

# Multimedia: English

## English

In Australian Curriculum: English students use multimedia and multimodal texts in their study of written, spoken and visual language. They deconstruct multimodal texts and learn about their richness and capacity to construct and manipulate meaning using combinations of text, still and moving images, sound and animation. They explore and analyse how multimodal texts generate points of view and convey perspectives and opinions, evoke feelings and facilitate connections and interactions in local and global contexts. They create and publish multimodal texts in a range of formats to communicate ideas and engage with audiences.

## Multimedia dimensions

### English - Foundation

#### Language

##### ***Text structure and organisation***

- Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)
- Understand that some language in written texts is unlike everyday spoken language (ACELA1431)
- Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)

##### ***Expressing and developing ideas***

- Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)

#### Literature

##### ***Responding to literature***

- Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)
- Share feelings and thoughts about the events and characters in texts (ACELT1783)

##### ***Examining literature***

- Identify some features of texts including events and characters and retell events from a text (ACELT1578)
- Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)

##### ***Creating literature***

- Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)

#### Literacy

##### ***Texts in context***

- Identify some familiar texts and the contexts in which they are used (ACELY1645)

##### ***Interacting with others***

- Listen to and respond orally to texts and to the communication of others in informal and

structured classroom situations (ACELY1646)

***Interpreting, analysing, evaluating***

- Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)

***Creating texts***

- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)
- Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)
- Construct texts using software including word processing programs (ACELY1654)

## English - Year 1

### Language

***Language for interaction***

- Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)

***Text structure and organisation***

- Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)
- Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)

***Expressing and developing ideas***

- Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)
- Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)

### Literature

***Literature and context***

- Discuss how authors create characters using language and images (ACELT1581)

***Responding to literature***

- Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)
- Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)

***Examining literature***

- Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)

***Creating literature***

- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)

### Literacy

### **Texts in context**

- Respond to texts drawn from a range of cultures and experiences (ACELY1655)

### **Interpreting, analysing, evaluating**

- Describe some differences between imaginative informative and persuasive texts (ACELY1658)

### **Creating texts**

- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)
- Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)

## **English - Year 2**

### **Language**

#### **Language variation and change**

- Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)

#### **Language for interaction**

- Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)

#### **Text structure and organisation**

- Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)
- Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)

#### **Expressing and developing ideas**

- Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)
- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)

### **Literature**

#### **Literature and context**

- Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)

#### **Responding to literature**

- Compare opinions about characters, events and settings in and between texts (ACELT1589)

#### **Examining literature**

- Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1590)

#### **Creating literature**

- Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)
- Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)

## **Literacy**

### ***Texts in context***

- Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)

### ***Interpreting, analysing, evaluating***

- Identify the audience of imaginative, informative and persuasive texts (ACELY1668)
- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structure (ACELY1670)

### ***Creating texts***

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)
- Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)