

## FREE RESOURCE FOR YEAR 11 ENGLISH BASED ON A FILM ABOUT SINGER SONGWRITER PAUL KELLY TASTER: SONGS ABOUT SOCIAL CHANGE

A free resource based on a contemporary text dealing with popular culture is due to be released for schools in Term 2 this year (2013). The resource has been developed in line with the draft of the Senior Australian Curriculum and suggests ways the movie *Paul Kelly: Stories of Me* (Shark Island Films 2012) may be used in a senior English and Music classes. Its treatment of the same texts allows for exploration of cross curriculum opportunities between the two disciplines.

Available to all Schools through philanthropic funding support will be:

- a free copy of the Schools version of the film (DVD 86 minutes)
- Curriculum Resource which has been developed by ETANSW for Year 11
- additional resources on the movie website [www.paulkellythemovie.com.au](http://www.paulkellythemovie.com.au).

The following extract from the resource is included for you here as it may be taught even before the movie is available to schools in June.

### EXTRACT FROM THE RESOURCE: SONGS ABOUT SOCIAL CHANGE

One of the most significant events in Australian history has been the recognition of Aboriginal land rights. What began as a strike about wages and living conditions (Aboriginals were paid less than white men doing the same work) soon spread to address the more fundamental issue about a claim by Aboriginals for their traditional lands.

#### Student activity:

Read and view the following representations of this incident

1. A web page containing a fact sheet about the Wave Hill walk-off from the National Archives <http://www.naa.gov.au/collection/fact-sheets/fs224.aspx>
2. A Short film from Screen Australia's National Treasures series [http://www.nfsa.gov.au/digitallearning/heritage/wattie\\_creek.html](http://www.nfsa.gov.au/digitallearning/heritage/wattie_creek.html)
3. The Youtube clip of Gough Whitlam giving leasehold title to Vincent Lingiari, representative of the Gurindgi people <http://www.youtube.com/watch?v=FdpVBHxpArI>

In small groups, take one of these texts and analyse its rhetorical qualities, considering

- who has created the text for what purpose(s) and for which audience(s)
- how it has been structured to achieve its purpose and engage the audience and
- its use of language.

Share your findings with the class.

Ballads have been an important form of cultural expression since the convict era. In modern times they have been seen as the poetry of the people through their connections with folk songs. They usually involve a story and have clear rhythm and rhyme scheme.

In small groups, prepare and present a readers' theatre<sup>1</sup> rendition of one of the ballads below. Make sure that you cover both ballads across the class.

The Gurindgi Blues	From little things big things grow
<a href="http://indigenoustrights.net.au/file.asp?flD=56">http://indigenoustrights.net.au/file.asp?flD=56</a>	<a href="http://www.amws.com.au/pk/lyrics/from-little-things.html">http://www.amws.com.au/pk/lyrics/from-little-things.html</a>

<sup>1</sup> MyRead website: [http://www.myread.org/guide\\_theatre.htm](http://www.myread.org/guide_theatre.htm)

These songs are ballads about the same event and yet their effect is quite different. Analyse the contrasts in these songs considering

- their approach to telling the story
- their choice of language and syntax
- the effect of the rhyme
- their tone.

Now listen to

- the *Gurindgi Blues* <http://www.youtube.com/watch?v=EdLllyhLewI>  
Written in 1969 by Ted Egan and recorded then by Galarrwuy Yunupingu, this recording of the song sold 20,000 copies and it financed the tent embassy in Canberra for its first six months.
- *From little things big things grow*, first played in 1991.

Both songs fall into the genre of protest song and protest songs traditionally use tunes reminiscent of folk melodies.

- How are aboriginal audiences and non-aboriginal audiences positioned to be accepting of the message of these songs? Consider the balladic form, their tune and point of view.

### Student activity

Class parliament: the issue: which is the more effective as a protest song?

- Students who think that *The Gurindgi Blues* is the more effective protest, move to the right side of the room and those preferring *From little things big things grow* moving move to the left.
- Take turns (alternating the right side and the left) to present a point to support your case. Any class member can make a point as long as he or she stands to make it and each point is backed up by evidence from the text. Try to convince as many people as you can to “cross the floor” through the strength of your argument.
- At the end of the discussion cast another vote.

### Student activity

Watch the advertisement for Industry Superfunds

<http://www.youtube.com/watch?v=dWMLIJ6QOKw>

**Note:** Superannuation is the money you put away during your working life to ensure you have enough for your years of retirement. Your employer is obliged to pay an amount of money, broadly based on your salary to supplement these savings if you retire over a certain age.

### Class discussion:

- Why do you think Paul Kelly’s song was chosen as the signature tune for this group of companies?
- How does the advertisement keep to and/or work against the original intention of the song?
- To what extent does changing the purpose and context of art damage its message?

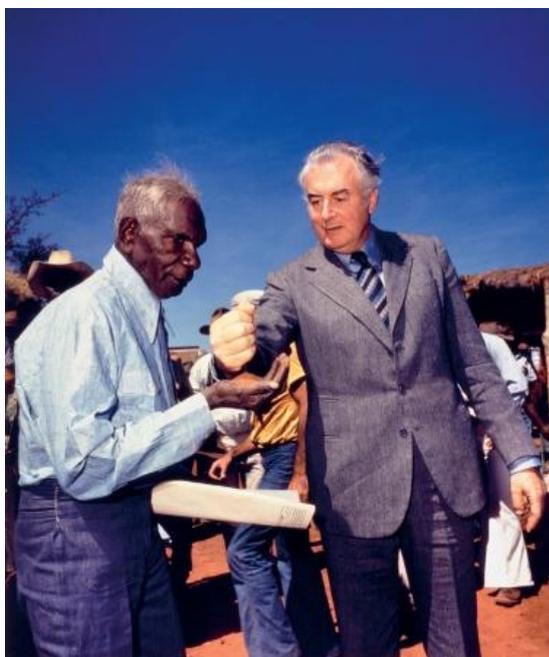
### Creating:

Your class is producing one episode of a television series called “Behind the Scene” in which iconic images from Australian history are fleshed out with the actions and motivations of people associated with the event.

Your group will choose one of the following

- Gough Whitlam
- Vincent Lingiari
- Lord Vestey
- workers from the Gurindji
- the photographer of this image, Mervyn Bishop.

Use the information you have gained from the texts above, develop a photomatic presentation (a series of stills presented in sequence with a voice over) to show how your section of the program could be shot and edited together.



<http://www.portrait.gov.au/magazine/article.php?articleID=165>

## THE SCOPE OF THE RESOURCE

The resource has been prepared for teachers and written for students. It broadly deals with four ideas that are common to Australian senior curricula

- a representation of an artist and celebrity
- a representation of an Australian voice
- how stylistic choices express ideas and reveal attitudes, values and perspectives
- how we respond to and evaluate an artist's work and its cultural significance.

## WHERE TO PLACE IT

The resource is designed for the senior years of English and Music.

The resource is made up of a series of sequenced activities that can be taught

- as an entire unit:
  - *Portraying the Artist*
  - *Representation*
- through selecting and compiling sections to form the basis of units based on other texts such as:
  - a documentary study
  - biography
  - an Australian voice?
- by choosing smaller sections to incorporate as extensions or points of comparison for other units such as:
  - writing my own story
  - construction of celebrity
  - Intertextuality: theft or creativity?
  - reading critically
  - cultural value
  - poetry (lyric and ballad)
- by focusing on particular songs for enriching work on texts
  - about place

- for social action
- that explore relationships.

Activities in the resource may be given directly to students.