target audience. Respond in the form of a written, annotated or oral piece.

**“Discuss the ways in which your selected artist conveys a particular idea or perspective and meets the required conventions of his/her genre.”**

**Format:**

Produce an 800 word (equivalent) analysis responding to the above question. The format is negotiable.

**Requirements:**

* The response should show an understanding of the structure of the song (Cp2)
* Consider what the artist was trying to make the audience feel. Has the artist achieved the purpose of appealing to an audience? (Cp2, An1)
* Consider how the lyrics explain the meaning of the song (Cp1)

**Process:**

1. Complete the in class activities to help identity the features of poetry and song.
2. Carefully select a song to analyse.
3. Complete the planning table to identify the ideas and language features.
4. Create a discussion piece that is negotiated with your teacher.
5. Draft it personally, with a partner and then work with your teacher.
6. Edit the piece appropriately and submit both digitally and in hard copy.

**Assessment:**

You will be assessed on your understanding of the ways that purposes and audiences are catered for.

You will be assessed on your analysis of how ideas and values connect with the use of language features.

**Stage 1 Essential English Performance Standards**

| - | Communication | Comprehension | Analysis | Application |
| --- | --- | --- | --- | --- |
| A | Consistently clear and coherent writing and speaking, using an appropriate vocabulary.  Thorough demonstration of grammatical control. | Detailed comprehension and interpretation of complex information, ideas, and perspectives in a range of texts.  Thorough understanding of the purpose, structure, and language features in texts. | Thorough analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Identification and clear analysis of ways in which language features are used to create meaning in a range in texts. | Creation of complex texts for different purposes, using appropriate textual conventions. |
| B | Mostly clear and coherent writing and speaking, using a varied vocabulary.  Effective and usually accurate grammatical control. | Detailed comprehension and interpretation of some complex information, ideas, and perspectives in texts.  Appropriate understanding of the purpose, structure, and language features in texts. | Analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Identification and analysis of ways in which language features are used to create meaning in a range of texts. | Creation of effective texts for different purposes, using appropriate textual conventions. |
| C | Generally clear writing and speaking, using a mostly appropriate vocabulary.  Appropriate grammatical control; some errors, but these do not impede meaning. | Comprehension of some information and ideas in texts.  Recognition and understanding of the purpose, structure, and language features in some texts. | Identification, with some basic analysis, of ways in which creators of a narrow range of texts convey simple information and ideas.  Identification, with some basic analysis, of ways in which language features are used to create meaning in a narrow range of texts. | Creation of texts for some purposes, using appropriate textual conventions. |
| D | Occasionally clear writing and speaking, with a restricted vocabulary.  Partial grammatical control; some errors impede meaning. | Identification of information and ideas in texts.  Some recognition and awareness of the purpose, structure, and/or language features in some texts. | Reference to one or more ways in which creators of a narrow range of texts convey simple information and ideas.  Reference to some ways in which language features are used to create meaning in a narrow range of texts. | Creation of texts for a narrow range of purposes, using some textual conventions. |
| E | Limited clarity in writing and speaking, with a limited vocabulary.  Limited grammatical control; errors impede meaning. | Identification of some information or ideas in a text.  Limited recognition and awareness of the purpose, structure, and language features in a text. | Recognition of the way in which a creator of a text conveys a simple piece of information or idea.  Reference to a way in which language features are used to create meaning in a simple text. | Creation of a partial text for a purpose, attempting to use appropriate textual conventions. |

**EXAMPLES OF SOME LANGUAGE FEATURES**

Rhyme

Rhythm

Onomatopoeia

Assonance

Alliteration

Hyperbole

Personification

Simile

Metaphor

Personification

Alliteration

Assonance

Onomatopoeia

Repetition

Imagery

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| --- | --- | --- | --- | --- | --- | --- |
| Purpose of the song | **What story is the author telling?** | | **What does the artist want you to think about?** | | **What does the artist want you to feel?** | |
| Audience | What genre of music is this song? | | | Who might listen to this song? When? | | |
| Language  features | What is the definition of this language feature? | What is the effect of this this language feature? | | What example is in my song? | | How does it meet the purpose of the song? |
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