**Teaching and Learning Program for the Elements**

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|  | **Teaching and Learning Program**  **English and Visual Arts** | | | | | | | | | | | | | | | | | |
| **Imagery – Words and Pictures**  **Program Risk Level: Low** | | | | | | | | | | | | **Duration: 6 weeks**  By Kim Pope | | | | | |
| **Syllabus Outcomes**    **Stage 3** | **English**  A student:  EN3-2A composes, edits and presents well-structured and coherent texts.  EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.  EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.  EN3-5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.  EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.  **Visual Arts**  A Student:  VAS3.1Investigates subject matter in an attempt to represent likenesses of things in the world.  VAS3.2 Makes artworks for different audiences, assembling materials in a variety of ways.  VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.  VAS3.4 Communicates about the ways in which subject matter is represented in artworks. | | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * Identify and explore underlying themes and central storylines in imaginative texts. * Use the key elements of planning, composing, reviewing and publishing. * Recognise evaluative language, including emotive language and modality. * Recognise how aspects of personal perspective influence responses to text. | | | | | | | | **Students learn about:**   * Language forms and features. * Text structures and language features. * How composers and illustrators make stories exciting, moving and absorbing to hold reader’s interest. * Artists convey different messages throughout artwork. * Symbolic meaning or metaphor is interpreted in different artworks. * How to express an opinion in their own artwork. | | | | | | | | | |
| **Background and Key Ideas** | Imagery – words and pictures is a picture book and media study focussing on how authors, Illustrators and artists use imagery to express meaning. Students participate in numerous writing activities allowing them to experiment with the use of imagery in their writing including the use of similes, metaphors, personification and sound devices such as alliteration. Students also create artworks using different techniques to express meaning. | | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | | Aspects of Speaking | | | | Phonics | Phonemic Awareness | | | Concepts About Print |
| Clusters: | | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | | Multiplication and Division | | | | Fraction Units | | Length, Area and Volume |
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| **Quality Teaching** | | | | | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | **Quality Learning Environment** | | | | | | | **Significance** | | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**      E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Unit Introduction**  Discuss what students find appealing in a text – pictures, topics etc.  What books, movies etc can they name that contain animals.  Brainstorm reasons why authors and artists may want to use animals in their work.  Focus questions   * What is imagery? * How do you create imagery as an author, illustrator and artist?   **Picture Book**  ***Fox Margaret Wild an Ron Brooks***   * Look at text cover and complete predictions (Comprehension Focus – Prediction) * Read and respond discussing text structure, language features and use of imagery by the authors. * Individual work stations * Writing activity   Visual Arts   * Discuss the lettering shape and direction used in the text and suggests the impact on the reader. How could lettering style and colour reflect each character in the book?   Discuss the use of line and colour in Fox’s coat.  Paint a picture of either the dog, magpie or fox paying attention to line, colour and the appearance of texture.   * Discuss knowledge of bushfires in relation to the elements of design. Students paint a bushfire picture.     **Picture Book and Digital text**  ***Where the Wild Things Are by Maurice Sendak***   * Look at text cover and complete predictions. This is a well-known text and may have previously been studied. Discuss with students. * Read and respond discussing text structure, language features and use of imagery by the author. (Comprehension focus – Making Connections - Emotions). Complete emotion activity as a class. * Individual work stations * Writing activity   Visual Arts   * Line drawing * Sculpting   **Picture Book**  ***The Great Bear by Libby Gleeson***   * Look at text cover and complete predictions * Read and respond discussing text structure, language features and use of imagery by the authors (rhythm, repetition, alliteration, illustrations to convey emotion and build tension). * Comprehension focus (Visualising). Discuss the advantages of reading a book with little text but striking illustrations. * Individual work stations * Writing activity   Visual Arts   * Constellation picture * Charcoal picture   **Final Assessment – Oral Presentation: Words or Pictures.**  Students have studied a range of picture books and discussed how the illustrations contribute to a text’s meaning and how the illustrations may affect the reader.  Task - Students were asked to prepare a two-minute oral exposition on the topic ‘Words or pictures: Which has the greater impact on the reader in picture books?’ They are encouraged to provide evidence from texts for their opinions.  Text structure was reviewed and students were allowed 50 minutes to prepare their presentations and 30 minutes to rehearse it. | | | | | | | | | | | | | | | | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Story Sharing    Non-Verbal  8_community[1]  Community Links | |
| **Special Needs Adjustments** | | | | | | | **School to Work** | | | | | | | | | | | |
| Extra one on one assistance.  High interest activities used.  Differentiated worksheets aimed at individual student ability. | | | | | | | N/A | | | | | | | | | | | |
| **Assessments** | | | | | | | | | | | | | | | | | | |
| Ongoing lesson observation of student engagement and participation.  Writing and art work samples.  Assessment 2 – Oral Presentation: Words or Pictures.  Final Assessment speech | | | | | | | | | | | | | | | | | | |
| Roles and Responsibilities | | | | | | | | | | | | | | | | | | |
| Teacher | | | | SLSO | | | | | | | Student | | | | | | | |
| Provide clear instruction and realistic expectations | | | | Provide additional one on one support.  Motivate and encourage engagement. | | | | | | | Ask for additional assistance if needed.  Complete work to the best of ability. | | | | | | | |

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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What worked well?  What needed to be changed?  What do I think the students gained from this lesson?  How well did this unit match the Elements of Learning and Achievement?  What did I learn?  How will I use this experience to extend my practice in the future? | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |

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| **Fox Margaret Wild and Ron Brooks** |

**Teacher Lesson Plan**

* Predict – o – gram worksheet (comprehension focus - Prediction)
* Read and respond (Questions – use worksheet to focus and provide framework. Include text structure and language features)
* Activities (friendship, vocabulary,
* Writing Activities - Writing Stimulus – discuss purpose, audience, tense, use of creative language (imagery, alliteration), sentence type (short can build tension and long can create atmosphere)
* Visual Arts – 2 activities

1. Bushfire picture
2. Painting Dog, Magpie or Fox.

Discuss

(The use of line, colour and cross-hatching.

