

Scope and sequence summary*(specific subject requirements to appear on scope and sequence)***Duration:** 10 weeks**Text selections**

Through this unit, students will have the opportunity to respond to and compose a range of texts, including:

- **spoken texts**, through class discussions and role plays
- **print texts, visual texts and media texts**, when exploring film advertising material, including film reviews
- **multimedia and digital texts**, through close study of a film and the creation of advertising materials.

Through the advertising material explored and the choice of film viewed, students will also experience texts drawn from:

- everyday and workplace texts
- a wide range of cultural, social and gender perspectives, and popular and youth cultures
- an appropriate range of digital texts, including film, media and multimedia.

When undertaking this unit, it is important to take into account the individual communication strategies used by students. Students' responses may be communicated through:

- gesture and/or facial expressions
- use of visual aids or symbols, such as a communication board
- assistive or augmentative technology
- varying degrees of verbal or written expression.

The activities presented may need to be adapted to allow students to respond using their individual communication strategies.

Unit overview





In this unit, students will explore how films are promoted. They will learn to develop and communicate personal responses to films, expressing preferences and interests. Through an exploration of a variety of advertising materials, students will develop an understanding of how films are promoted. The close study of a film will provide students with the opportunity to explore elements of film and develop a point of view in relation to the film. Finally, students will organise and promote a screening of a selected film for a wider school audience.

Resources and references

A range of apps can be used throughout this unit to support students' learning and communication. For more information, refer to:







- [Spectronics](#) – Apps for Special Education
- [bloomsapps](#)









Outcomes	Assessment overview
<p>ENLS-1A listens and responds in familiar contexts</p> <p>ENLS-2A communicates for a variety of purposes, audiences and contexts</p> <p>ENLS-3A selects and uses language to communicate according to purpose, audience and context</p> <p>ENLS-4A views and responds to a range of visual texts, media and multimedia</p> <p>ENLS-5A recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts</p> <p>ENLS-7A uses strategies to obtain meaning from and interpret a range of texts</p> <p>ENLS-11B composes, publishes and presents texts appropriate to purpose and audience in a range of contexts</p> <p>ENLS-17E uses individual and collaborative skills in the learning process</p>	<p>Evidence of student learning could be gathered in relation to the following skills:</p> <ul style="list-style-type: none"> • <i>talking and listening</i> <ul style="list-style-type: none"> – expressing preferences and points of view – displaying appropriate listening behaviours during class discussions and peer presentations – displaying appropriate viewing behaviours during film screenings – contributing appropriately to class discussions • <i>reading and viewing</i> <ul style="list-style-type: none"> – using images to predict, recount and summarise information in relation to films – locating information provided in film listings, posters and reviews – reading and identifying features of movie reviews – viewing and identifying elements of films • <i>writing and composing</i> <ul style="list-style-type: none"> – writing a film review – using online collaboration tools to communicate information in relation to an event – developing advertising material, such as posters and presentations • <i>communication</i> <ul style="list-style-type: none"> – interacting appropriately with peers and teachers when organising an event – adjusting communication according to purpose and audience.
<p><i>Links to additional outcomes:</i></p>	
<p>Mathematics</p>	
<p>MALS-35SP recognises data displayed in a variety of formats</p>	










