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 - Year 3

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
- 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 texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1587)

Creating literature
- Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)
- Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)

Literacy
Texts in context

- Identify the point of view in a text and suggest alternative points of view (ACELY1675)

Interacting with others
- Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELT1792)

Interpreting, analysing, evaluating
- Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)
- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)

Creating texts
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print,and multimodal elements appropriate to the audience and purpose (ACELY1682)
- Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)

English - Year 4

Language
Language for interaction
- Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)

Text structure and organisation
- Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)
- Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)
- 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 (ACELA1496)
- Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)

Literature
Literature and context
- Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)

Responding to literature
- Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)

Examining literature
- Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)

Creating literature

- Create literary texts that explore students' own experiences and imagining (ACELT1607)
- Create literary texts by developing storylines, characters and settings (ACELT1794)

Literacy

Interacting with others

- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELT1687)
- Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELT1689)

Interpreting, analysing, evaluating

- Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELT1690)
- Read different types of texts by combining contextual , semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELT1691)
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELT1692)

Creating texts

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELT1694)
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELT1697)