

# 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 7

#### Language

##### *Language variation and change*

- Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)

##### *Language for interaction*

- Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)

##### *Text structure and organisation*

- Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)

##### *Expressing and developing ideas*

- Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)

#### Literature

##### *Literature and context*

- Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)

##### *Responding to literature*

- Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)
- Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)

##### *Examining literature*

- Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)

##### *Creating literature*

- Create literary texts that adapt stylistic features encountered in other texts, for example, narrative

viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)

- Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)

## Literacy

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

- Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)

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

- Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)
- Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)
- Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)
- Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)

### ***Creating texts***

- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)
- Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)

## English - Year 8

## Language

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

- Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1540)
- Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)
- Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1545)

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

- Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)
- Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)

### ***Literature and context***

- Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)
- Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)

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

- Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)
- Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628)
- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)

### ***Examining literature***

- Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)
- Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)

### ***Creating literature***

- Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)
- Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)

## **Literacy**

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

- Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)

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

- Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)
- Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)

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

- Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)
- Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)
- Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)
- Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)

### ***Creating texts***

- Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)
- Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)
- Use a range of software, including word processing programs, to create, edit and publish texts

imaginatively (ACELY1738)