

TASK: You be the director.....



Student Instruction Sheet

The following is the task that will be assessed against:

Number	Title	Version	Credits
AS91477	Create and deliver a fluent and coherent visual text which develops, sustains, and structures ideas	1	3

The Visual Task

You will develop and craft a visual essay that develops, sustains, and structures key ideas from a text you have studied.

You will be assessed on how **effectively** your visual essay **communicates** your ideas.

INTRODUCTION

The visual essay is a voice-over narration or commentary combined with images, scenes, text, and/or music and sound effects. These are used to communicate each student's interpretation of **key ideas** / **key characters** and the **mood** of the text.

A visual essay consists of images and text with a voice-over and music and/or sound effects.

A quality visual essay uses visual and verbal language techniques that are clearly linked to ideas from a text to command the attention of an audience. It introduces core ideas and then progressively adds detail and analysis so the audience understands important ideas from the text.

This activity requires you to produce a visual essay based on a written or visual text you have studied



Develop a focus from your chosen text.

Brainstorm everything you know about the text and then create categories for the different items from your brainstorm. If your source text has been part of work you have covered in class, refer to your notes.

Use this material to develop a focus for your visual essay. You could focus on a theme, a character, a lesson learned from the text, or something else of your own choosing. Summarise this focus in a phrase or sentence. Your teacher will give you feedback on the suitability of the focus for your visual essay.

Choose a voice-over

If you intend adding the verbal element of your essay as an audio commentary:

List the characters from the source text with links to your focus. If you are focusing on a particular character, consider ways that other characters provide insight into their character. If you are focusing on a theme or central idea, consider which character(s) give the best insights into this.

Decide what form your voice-over will take (narrative, reflective, commentary, and interview) and how you will link it to the visual component of the essay.

Essentially you need to gather visual material, write a script and meld the two elements together effectively.



Recreate the mood

Look back at your focus and consider which scenes from the film relate most clearly to it. Re-watch or re-read these scenes.

Write a phrase describing your interpretation of the mood of the text.

Using the expertise and resources available decide how you could utilise colour (colour filters as well as colour in images), music, sound effects, font and text, and images to recreate your interpretation of this mood.

Note down some possibilities for using these.

Interpreting the mood

When interpreting the mood of the film, consider the key scenes you have identified.

- List as many words as you can to describe the mood of these scenes.
- Convert these into a phrase that captures the entire mood of the text. Combinations of things and phrases can be more specific than single words. For instance, *grim with a hint of hope* is more evocative than *negative*.
- When you have decided which language techniques you are going to use, consider how you will use these throughout your text.

Using techniques in a similar and consistent manner throughout it can create different effects, but can also give it a recognisable theme that creates mood and ties the ideas together across your whole text.

Planning the visual essay

As you create your visual essay think about the order of your ideas, images, and scenes. Ordering these elements in a particular way can effectively develop your ideas as the text progresses.

1. Introduce the focus of your text.
2. Divide up the different ideas that make up the main focus of your text and add these as the text progresses.
3. Plan for a progression of images and a voice-over that tell a story of your own, and that communicate literal and deeper meanings clearly and effectively to your audience.

Develop a storyboard

A well-constructed storyboard can serve as a plan for your final essay and can be used to develop a list of things you need to do.

A storyboard is a simple layout drawing (with labelled individual elements) of each scene/image from your visual essay.

Draw up a storyboard that:

- outlines the order of the visual elements (images and text)



- details the visual language techniques that you will use with the images
- outlines the important ideas to include in the voice-over script and how they link to the visual elements.

For more guidance on developing a storyboard, refer below:

As you draw up your storyboard, ensure you label each element that you will need to produce. Ideas for images include:

- advertisements from the world/setting of your source text
- propaganda and other forms of poster/visual text from the world/setting of your source text
- photographs and images from the source text or clearly related to it
- text and font linking with ideas – these could support or contrast deliberately with what is being said in the voice-over
- scene re-enactments (videos) from before or after the events in the source text
- drawings and diagrams to illustrate specific ideas and/or add detail to previous ideas.

Write the script for your voice-over

As you write the script for your voice-over, ensure that you annotate it with places where you can use some of the following techniques and note what effects you aim to create with them. Examples include, but are not limited to:

- emphasising your character's voice to indicate some kind of emotion
- pausing or breaking off to suggest something, for example, uncertainty
- changing volume and tone to indicate emotion, such as anger or frustration
- changing the pace to suggest emotion, for example, excitement or boredom
- contrasting the voice-over and music and visual elements to communicate ideas.

This should be developed at the same time as your storyboard so you can ensure they are linked and will have maximum potential for commanding attention and achieving coherent and effective communication.

Decide on tools and create

Review your storyboard and the visual and verbal elements you plan to include in the visual essay.

Aim to communicate all the important ideas that make up your focus as effectively as possible.

Create your visual essay

Revisit the following list of questions as you develop your visual essay and work to refine your text:

- Does my text progressively add detail to the ideas I am trying to communicate? How can I ensure that it does this?
- Am I structuring (ordering and grouping) my ideas in a way that communicates them effectively?
- Have I chosen language techniques to create specific effects, and do these support the core ideas from the source text that I am focusing on?
- Am I revisiting and critiquing my use of language and checking that it commands the attention of my readers/audience? Am I seeking advice from my teacher as I do this?
- Do the ideas I am communicating link clearly and closely with the source text?