Take in the vigour of the lines and the cross-hatching, the intensity of colour in sun and desert, the charred effect of the scene where Fox abandons Magpie, the brilliance of the blue sky as they race away. Absorb the richness of the cave shadow, the solidity of the rocks and trees around the cave. All of these things create character, dynamics, relationship, feeling and power. The existential dilemma that the story poses is there, in force, in the pictures.

Talk about the lettering in the book. Is it like any other books you have read? How do you think the effect was achieved? Why does the direction of the lettering change in different parts of the book? Experiment with painting the name of one of the animals in the book in a way which reflects its character.

Talk about the use of line and colour in Fox’s coat. What does the colour red suggest? What does the energetic cross-hatching in the fine hair of the coat suggest?

Additional discussion questions

1. How did you feel when you finished reading the book?
2. • Why do you think the book is called ‘Fox’ and not ‘Dog’ or ‘Magpie’?
3. • Which characters do you like best? Why?
4. • Have you had any experiences like those in the story?
5. • Do you know anyone who is like someone in the story?
6. • Are there any characters, events or settings which remind you of parts of television programs or films you have seen? How are they similar?
7. • Do you think the characters deserve what happens to them?
8. • If you were telling this story, what would you change?
9. • Why do you think the author wanted the story to end as it does?
10. • What do you think is the most important message of the story?
11. • If you could speak to the author about the story, what comments would you make?

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| **Discussion of narrative stages** |
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| Orientation: We meet the characters and see their relationship develop to the point where “Dog runs, with Magpie on his back, every day, through Summer, through Winter.” |
| How do the main characters come to be together? |
| What do these characters have in common? |
| How does the relationship between them develop? |
| How does the choice of words intensify the story? (For example: drags her body, melting into blackness, rush of grief, into blueness, rejoices) |
| What tense is used for the action verbs? What effect does this create? |
| What different emotions are encompassed in the Orientation? |
| List some of the characteristics of the ‘strange new creature’ that Dog and Magpie form. |
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| Complication: The pattern of Dog and Magpie’s lives is disrupted by the arrival of Fox. The harmony andunity between Dog and Magpie comes under threat as Magpie tries to warn Dog but he is unresponsive. Fox tempts Magpie to join him and she succumbs. He then abandons her. |
| Why does the arrival of Fox have the potential to interrupt the pattern of Dog and Magpie’s life? |
| What words are used to describe Fox’s arrival? (haunted eyes, flicks through the trees like a tongue of fire). What atmosphere does this language create? Does this bode well for Dog and Magpie? |
| What type of movement or activity does the circular shape of Fox’s body suggest in the first image we see of him? Where is this shape repeated? What does this suggest? |
| Why do you think Magpie trembles? |
| Is Fox’s comment that Dog and Magpie looked ‘extraordinary’ a compliment or is there something more? |
| Compare the different reactions of Dog and Magpie to Fox’s arrival. |
| How does Fox shake Magpie’s commitment to Dog? |
| Is Magpie weak? |
| Should Dog have listened to Magpie? Could he have prevented Magpie going with Fox? |
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| Resolution: Magpie finds strength to resist the temptation to die in the desert by thinking of Dog waking tofind her gone. She begins the long journey home. |
| Was it Fox’s plan to kill Magpie? How does Magpie find the strength to overcome her despair? |
| Why would it be easier to die in the desert? |
| Is thinking about Dog’s needs a new thing for Magpie? |
| How has Magpie changed as a result of her encounter with Fox? |
| How are these changes reflected in the way Magpie is shown in the pictures? |

**Fox by Margaret Wild and Ron Brooks**

1. Who was the intended audience for this text?
2. What text type is this text and what is its structure?

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1. What language features does this author use?

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1. Write using your own words what the story was about.
2. What is the most important message of the story?

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| **Friendship** |

Describe the following characters. What kind of friend is each character?

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| Character | Description |
| Dog |  |
| Magpie |  |
| Fox |  |

What does being a good friend mean to you? Write a draft here and record your answer using the ipad.

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| **Vocabulary Activity** |

***Margaret Wild is very good at choosing words that intensify the story.***

Read the following and circle the words that intensify the story.

*Other examples from the text include;*

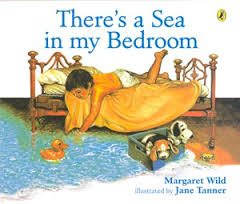
drags her body

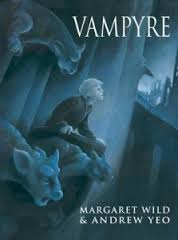
melting into blackness,

rush of grief

**Activity -** Match the word or sentence to its meaning. Take a photo using the ipad of your finished work, print and glue into your English book.

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| charred | feel or show great delight |
| tend her burnt wing | fast |
| rejoices | acclaim |
| swiftly | to be partially burned |
| flickers | amazing |
| extraordinary | look after |
| envy | to move back or forth |
| Magpie exults, “At last I am flying, Really Flying!” | to be jealous |

 “As with most of my stories, it is the emotions in the text which interest me most.” Margaret Wild.



Writing Stimulus

**Bushfire**



The school excursion had started off fine. We were visiting a National Park and everything was ok until \_\_\_\_\_\_\_\_\_ and I decided to follow the winding, narrow path. Before long the sky had a strange red glow and a wind had picked up. Even though we were lost we did not start to panic until we started to smell smoke.

What are you going to do?

How are you and your friend going to escape the fire?