

Lesson Plan

- **Title:** Analysing visual texts

- **Author:** Robert Jackson

- **Proficiency level**

_____ Beginning ___√___ Intermediate ___√___ Advanced

- **Grade level**

Specify the grade level or general level such as secondary school, adult, etc., if applicable.

Secondary school

- **Skills**

Please check all that apply and mention related subskills (e.g., Speaking/pronunciation, or Reading/scanning):

<input checked="" type="checkbox"/> Reading	Related subskills <u>analysing visual language in texts</u>
<input checked="" type="checkbox"/> Writing	Related subskills _____
_____ Speaking	Related subskills _____
_____ Listening	Related subskills _____
_____ Grammar	Related subskills _____
<input checked="" type="checkbox"/> Vocabulary	Related subskills <u>metalanguage associated with visual analysis</u>

- **Subject area**

Please note content or subject areas that may apply (e.g., literature, social studies, science, technology, economics, mathematics, life skills, art, health, English for specific purposes, English for academic purposes, etc.).

English, Business Studies. Media Studies

- **Objectives**

- Indicate the specific skills and/or areas that are the focus of the lesson.
 - **identifying and describing visual elements in texts**
 - **notemaking skills**
 - **understanding and explaining the relationships between visual elements, layout features and written text in images**
 - **analysing the effects of visual techniques used in texts**
 - **critical literacy skills (analysing the context, purpose and audience of texts)**
 - **evaluating the effectiveness of texts**
 - **writing an analytical response**

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- List any specific TESOL or content-area standards (for your district, state/province, or country) that apply.

English (ESL) Preliminary course, Stage 6 English Syllabus are listed on the following page, NSW Board of Studies, 1999

Preliminary English (ESL) Outcomes	Preliminary English (ESL) Content
1. A student demonstrates an understanding of the relationships between composer, responder, text and context.	1. Students learn about the relationships between composer, responder, text and context by: <ul style="list-style-type: none"> 1.1 identifying and describing the contexts of responding to and composing particular texts 1.2 identifying and describing the effect of those elements of a text which reflect context 1.3 composing texts for a variety of contexts and audiences
4. A student develops language relevant to the study of English.	4. Students learn the language relevant to their study of English including: <ul style="list-style-type: none"> 4.1 its terminology 4.2 language for making connections, questioning, affirming, challenging, speculating and generalising 4.3 language of personal, social, historical, cultural and workplace contexts 4.4 conventions of language.
7. A student describes the ways different technologies and media of production affect the language and structure of particular texts.	7. Students learn about the ways different technologies and media of production affect the language and structure of particular texts by: <ul style="list-style-type: none"> 7.1 responding to texts produced by a range of technologies 7.2 identifying and describing the effects of technological forms and conventions on meaning in personal, social, historical, cultural and workplace contexts

- **Duration**

60-90 minutes

- **Materials and technology**

Include worksheets or other documents for this lesson and specify any technology needed. You can insert them here or upload them as separate documents.

- **Procedure** (see attached)

- **Assessment**

Please specify any assessment tools used to measure the lesson objectives.