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 5

Language
Language for interaction
- Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)

Text structure and organisation
- Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)
- Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)

Expressing and developing ideas
- Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)

Literature
Creating literature
- Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)
- Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)

Literacy
Interacting with others
- Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)

Interpreting, analysing and evaluating
- Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)
- Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)

Creating texts

- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)
- Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)

English - Year 6

Language
Text structure and organisation

- Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)

Expressing and developing ideas

- Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)

Literature
Responding to literature

- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)

Examining literature

- Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)

Creating literature

- Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)

Literacy
Texts in context

- Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)

Interacting with others

- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)

Interpreting, analysing and evaluating

- Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)
- Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters,

        headings and subheadings (ACELY1712)

- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)
- Analyse strategies authors use to influence readers (ACELY1801)

Creating texts

- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)
- Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)