

# ENGLISH

## Lesson 9

Year 6

**Topic: Narrative**

### Applying visual language to a text

Today you will:

- understand that visual language can have aspects which can be adapted from an informative text into a narrative.

#### Resources

##### Text

Moss, S 1982, *Going ... Going ... (Gone?)*, Thomas Nelson, Australia (optional)

##### Find and prepare

Sheet 7 — Transforming a text (saved copy from Lessons 7–8)

Sheet 9 — Model response: 'William Walter wastes water' (from previous lessons)

Exercise book

#### Key terms

aesthetic, collage, colour, framing, image, salience, shot size, visual features (visual elements)

For definitions and explanations of terms, please see the [Glossary](#).

#### Lesson

##### Apply visual language



I really like your story so far.  
Have you been thinking about the illustrations you are going to add?

Remember, in order to create a persuasive and engaging narrative story using artwork or images, the following visual features should be considered:

- **colour:** can create an emotional response in the reader and reflect the events in the written narrative. For example, yellow can represent a character's happiness, blue can represent sadness or cold and red can represent danger or alarm
- **salience:** a strategy of emphasis, highlighting what is important in a text. In images, salience is created through strategies in tone or colour and helps the reader identify what is most important on the page. For example, an image of a garden could be shaded entirely in black and grey, except for one lonely flower, which could be coloured bright yellow. This positions the audience to view the flower as being extremely important to the narrative
- **framing:** the placement or positioning of an image on a page for aesthetic (pleasing to the eye) and persuasive effect. For example, how big or small an image is on a page and where it is positioned (such as beside the text, above the text or even behind the text)
- **shot size:** can determine how the author or illustrator wants the reader to accept particular meanings about a character or situation. Each type of shot has a different purpose or effect and can be used to visually express the narrative. For example:



A long shot can be used to show the relationship between a character and his surroundings.

*How is William wasting water?*



A close-up shot of a character's face can help convey his emotions to the reader.

*What is William thinking about?*



A medium shot can be used to show a character's facial expressions, gestures and actions.

*How is William saving water?*

1. Read your draft on **Part B** of **Sheet 7** — [Transforming a text](#) to remind yourself of the characters and events you have created. In this lesson, you will complete **Part C** and select or create images.
2. Copy and paste your draft into a word processing document or any other program that allows you to manipulate and move your text and images.
3. Consider how you will illustrate your narrative. You could:
  - draw or paint your own images using pencil and paper and/or paint, making deliberate colour considerations
    - glue your drawings and text together
    - scan your artwork and save images digitally to add to your text
  - create images using digital drawing tools
  - create a collage of images by cutting images out of magazines or other printed material and assembling them (or scan the images to create digital collages)
  - take photographs of people, places or things that appear in your narrative
  - use images from the internet. If you do this, you can select images that have been specially created for free and unrestricted use. Be sure to acknowledge that someone else owns the image and include an attribution.

If you do use images created by others, you should include attribution details.

An attribution gives credit to the creator of a text or image. Your attributions should include the:

- author's name
- image title
- web address of image.



An attribution might look like this.



Dominique Chappard, *Skyline landscape with house*  
<http://openclipart.org/detail/169520/skyline-landscape-with-house-by-cybergedeon>



### Hot tip

Websites for images:

FlickrCC <https://www.flickr.com/>

Wikimedia Commons [http://commons.wikimedia.org/wiki/Main\\_Page](http://commons.wikimedia.org/wiki/Main_Page)

Pics4Learning <http://pics4learning.com/>

4. Look at boxes a) and b) below. Consider which example has its written and visual information arranged more aesthetically.

An aesthetically pleasing arrangement is one that is attractive to the eye and has artistic merit. When thinking about aesthetics, you might talk about how visual elements are positioned within the frame of the page, salience (what grabs your attention), the size of images and the use of colour.

In two sentences, explain your choice and why you think this example looks the best.

a.

Claude was curious to see what was in the bag. He edged one claw in and then he moved sideways into the bag further. He tried to raise his large front claw to hold the plastic away from his eyes but he found that he was stuck.



b.

Claude was curious to see what was in the bag. He edged one claw in and then he moved sideways into the bag further. He tried to raise his large front claw to hold the plastic away from his eyes but he found that he was stuck.








Remember the images in *Where the forest meets the sea*? They are the size of the whole page with the text superimposed over them.


5. Use the following approach to decide how you will organise written and visual information in your story.

- Organise your written text into separate stages or events.
- Brainstorm ideas about illustrations that could depict each stage or event.

This can be done using a planning table like the one below. The left column breaks a section of written information from **Sheet 9 — [Model response: 'William Walter wastes water'](#)** into different segments. The right column has notes and visual information about the type of illustrations that could be included in the final version of the story.

'William wasted water. His favourite thing in the whole wide world was to turn on the hose and play in the yard. He made impressive statues. He whirled like a sprinkler. He created raindrops that splattered on the driveway and made the dog run for cover.'

Title: 'William Walter wastes water'	
Written text	Ideas for images
'William wasted water. His favourite thing in the whole wide world was to turn on the hose and play in the yard.'	 <p>Image of William with hose</p>
'He made impressive statues. He whirled like a sprinkler.'	<p>It might be difficult to show William 'whirling like a sprinkler' in a still image.</p> <p>It would be best to focus on the illustration of him making 'an impressive statue'. I could have William posing with a hose, looking like a statue you might see in a fountain.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><a href="http://morguefile.com/p/638313">http://morguefile.com/p/638313</a></p>

Title: 'William Walter wastes water'	
Written text	Ideas for images
'He created raindrops which splattered on the driveway and made the dog run for cover.'	<p>It would be entertaining to show the dog getting wet.</p> 

6. Create a table similar to the one below to plan and organise your story ideas.

- Add rows to the table.
- Use the table to separate your story into different segments.
- Include sketches, reference images or notes about the types of illustrations you could use in your transformation.

Title:	
Written text	Ideas for images

7. When you have made decisions about what sort of images you will use and how many you will need, you can begin placing them in your document with the text.

Remember to consider:

- the size of your images (shot size)
- the placement of your images (framing and salience)
- the font size and type for the text
- backgrounds and borders for the pages
- the colour of your images.

### Note

Save **Sheet 7** for use in future lessons.

## Reading

Remember to complete your daily reading today. You can read at any time, for example, when you first wake up, during free time or at bedtime. You can read texts of any type.

At the end of each text read, reflect upon:

- your enjoyment level
- interesting points about your reading and the text.