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| **Year level: 3/4/5** | **Learning Area: English** |  |
| **RELEVANT STATEMENTS FROM THE YEAR 3 ACHIEVEMENT STANDARD** | **RELEVANT STATEMENTS FROM THE YEAR 4 ACHIEVEMENT STANDARD** | **RELEVANT STATEMENTS FROM THE YEAR 5 ACHIEVEMENT STANDARD** |
| **Reading and Viewing**They understand how language features, images and vocabulary choices are used for different effects.**Writing and Creating**They understand how language can be used to express feelings and opinions on topics. Students create a range of texts for familiar and unfamiliar audiences. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. | **Reading and Viewing**They explain how language features, images and vocabulary are used to engage the interest of audiences.**Writing and Creating**Students use language features to create coherence and add detail to their texts. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences.  | **Reading and Viewing**They understand how language features, images and vocabulary influence interpretations of characters, settings and events.**Writing and Creating**Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create imaginative, informative and persuasive texts for different purposes and audiences. |
|  | **YEAR 3 CONTENT** | **←YEAR 3/4→****Conceptual links** | **YEAR 4 CONTENT** | **←YEAR 4/5→****Conceptual links** | **YEAR 5 CONTENT** |
| Visual language | Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments | Visual language featuresEffectsAudience | Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts | Visual language featuresEffectsAudienceInterpretations | Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers’ interpretations |
| Texts and the context in which they are used | Identify the point of view in a text and suggest alternative points of view | Points of viewLanguage features | Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts | Points of viewLanguage featuresContext | Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context |
| Purpose and audience | Identify the audience and purpose of imaginative, informative and persuasive texts | AudiencePurposeLanguage features | Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text | Text structuresLanguage featuresPurpose | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text |

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| **🡨COMMON UNDERSTANDINGS→*****Some suggested common understandings that could be applied across year groups for teaching*** |
| * There are different types of visual texts.
* Visual texts can communicate meaning. How do elements (print, sound and images) in a multimodal text work together to communicate meaning?
* Producers use specific visual language features when creating a visual text.
* Texts are created for specific audiences and purposes.
* What are some effects of visual language on the audience?
* The purpose and audience of a text will reflect the point of view and context
* How can different points of view impact on the interpretation of a visual text?
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| **SUGGESTED LEARNING EXPERIENCES** ***Ensure meaningful learning experiences explore the above common understandings*** |
| * Explore the range of visual texts used as part of the ‘Act, Belong, Commit’ campaign (e.g. website, TV adverts, print adverts, promotional material).
* Focus on one type of visual text to explore the following in detail.
	+ The (visual) language techniques that have been used by the producer.
	+ What are their effects?
	+ How do they contribute to the meaning of the text (purpose)?
	+ How do they appeal to the audience?
* Discuss point of view and context. Identify the point of view that is presented in the visual text and consider alternative points of view. Analyse how the combination of visual language, print and sound can convey a point of view and how, depending on context, interpretations can differ.
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| **SUGGESTED ASSESSMENTS*****Consider the learning experiences and identify the points of assessment for each year level (against the year level Achievement Standard)*** |
| **Year 3** | **Year 4** | **Year 5** |
| Using the visual text type that was studied, students create their own visual text as part of the ‘Act, Belong, Commit’ campaign. Students may:* Create a visual text that is catered to members of a community
* Discuss the visual language features they used
 | Using the visual text type that was studied, students create their own visual text as part of the ‘Act, Belong, Commit’ campaign.Students may:* Create a visual text that is catered to a specific target audience within the community
* Use a range of visual language features in their text
* Explain the visual language features they used to engage the audience
 | Using the visual text type that was studied, students create their own visual text as part of the ‘Act, Belong, Commit’ campaign.Students may:* Create a visual text that is catered to a specific target audience within the community and has a clear purpose
* Present a point of view in their text
* Explain the visual language features they used and how they influence the audience
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| **CONSIDERATIONS WHEN LINKING TO OTHER LEARNING AREAS*****What authentic connections can be made across learning areas to develop connected programs?*** |
| * Humanities and Social Sciences – Civics and Citizenship
* The Arts – Media Art
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