Content	Teaching, learning and assessment	Resources
<p>ENLS-2A</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> • indicate a preference, eg for a book or film, choice of partner for an activity, item on a menu • contribute to class discussions using a range of skills, including turn-taking, questioning, rephrasing for clarification  <p>ENLS-4A</p> <p>Engage personally with texts</p> <ul style="list-style-type: none"> • view and respond to a range of visual texts, media and multimedia for enjoyment, eg age-appropriate books, photographs, magazines, television programs, video games, DVDs  	<p>Personal experiences of film</p> <p>As a class, discuss films students have watched. Responses may be prompted by direct questioning and/or visual supports. Information identified may include:</p> <ul style="list-style-type: none"> • the main theme or plot of the film • whether they enjoyed the film • reasons why they did or did not enjoy the film • favourite and least favourite characters and reasons for liking or disliking them • films they have seen recently and what made them choose those films • similarities with and differences between this and other films they have seen • ways in which the film could have been improved • film genres they enjoy watching. 	
<p>ENLS-4A</p> <p>Engage personally with texts</p> <ul style="list-style-type: none"> • recognise photographs, pictures or symbols as representations of familiar people, objects, venues  • view and respond to a range of visual texts, media and multimedia for enjoyment, eg age-appropriate books, photographs, magazines, television programs, video games, DVDs  	<p>Collect and display film posters and other images related to students' favourite film(s). Individual student participation may include:</p> <ul style="list-style-type: none"> • acknowledging individual images when they are presented • selecting images from an array provided • locating and selecting images from sources provided • locating sources and selecting images from print and electronic media. <p>The display of posters and other images may involve:</p> <ul style="list-style-type: none"> • positioning a picture in a prominent place in the classroom • mounting a selection of appropriate pictures on a poster • arranging pictures in sequential order, with or without a commentary • arranging pictures according to genre • arranging pictures around a theme, eg suspense scenes, those involving a favourite actor • describing the theme or genre of the film and the relevance of each picture to the theme or genre. 	<p>Variety of film posters and images</p>










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<p>ENLS-1A</p> <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> recognise and demonstrate appropriate listening behaviours, eg listen to peer presentation without interrupting, listen to a musical or dramatic performance and applaud at appropriate times 🙌🙌 <p>ENLS-2A</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> use recognised conventions when communicating in a range of contexts, eg use eye gaze/gesture to select an activity, put hand up in class to answer a question, use appropriate gesture to attract attention 🙌🙌 <p>ENLS-4A</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> respond to texts using a range of visual texts, eg pictures of costumes used in a Shakespearean play ✨🖼️ <p>ENLS-5A</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> use photographs, pictures, symbols and visual aids for a variety of purposes, eg to respond to questions about a movie clip, to indicate sequencing and narrative flow 🖼️📊 identify the key ideas presented in an increasingly wide range of visual texts, including maps, tables, diagrams and animation 📊🖼️ 	<p>Students describe to the class what is happening in a selection of posters or images related to their favourite film(s). Activities may include:</p> <ul style="list-style-type: none"> indicating agreement or disagreement with the teacher's description participating in directed role-play sequencing captions to accompany each image creating captions from a number of alternatives to accompany each frame recounting the events verbally, in writing or by using alternative and augmentative communication systems relating how the events depicted in the images relate to events in the film. <p>Students respond to the presentations of other members of the class by making comments, asking questions, discussing with peers, using facial expressions, applauding, gesturing and/or using augmentative and alternative communication systems. These responses may be prompted by the teacher and/or by peers.</p>	<p>Variety of film posters and images</p>
<p>ENLS-4A</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> respond to a variety of texts, eg picture books and online sources, from a range of storytellers and cultures, including those from Aboriginal and Torres Strait Islander and Asian cultures 🙌🖼️🌐🗣️ <p>ENLS-5A</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> identify the key ideas presented in an increasingly wide range of visual texts, including maps, tables, diagrams and animation 📊🖼️ 	<p>Provide a short storyboard for a film. Students describe the events depicted. Activities may include:</p> <ul style="list-style-type: none"> indicating agreement or disagreement with the teacher's description of the events participating in directed role-play sequencing captions to accompany each frame choosing captions from a number of alternatives to accompany each frame creating captions to accompany each frame of the storyboard recounting the events verbally, in writing or by using augmentative and alternative communication systems suggesting a number of alternative interpretations of the events depicted in the storyboard. 	<p>Sample film storyboards – suggested resources include:</p> <ul style="list-style-type: none"> Animatics & Storyboards – the Best in Storyboards The Storyboard Artist London Film School – storyboard sample

