



Jason Home

Cooper Pedy Area School

Multidisciplinary Approach to MELT use
from Grade 5 to Year 12



Multidisciplinary approach to MELT from Grade 5 to Year 12

Exploring applications of the RSD
Pentagon in middle and high school
classrooms

Jason Home
Cooper Pedy Area School

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Engaging students

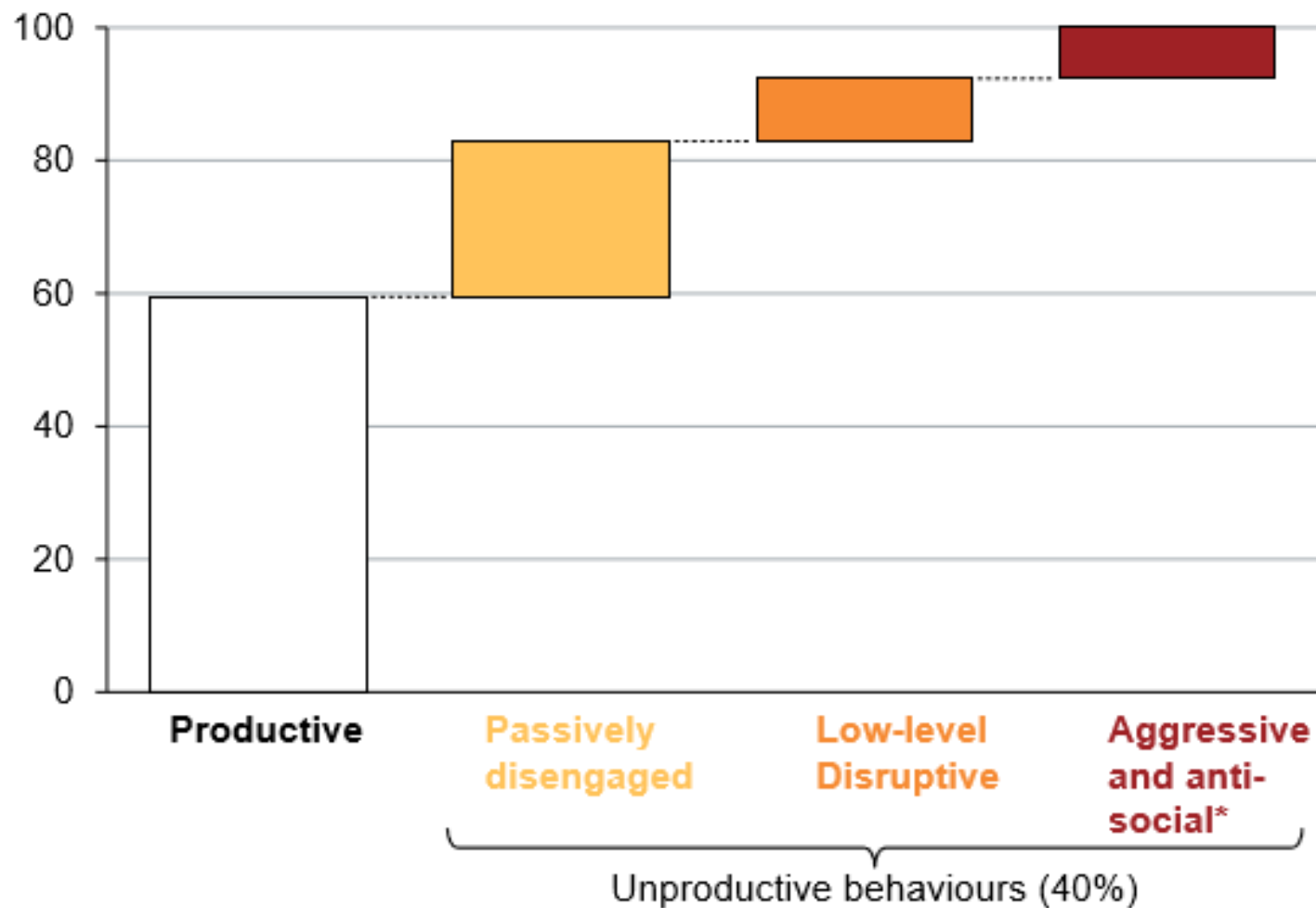
Creating classrooms that improve learning

By Peter Goss and Julie Sonnemann



Figure 2.1: About 40 per cent of all students are regularly unproductive in a given year

