



FIGURATIVE LANGUAGE IN SONGS

New Zealand Curriculum, Level 4 English



Achievement Objective

Sentences

- identifies oral, written, and visual features used and recognises and describes their effects

WALT: identify figurative language in songs

SC: I know different types of figurative language, I can identify figurative language in a text. I can read the text and figure out any unknown vocabulary. I can share my ideas and respond to others ideas.

Key Competencies



Thinking - students analyse a song and find figurative language

Relating to others - students respectfully agree or disagree with each other

Using Language, symbols and texts - students listen and read song lyrics and read and respond to each other's ideas

Managing Self - Using Chromebook correctly

Participating and Contributing - sharing ideas, asking questions, listening to each other

Prior Knowledge



- What figurative language is and the different types
- How to respond to another person's idea (eg to argue, agree, clarify or ask a question)

Note: the lessons before this lesson involved a multimodal site about figurative language, which included examples of figurative language in songs. Students also had to find examples of figurative language in their own songs.

LESSON SEQUENCE

LEARN:



Resources:

[Collaborative](#)
[Google Doc](#)

Recap: Brain dump ([collaborative Padlet](#))

- Students share everything they can remember about figurative language
- Discuss students ideas

Making connections between figurative language and songs ([collaborative Padlet](#))

- Ask, aside from the music, what makes a song 'good'?
- Students share ideas on collaborative Padlet
- Point out where students are referring to rhythm, beat, rhyme etc
- Make explicit links to the fact that good songs use a range of figurative language to add description (eg metaphor, simile,



Padlet

(brain dump)

Padlet (what makes a song sound 'good')

IKEA Episodes - Phlake

personification, hyperbole) and make the song sound 'nice to the listeners ears' (eg assonance, alliteration, rhyme)

Introduce today's focus

- Identifying figurative language in songs
- We will be listening to a song which is packed with figurative language

Play song – IKEA Episodes, by PHLAKE

- Students listen to the song, they can watch the lyric video or read the lyrics on the [collaborative Google doc](#)

Identifying unknown vocabulary

- Use comments tool to highlight any unknown vocabulary
- Either leave a question mark, or find a definition
- Encourage students to build off others ideas by also sharing another definition

Identifying figurative language

- Split group off into peers or groups of 3. Assign each group a stanza to start off at
- Students use the comments tool to identify the figurative language features in the groups stanza
- Offer support to students when they need any clarification or assistance in identifying a language feature

Responding – agreeing and disagreeing (ON CLASS ONAIR FOOTAGE)

- Direct the groups to the stanza below their stanza
- Students use the comments tool to identify the figurative language features in the groups stanza. Students respond by
 - Agreeing or disagreeing with their identification
 - Explaining WHY you agree or disagree. EG I agree that it is a simile because it is using like or as to compare two things.
- Stress the importance of using the word 'because', as they need to explain their thinking and how they know that it is (or isn't) a language feature
- Stop and discuss a few examples to help model the process of agreeing/disagreeing and explaining why
- Question students to help them to clarify their thinking
- Address any misconceptions by linking back to what students know about figurative language

Explaining the effect of the language feature

- Explain that students need to
 - Go down to the next stanza
 - Read both the identification and response
 - Explain WHAT the language feature is saying or the effect of it. EG



	assonance helps it to sound nice to my ears, or its saying that the singer is feeling like...) • Model process if students are unsure of the task
CREATE:	Create a DLO • Students create a DLO about figurative language in songs ◦ Students MUST ■ include video and audio of the songs ■ Identify all figurative language ■ Explain HOW they know it is a type of figurative language ◦ Students may want to explain the figurative language ◦ Students can use more than one song • Demonstrate how to embed a YouTube clip on Google Slides, and change the settings so the clip starts and ends at specific times.
SHARE:	Post on blog Students share on their blog by embedding their DLO in a blog post. Students include the WALT, explanation of the task and a reflection (how they found the task and why). Students encouraged to look at each others blog posts and write a comment