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<p>ENLS-2A</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> contribute to class discussions using a range of skills, including turn-taking, questioning, rephrasing for clarification 🗣️ <p>ENLS-4A</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> respond to elements of digital and multimedia texts, eg sound and lighting 🎧 <p>ENLS-5A</p> <p>Engage personally with texts</p> <ul style="list-style-type: none"> express a point of view in relation to the content or presentation of visual texts, media or multimedia, eg plot, genre, characters, setting of a film, purpose of an advertisement ⚙️🎧 <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> identify the forms and features used in visual texts, media and multimedia to create meaning for a range of purposes and audiences, eg colour, size, layout, framing, lighting, music, camera angles 🎥 	<p>Advertising films – guided practice</p> <p>Ask students how they find out about films. How do they choose a film to go and see? Show students a variety of advertising material related to films, such as posters and trailers. Students indicate whether they would see the film based on the poster or trailer and justify their response. Responses may include:</p> <ul style="list-style-type: none"> using gesture or facial expression to indicate preferences for a film indicating agreement or disagreement when asked if they would see the film describing elements of the film that they would enjoy providing reasons why they would enjoy the film. <p>Tally students' responses and identify the most popular film based on the advertising material. (Results may be displayed visually, such as through a column graph.)</p> <p>Students consider the purpose of the advertising materials. Brainstorm as a class reasons why these materials are created.</p>	<p>Variety of film advertising</p> <p>Mindmapping tools, such as:</p> <ul style="list-style-type: none"> Inspiration Visuwords bubbl.us
<p>ENLS-4A</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> predict meaning from visual texts, media and multimedia, eg cover of a novel, video, DVD, poster, advertisement <p>ENLS-7A</p> <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> use text structures and organisers to locate specific information, eg title page, table of contents, menu tool bar, index, glossary, breadcrumb trail use text features to gain meaning from texts, eg font, bold words, underlining, italics, paragraphs, bullet points, lists, diagrams, illustrations <p>Respond to and compose texts</p> <ul style="list-style-type: none"> use a variety of strategies, eg skimming, scanning and using a glossary, to find information on an unfamiliar topic in factual texts 	<p>Provide a selection of appropriate film listings and/or film reviews from which students are able to gain information about a film, such as theme, main characters, leading actors and location.</p> <p>Students identify information contained in the print and/or online media regarding the film. Relevant information may include:</p> <ul style="list-style-type: none"> film titles characters and actors plot session times copyright classification cinema contact details information telephone numbers. <p>Use guided questions and prompts to assist students in identifying information.</p> <p>Students use the information to make predictions about the films.</p>	<p>Cinema websites and apps</p> <p>Movie review sites, such as:</p> <ul style="list-style-type: none"> At the Movies with Margaret & David IMDb Rotten Tomatoes <p>Video store magazines</p> <p>Movie posters and pamphlets from cinemas</p>

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	<p>Predictions may include:</p> <ul style="list-style-type: none"> • what the dramatic event(s) might be (climax) • how the film might end • the theme or genre of the film. 	
<p>ENLS-5A</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> • use photographs, pictures, symbols and visual aids for a variety of purposes, eg to respond to questions about a movie clip, to indicate sequencing and narrative flow   • interpret different forms of visual information, eg maps, diagrams, animations and images   	<p>Class viewing of a film</p> <p>Select a film for class viewing. Provide students with the film poster or DVD cover and have students respond to guided questioning and prompts. Responses may include:</p> <ul style="list-style-type: none"> • acknowledging the presentation of the poster or cover • identifying elements of the poster or cover • describing the elements of the poster or cover • relating information provided by the poster or cover to previous knowledge, eg other films the actors have been in • predicting the theme/genre of the film. 	<p>Possible films include:</p> <ul style="list-style-type: none"> • <i>Holes</i> • <i>The Indian in the Cupboard</i> • <i>Tomorrow When the War Began</i> • <i>Howl's Moving Castle</i> • <i>Shrek</i> • <i>The Incredibles</i> • <i>Pirates of the Caribbean</i> • <i>Harry Potter</i> • <i>Happy Feet</i> • <i>The Hunger Games</i> • <i>The Princess Bride</i> • <i>Twisted</i> • <i>The Black Balloon</i>
<p>ENLS-1A</p> <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> • recognise non-verbal indicators associated with listening, eg eye contact, nodding, smiling, gesturing  • recognise and demonstrate appropriate listening behaviours, eg listen to peer presentation without interrupting, listen to a musical or dramatic performance and applaud at appropriate times  	<p>Identify and discuss appropriate listening and viewing behaviours. Activities may include:</p> <ul style="list-style-type: none"> • identifying and discussing different contexts for listening/viewing, eg home, cinema, playground, classroom • discussing how listening/viewing behaviours may differ according to context • participating in directed role-play based on teacher-prepared scenarios • developing social stories to illustrate appropriate listening/viewing behaviours • preparing a list of appropriate listening/viewing behaviours for display in the classroom. 	

