Remember: read the Teacher Notes first!

Lesson 2

Connecting ideas about visual and multimodal texts

Learning intention

Explain (give reasons for) the elements used to communicate a message in a visual or multimodal text about the rail network.

We have provided assessment rubrics at the back of this document (Appendix) for guidance as to how students may achieve the learning intention to differentiated standards.

Teacher Alert

*Year 7 students should concentrate on the use of **gaze, angle and social distance** to create perspective in their multimodal text.*

*Year 8 students should concentrate on any **allusions to other texts** that enhance and/or layer the meaning of their multimodal text.*

2.1 Compare texts used to promote rail safety

Ask students to share their HookED Describe++ map from Lesson 1.2 with another student.

Compare and contrast the images and the features you identified; the reasons why you think the features were used; how it makes you feel; and what it makes you wonder. Look for similarities and differences in use of these features between the different visual or multimodal texts.

Students can use the attached **'Features used in a visual or multimodal text' table** to help them in their discussion of the similarities and differences between visual or multimodal texts.

Revisit the initial group/class definition of *visual or multimodal* text and improve it – "We think visual or multimodal texts are … because [give a reason] … because [provide evidence]."

Extension: Ask students to create a visual checklist of the different features/techniques that can be used in visual or multimodal texts to:

- develop a point of view (Year 7)
- allude to other texts (Year 8).

Students can develop their checklist by completing the attached **'Visual Checklist' table**.

Features used in a visual or multimodal text

Features identified in a visual or multimodal text about travelling by rail **Examples below**	Describe how the different features have been used. [bringing in ideas]		Compare and contrast the use of these features in different visual or multimodal texts about travelling by rail. [relating ideas]	Generalise about the effect of these features in visual or multimodal texts about travelling by rail. [extending ideas]
Salience – dominant image	Image 1.	Image 2.	Similarities: Differences:	
Colour	Image 1	Image 2.	Similarities: Differences:	
Symbolism	Image 1	Image 2.	Similarities: Differences:	
Framing	Image 1	Image 2.	Similarities: Differences:	
Point of view – gaze, angle, social distance (Year 7)	Image 1.	Image 2.	Similarities: Differences:	
Allusions to other texts that enhance meaning. (Year 8)	Image 1.	Image 2.	Similarities: Differences:	

Visual checklist

Technique/feature used to develop a point of view (Y7) or allude to other texts (Y8)	**Example** – insert visual or multimodal text example.	**Explain the effect on the viewer.**

2.2 Analyse a visual or multimodal text image used to promote rail safety

Interpret the ideas, language and visual features used in the text, their purpose and their effect.

Ask students to find examples of visual and/or multimodal texts **with a message about rail safety**. They can look for visual and multimodal texts in one of the included resources **Media and multimodal texts** and **Video & poster Resources**; search our high school student media library: http://tracksafeeducation.com.au/students/high/media-library/; or find their own by searching advertisements (print and multimedia), resources from safety campaigns, transport posters, online media including blog posts and web pages, etc.

Teachers should approve the visual or multimodal texts selected for this activity to ensure they hold sufficient challenge for analysis of point of view (Year 7) or allusions that enhance meaning (Year 8).

Use the following differentiated *Stations* criteria activity to analyse each visual or multimodal text.

Station 1: What is it?

Identify the visual or multimodal text. (One idea)

What is the visual or multimodal text about? Who produced the text? When was it produced? Where was it displayed or used? What was the purpose of the text? Who was the intended audience for the text? What is the focus of the text – an idea, a place, a person or an event? What stands out in the text? What point of view is expressed? What other texts are alluded to in the text? What safety messages feature in this text? What impact does the text have on you? How does the text make you feel?

Station 2: What is it like?

Describe the features used in the visual or multimodal text. (Loose ideas)

What features have been used to convey the safety message/s? Use the features identified in the previous activities. What does it look like? How is the text laid out? What colours and tones are used? What colours and/or tones dominate the text? Is colour used to connect ideas or make ideas distinct from each other or stand out? What mood is created by the use of colour – hue, saturation and brightness – in the text? What is in the background of the text? What is in the foreground? How are light and shadow used? Is the image close up or far away? What angle has been taken? How is the subject positioned on the text – isolated, juxtaposed? How are the different elements of the text positioned? What does the proximity

of different objects or ideas suggest? How is symmetry (and asymmetry) used to make ideas appear related or to draw attention? Where is the white space positioned? What language structures and/or features are present? What symbols are present? Does the text use transparency to offer an insight into what is going on under the surface or out of sight? Does the visual text provide a possibility tree showing choices or routes to follow to increase the potential for viewers to reach the goal or desired behavioural change? What typeface – font, size and weight – is used? What is the expression of a point of view? What are other texts alluded to in the text?

