

Board/Authority Authorised Course Framework Template

School District	Kootenay Columbia SD 20
School District	20
Developed by:	Jennifer Kolumbus
Date Developed:	February 11, 2014
School Name:	J.L. Crowe Secondary School
Principal's Name:	David DeRosa
Superintendent Approval Date:	
Board/Authority Approval Date:	
Board/Authority Chair Signature:	
Course Name:	Music, Mass Media and Literacy: A Cross Curricular Inquiry
Grade Level of Course:	Grade 11
Number of Credits	4.0 (Standard)
Number of Hours of Instruction:	110
Prerequisite(s):	English 10 <i>or</i> Social Studies 10
Special Training, Facilities or Equipment Required	None
Course Synopsis:	<p style="text-align: center;">Music, Mass Media and Literacy: A Cross Curricular Inquiry</p> <p>This course will provide an in-depth look at the role music and mass media plays in 21st century life. The course will focus on reading, listening and viewing music as a media text, and it will give students the critical analytical skills to understand the context in which popular music is created (i.e. relevant social, historical and political issues). Understanding the social conditions under which art is created will be a primary focus, and the course will be taught from a post-modern perspective serving as an arena for discussions around contemporary issues that youth face today.</p>

Rationale:

Students will demonstrate their learning using various degrees of the inquiry spectrum. A primary focus of course content and instruction will be based on student choice. As a course rooted in contemporary culture, students will play a key role in choosing work and issues that they identify as being relevant. Instruction will centre on fostering critical thinking skills in the context of personalized learning.

Organizational Structure: Units

Unit	Topic	Hours of Instruction
Unit 1	Rap/Hip hop	25 hours
Unit 2	Rock and Roll	30 hours
Unit 3	Reggae to Dub	25 hours
Unit 4	Pop	30 hours
	Total Hours	110

Curriculum Organizers and Learning Outcomes

Viewing and Analysing	Listening and Perceiving	Recording and Representing
<p>Strategies: Students will apply a range of strategies to achieve and demonstrate deeper reading and understanding of media and informational texts.</p>	<p>Strategies: Students will use a variety of strategies be able to identify and perceive different types of musical genres.</p>	<p>Strategies: Students will apply a range of strategies in order to brainstorm unique and thoughtful ways of representing knowledge.</p>
<p>Interpreting: Students will demonstrate an understanding of the meaning of media text through synthesizing different types of informational texts.</p>	<p>Interpreting: Students will be able to identify various elements of music in genres, and will be able to analyse unique characteristics of sound.</p>	<p>Interpreting: Students will be able to synthesize individual knowledge with new information, and independently respond in a variety of ways to demonstrate learning.</p>
<p>Responding: Students will be able to produce individual texts that show meaning and critical thinking about media text.</p>	<p>Responding: Students will be able to critically respond to texts by synthesizing both individual reactions and learned information.</p>	<p>Responding: Students will be able to show critical thinking and learning through a variety of self-directed and individually developed projects.</p>

Instructional Component:

Instruction will be teacher led with an emphasis on student choice and student voice. Students will play a key role in selecting course material (media texts), as well as issues and topics for discussion. The students and teachers will work together to develop course content that best reflects the different types of learners. An inquiry model will be the foundation for instruction, and opportunities for students to make community connections and to have experiences outside the classroom will be a course goal.

Assessment Component:

(AFL) Assessment for/as Learning – The course will use ongoing assessment for learning strategies in order to ensure students achieve their best.

Assessment of Learning – Evaluation in the form of percentages and letter grades will be a part of the course, as students will be earning a senior level credit.

Pieces for evaluation will include, but are not limited to, a major assignment/project per unit. The main assessment piece for the course will be one major inquiry project developed by the student with teacher support.

Learning Resources:

The framework for textual analysis will be based on deconstructionist/post-modern critical theory. Examples of authors and media used may include, but is not limited to:

Naomi Klein – No Logo

Chuck Klosterman – Sex Drugs and Cocoa Puffs

Gord Downie - Coke Machine Glow

Greig Dymond – Mondo Canuck

***AdBusters* Magazine**

CBC Radio

YouTube