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<p>ENLS-5A</p> <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> recognise the effect of elements of multimedia, eg film techniques, animation, voiceovers, sound effects, framing  <p>Respond to and compose texts</p> <ul style="list-style-type: none"> respond to a range of visual texts, media and multimedia for a variety of purposes in a range of contexts, eg recount the storyline of a text shown on a film or video, make judgements about the nature and accuracy of a magazine article, create an action plan for the school community in response to an advertising campaign promoting an environmental issue   <p>ENLS-7A</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> identify the main idea in a range of familiar written, visual and aural texts, eg advertising for the 'Clean Up Australia' campaign  communicate an understanding of literal and inferential questions about character motives, actions, qualities and characteristics in a range of narrative texts  	<p>View the film as a class and participate in summarising and predicting activities about aspects of the film, such as:</p> <ul style="list-style-type: none"> actors characters storyline (including sequence of events) specific incidents (including conflict, climax and resolution) filmmaking techniques, eg special effects, music, camera techniques. <p>Activities may be done as a class, in small groups or pairs, or individually.</p> <p>Responses may be prompted by the teacher and may include the use of augmentative and alternative communication systems, gestures, supported role-plays, illustrations and verbal comments.</p>	
<p>ENLS-2A</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> indicate a preference, eg for a book or film, choice of partner for an activity, item on a menu contribute to class discussions using a range of skills, including turn-taking, questioning, rephrasing for clarification  <p>ENLS-5A</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> respond critically to a range of visual texts, media and multimedia, eg compare visual images and express a preference, compose a review of a film, recognise if texts meet the intended purpose and audience, participate in a debate about an issue presented in a media text   <p>ENLS-11B</p> <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> use structures and features of text to engage an audience and sustain their interest, eg creating visual images to accompany a written text, 	<p>Film reviews</p> <p>As a class, brainstorm initial responses to the film:</p> <ul style="list-style-type: none"> Did you like the film? How did it make you feel? What did you like most? Who was your favourite character? <p>Responses may be completed as journal entries.</p> <p>Students rate the film (1–5 stars). Tally the results and display visually, such as through a chart or column graph.</p> <p>Provide the class with a short review of the film they have watched. Discuss with students the purpose of the review. Identify key features, such as:</p> <ul style="list-style-type: none"> characters and actors plot release date 	<p>Mindmapping tools, such as:</p> <ul style="list-style-type: none"> Inspiration Visuwords bubbl.us <p>Film review (see previous suggested resources)</p>