Station 3: How and why?

Explain how and why the different elements and features have been used to convey the message in the text. (Related ideas)

How and why are these elements and features used to convey the safety message in the visual or multimodal text? What is the writer's purpose in using an element or a feature in the text? How do these elements and features work together to reinforce or enhance the safety message in the visual or multimodal text?

Station 4: How effective is it?

Express an opinion on the effectiveness of a visual or multimodal text in conveying the safety message. (Extended ideas)

Develop group or class criteria for assessing the effectiveness of a visual or multimodal text.

For example, to what extent does the text: clearly identify the rail safety message; use gaze, angle and social distance to generate a point of view about rail safety; allude to or draw on other texts or images to enhance and layer rail safety messages; use identifiable symbols to represent the rail safety message; use layout to focus attention on the rail safety message; use colour to express appropriate mood or emotion about the rail safety message; use frames to include the viewer in the rail safety message?

Ask students to work in groups to assess up to five visual or multimodal texts using a criteria ranking grid like the one below. Choose your own ranking criteria for comparing and ranking the texts (see example **Criteria Ranking Grid**).

Extension: Ask students to compare and contrast visual railway safety texts from the past with texts from today. Find similarities and differences between different elements and features in the visual texts. Suggest why the elements and features in visual texts have changed over time.

Criteria ranking grid

Rank the texts using a scale from 1 = most effective to 5 = least effective.

Total the scores and circle the most effective visual or multimodal text overall.

How well does each visual or multimodal text:	Text A	Text B	Text C	Text D	Text E
clearly identify the rail safety message?					
use gaze, angle and social distance to generate a point of view about rail safety?					
allude to other texts or images to enhance and layer rail safety messages?					
use identifiable symbols to represent the rail safety message?					
uses layout to focus attention on the rail safety message?					
use colour to express appropriate mood or emotion about the rail safety message?					
TOTAL					

Appendix: Differentiated assessment rubrics

We have provided guidance for how students may achieve differentiated standards within these learning activities.

English

This rubric may assist you in assessing student achievements within the Australian Curriculum. Results can be recorded via your usual assessment record method.

Explain (give reasons for) the elements used to communicate a message in a visual or multimodal text about the rail network.

Extended ideas	My explanation offers several relevant reasons for the use of different elements (representational, compositional, and/or interactive) to communicate meaning in a visual or multimodal text **AND** explains why these reasons are relevant **AND** makes a generalisation about the effectiveness of the choices made.
Related ideas	My explanation offers several relevant reasons for the use of different elements (representational, compositional, and/or interactive) to communicate meaning in a visual or multimodal text **AND** explains why these reasons are relevant.
Loose ideas	My explanation offers several relevant reasons for the use of different elements (representational, compositional, and/or interactive) to communicate meaning in a visual or multimodal text.

Rail Safety

This rubric may assist you in assessing student achievements within the suggested rail safety outcomes of this lesson. Results can be reflected in the included assessment of learning.

Explain *how and why these approaches help us to keep safe on and around the rail network. (How/Why do these management approaches keep us safe?)*

Extended ideas	I can give several relevant reasons why identified management strategies help us keep safe on and around the rail network *[using text, oral language, drawing, visual arts, dance, drama, music etc.]* **AND** can explain why these reasons are relevant **AND** can make a generalisation about the reasons why these approaches help to keep us and other safe.
Related ideas	I can give several relevant reasons why identified management strategies help us keep safe on and around the rail network *[using text, oral language, drawing, visual arts, dance, drama, music etc.]* **AND** can explain why these reasons are relevant.
Loose ideas	I can give several relevant reasons why identified management strategies help us keep safe on and around the rail network *[using text, oral language, drawing, visual arts, dance, drama, music etc.].*