Percentage of students



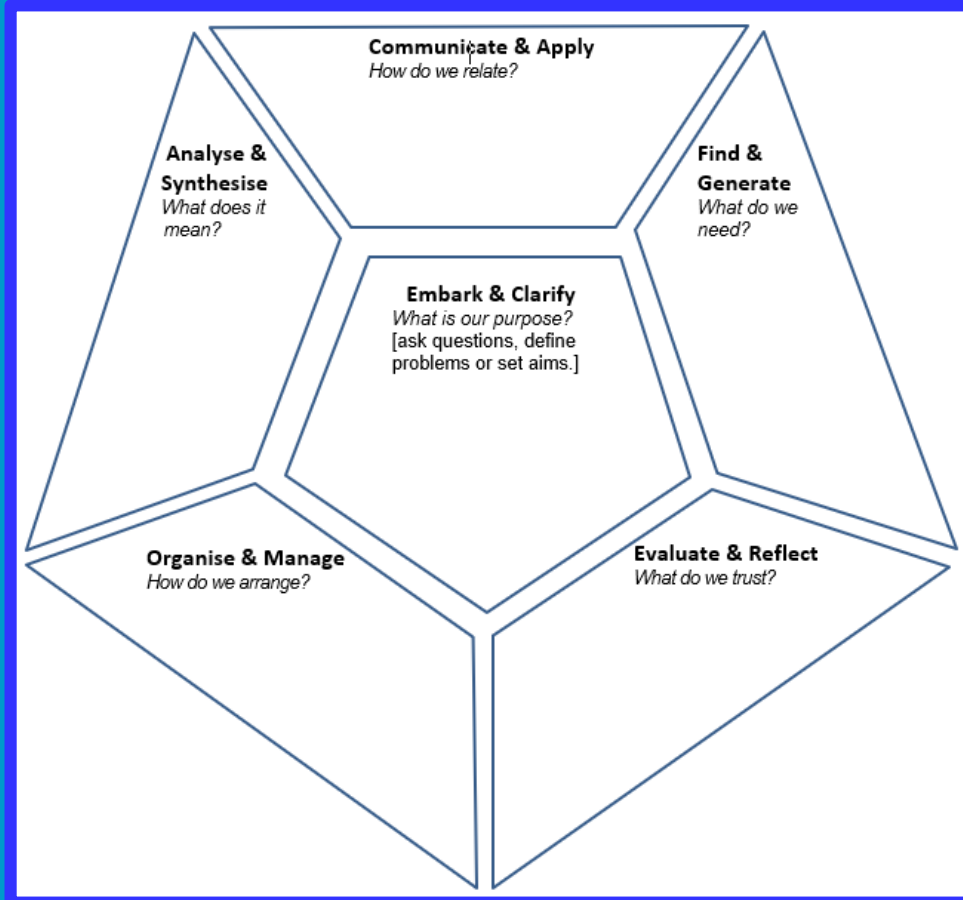
Notes: * Called uncooperative students in Angus et al. (2009). Percentage of students productive vs. unproductive is averaged across 4 years (2005-2008).

Source: Angus et al. (Ibid.).



There are no statistics for my research for 3 reasons:

1. Small sample size
2. Unique social & cultural demographic of students, may not necessarily be reflective of a general/typical classroom
3. I'm a new grad – there's no 'before' experiences or stats I can compare with





Plato's Theory of Forms

Place a coffee cup at the front of the room

Find and Generate

- (1) Write a list of things about this coffee cup. (Eg; it is blue)
- (2) Did your neighbour write anything different to you?
- (3) Compile a class list on the board.
- (4) What are the 2 most important properties of this cup?
- (5) Individuals all to share their thoughts.

Place oversize coffee cup on table

- (6) Write a list of things about this coffee cup.

Organise and Manage

- (7) What are the similarities and differences between the coffee cups?
- (8) Poll: Do we agree that both these coffee cups are 'coffee cups'?

Plato's Theory of Forms #2

Place regular coffee cup on table

"Imagine that this is the last coffee cup in the world"

Smash coffee cup with a hammer

Analyse and Synthesise

(9) "There are now no coffee cups left in the world. Given this scenario, what do we know about coffee cups?"

(10) "Is our list of the properties of the coffee cup in point (1) still relevant? Can we know what a coffee cup is, even if they don't exist?"

(11) "Can we know anything about coffee cups?" "Can we know what a coffee cup is, even if they don't exist?"

Plato's Theory of Forms #3

Communicate & Apply

Apply to other phenomena.

(12) What other things in life can we know about even if they aren't here physically?

Eg. Does Facebook exist? Does virtual reality exist? Can you point to *personality*?

Embark and Clarify

(13) What was the purpose of this lesson?

Evaluate and Reflect

(14) What is one thing that you learned today?

(15) How can we relate this knowledge to Plato's cave?

(16) Have I taught you anything today?

The Sound of Silence

Play Simon & Garfunkel's *The Sound of Silence*

Find & Generate

(1) Listen to the song, write down your thoughts, impressions and what you hear.

Organise & Manage

(2) What thoughts can we group together?

Play Disturbed's version of *The Sound of Silence*

Analyse & Synthesise

(3) Which version do you like better? Why?

Communicate & Apply


(4) Apply these thoughts to other songs. Are there other songs that evoke a similar feeling?

Evaluate & Reflect

(5) What have we learned?
(6) What has been the purpose of today's lesson?

Embark & Clarify

(7) What we have talked about are the musical elements of rhythm, pitch, dynamics & expression, form & structure, texture and timbre.



Which musical instrument is best suited to entertain a baby?

A research and performance project for students in
grade 5/6