Resource List: Useful software

There are a number of different pieces of software (many of which are open source) you can use to assist with the creation of your text. Note : your teacher may or may not be familiar with these. It is up to you to find out how to use these tools.

GIMP – an open-source graphics tool. Similar to commercial software for editing photos but aimed more at general graphics manipulation than at photos. Lots of plug-ins available. Excellent for combining with hard materials. For example, scanned hard media and images can have background colours easily added or changed.

Audacity – an open-source sound editing, mixing, and recording tool.

Inkscape – an open-source vector graphics tool. Vector graphics can be scaled/resized without losing quality. Powerful for creating and manipulating shapes and building up images from scratch.

VoiceThread – an easy-to-use online Flash-based tool. Students can string images and videos together and annotate them with sound and text.

Prezi – an online Flash-based presentation tool. Non-linear animations and potential for showing relationships.

Wikimedia Commons – a repository of public domain images, pictures, and sounds.

Windows Movie Maker – an easy-to-use entry-level video editing tool that comes free with some distributions of Windows and can also be downloaded and installed.

Blender – a powerful open-source 3D graphics tool.

Assessment schedule: English 91477 Visual essay

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student creates a fluent and coherent visual essay which develops, sustains, and structures ideas using visual and verbal language.</p> <p>This involves demonstrating an understanding of purpose and audience by:</p> <ul style="list-style-type: none"> • developing ideas and making links between them. Ideas may include the use of information, opinions, experiences or events, observations, arguments, interpretations, narrative, thoughts, or feelings • selecting and using language features appropriate to a visual essay to create consistency in meaning and effect and to sustain interest. This includes both visual (for example, images, sequences, camera shots) and verbal language techniques (such as sound, dialogue) • selecting effective structure(s) for the visual essay. This may include poetic, formal, and narrative forms, or a combination of these. 	<p>The student creates a fluent and coherent visual essay which develops, sustains, and structures ideas using visual and verbal language and is convincing.</p> <p>This involves demonstrating a discerning understanding of purpose and audience through the discriminating selection, development, and integration of ideas, language features, and structures appropriate to a visual essay to create consistency in meaning and effect and to sustain interest.</p> <p>Ideas may include the use of information, opinions, experiences or events, observations, arguments, interpretations, narrative, thoughts, or feelings.</p> <p>Language features include both visual (for example, images, sequences, camera shots) and verbal language techniques (such as sound, dialogue).</p> <p>Structures may include poetic, formal, and narrative forms, or a combination of these.</p>	<p>The student creates a fluent and coherent visual essay which develops, sustains, and structures ideas using visual and verbal language and commands attention.</p> <p>This involves demonstrating a sophisticated understanding of purpose and audience through the insightful selection, development, and integration of ideas, language features, and structures appropriate to a visual essay to create consistency in meaning and effect, sustain interest, and create a striking whole.</p> <p>Ideas may include the use of information, opinions, experiences or events, observations, arguments, interpretations, narrative, thoughts, or feelings.</p> <p>Language features include both visual (for example, images, sequences, camera shots) and verbal language techniques (such as sound, dialogue).</p> <p>Structures may include poetic, formal, and narrative forms, or a combination of these.</p>
A		

<p>Theme of student work: governmental control in a dystopian novel.</p> <p>The student's visual essay introduces the theme with a series of images that relate to a variety of forms of governmental control. As the text progresses, detail is added to these ideas with further visual and verbal features that examine the effects of this governmental control on the populace. These ideas are revisited in a variety of contexts in the course of the essay, each time adding relevant detail without becoming repetitive.</p> <p>The student's visual essay includes a news report that uses dialogue (a description of a public execution) and grim music to emphasise a mood of control and the wrongness of the suspension of freedoms for the populace.</p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p>Theme of student work: governmental control in a dystopian novel.</p> <p>The student's visual essay introduces the theme with a series of images that relate to a variety of forms of governmental control. As the text progresses, detail is added to these ideas with further visual and verbal features that examine the effects of this governmental control on the populace and the ways the government justifies these methods of control. These ideas are revisited in a variety of contexts in the course of the essay, each time adding relevant detail and/or emphasising the effects of this control without becoming repetitive.</p> <p>The student's visual essay includes a news report that contains the deliberate contrasting of dialogue (a description of a public execution) and music (a happy 1950s ballad). Using both these techniques emphasises the government's attempted normalisation of extreme methods of punishment to control the populace, and effectively suggests the menace and level of threat that exists in such an environment.</p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p>Theme of student work: governmental control in a dystopian novel.</p> <p>The student's visual essay introduces the theme with a series of images that relate to a variety of forms of governmental control. As the text progresses, detail is added to these ideas with further visual and verbal features that examine the specific effects of this governmental control on the populace and the ways the government justifies these methods of control. These ideas are revisited in a variety of contexts in the course of the essay, each time adding relevant detail and/or emphasising the effects of this control without becoming repetitive. The exploration of this theme is integrated with the use of a variety of techniques (such as music and sound effects) to create the appropriate mood throughout the text.</p> <p>The student's visual essay includes a news report that contains the deliberate contrasting of dialogue (euphemistic language and light-hearted tone) and music (a happy 1950s ballad) with the content of what's being said (a detailed description of a public execution). Synchronising the use of these three techniques emphasises the government's attempted normalisation of extreme methods of punishment to control the populace, and effectively suggests the menace and subtle process of masking the level of threat that exists in such a context.</p>
--	--	--