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<p>changing the length of an oral presentation to make it more concise </p> <ul style="list-style-type: none"> make deliberate language choices when composing texts for a variety of purposes, audiences and contexts 	<ul style="list-style-type: none"> opinion/point of view not revealing the ending. <p>The purpose of a review is to provide an opinion on a film. Draw students' attention to persuasive language used in the review, such as descriptive words ('The gun-fight scene was <i>action-packed</i>') and subjective statements ('I guarantee everyone will love this film').</p> <p>Students develop their own review of the film that the class viewed. This may include:</p> <ul style="list-style-type: none"> selecting or constructing words to complete a cloze passage finishing sentences to construct a partial or complete review composing a short paragraph explaining what they liked about the film composing a review using a scaffold or template. 	<p>Scaffold or template for film review</p>
<p>ENLS-3A</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> adjust communication to suit purpose and audience, eg select appropriate vocabulary and tone  transfer communication skills effectively across a range of new and different contexts <p>ENLS-17E</p> <p>Engage personally with texts</p> <ul style="list-style-type: none"> demonstrate time management  take on responsibilities as a learner both individually and as part of a group, eg collect books from library, contribute to group discussion  <p>Respond to and compose texts</p> <ul style="list-style-type: none"> recognise the steps involved in achieving the task  find, select and use information from a variety of sources, eg books, internet, multimedia  	<p>Advertising films – independent practice</p> <p>As a class, arrange a screening of a film for an audience at school. Activities may include:</p> <ul style="list-style-type: none"> liaising with school personnel to organise equipment and venue informing peers of the screening details verbally or by using augmentative and alternative communication systems gesturing to direct the audience operating switches and other equipment, eg start the video, increase/decrease volume, replay sections directing the organisation of the furniture welcoming the audience and introducing the film designing and producing programs. 	
<p>ENLS-2A</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> use digital communication responsibly   select and use appropriate means of communication, including technology, for a particular audience, eg use social media to communicate with friends, write a letter of thanks  	<p>Students advertise the film screening to a wider audience by creating a handbill, poster or multimedia presentation. A variety of tools, including desktop publishing software, multimedia presentations, print images and drawings, may be used.</p> <p>Students may also create an online collaborative tool (such as a blog or Facebook page/group) in relation to the film screening and post information and updates for the school community. Some direction may first need to be given in relation to the responsible use of the internet,</p>	<p>Multimedia presentation tools, such as:</p> <ul style="list-style-type: none"> PowerPoint Photo Story Movie Maker Animoto

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<p>ENLS-5A</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> demonstrate understanding of ethical digital citizenship, eg recognise the internet is a public domain, use social networking sites appropriately, demonstrate responsible use of ICT    <p>ENLS-11B</p> <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> use structures and features of text to engage an audience and sustain their interest, eg creating visual images to accompany a written text, changing the length of an oral presentation to make it more concise  <p>Respond to and compose texts</p> <ul style="list-style-type: none"> select and use appropriate editing techniques and tools, including ICT, to enhance clarity and meaning in own texts, eg rereading, peer editing, grammar and spelling tools, reference texts for spelling and word choice  select and use a range of technology and strategies to create visual and multimedia texts for particular purposes, contexts and audiences, eg picture books, advertisements, illustrations, cartoons  	<p>and in particular social networking sites. Information posted on the space could include:</p> <ul style="list-style-type: none"> name of the film date and time of screening venue catering options (including information related to purchasing snacks, if available) things to bring to the screening screening rules (such as mobile phones switched off, not eating or drinking in the venue, if applicable) brief film synopsis. 	<p>Desktop publishing software, such as:</p> <ul style="list-style-type: none"> Microsoft Publisher Paint <p>Blog sites, such as:</p> <ul style="list-style-type: none"> Edublog
<p>ENLS-2A</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> select and use appropriate means of communication, including technology, for a particular audience, eg use social media to communicate with friends, write a letter of thanks  <p>ENLS-17E</p> <p>Engage personally with texts</p> <ul style="list-style-type: none"> discuss the achievements and difficulties associated with a particular task  review and reflect on their learning, eg pleasures, difficulties, successes, challenges  	<p>Students reflect on the experience of advertising and screening the film in response to teacher questioning, prompts and visual supports.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> gestures and/or facial expressions indicating symbols to express emotion using augmentative and alternative communication systems responding to yes/no questions about whether they enjoyed the experience oral and/or written recounts suggestions as to how the activity could be improved for future film screenings. <p>Students write thank you notes to school personnel and peers who assisted in the activity.</p>	