

English - Reading & Viewing – Justification for Teaching Students How To Analyse Music

Year 4

Content Descriptor	Elaborations
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	* Describing the language which authors use to create imaginary worlds; how textual features such as headings, subheadings, bold type and graphic organisers are used to order and present information, and how visual codes are used, for example those used in advertising to represent children and families so that viewers identify with them
Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)	* Reading new and different kinds of texts with the use of established word identification strategies, including knowledge of the topic and of text type together with self monitoring strategies; including rereading, self questioning and pausing, and including self correction strategies such as confirming and cross-checking * Reading aloud with fluency and expression * Reading a wide range of different types of texts for pleasure
Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)	* Making connections between the text and students' own experience and other texts * Making connections between information in print and images * Building and using prior knowledge and vocabulary * Finding specific literal information * Asking and answering questions * Creating mental images * Finding the main idea of a text * Inferring meaning from the ways communication occurs in digital environments including the interplay between words, images, and sounds * Bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting and using texts for their pertinence to the task and the accuracy of their information
Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)	* Examining the author's description of a character's appearance, behaviour and speech and noting how the character's development is evident through his or her dialogue and changing relationships and the reactions of other characters to him or her * Identifying pivotal points in the plot where characters are faced with choices and commenting on how the author makes us care about their decisions and consequences
Standard	
Students understand that texts have different structures depending on the purpose and audience .	
They explain how language features, images and vocabulary are used to engage the interest of audiences .	
They describe literal and implied meaning connecting ideas in different texts.	
They express preferences for particular texts, and respond to others' viewpoints .	

Year 5

Content Descriptor	Elaborations
Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)	* Becoming familiar with the typical stages and language features of such text types as: narrative, procedure, exposition, explanation, discussion and informative text and how they can be composed and presented in written, digital and multimedia forms
Use meta-language to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)	* Orally, in writing or using digital media, giving a considered interpretation and opinion about a literary text, recognising that a student's view may not be shared by others and that others have equal claims to divergent views
Understand, interpret and experiment with sound devices and imagery , including simile, metaphor and personification , in narratives, shape poetry, songs, anthems and odes (ACELT1611)	* Discussing how figurative language including simile and metaphor can make use of a comparison between different things, for example 'My love is like a red, red rose'; 'Tyger!, Tyger! burning bright, In the forests of the night'; and how by appealing to the imagination, it provides new ways of looking at the world * Investigating the qualities of contemporary protest songs, for example those about Indigenous peoples and those about the environment
Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)	* Bringing subject and technical vocabulary and concept knowledge to new reading tasks * Selecting and using texts for their pertinence to the task and the accuracy of their information * Using word identification, self-monitoring and self-correcting strategies to access material on less familiar topics, skimming and scanning to check the pertinence of particular information to students' topic and task * Reading a wide range of imaginative, informative and persuasive texts for pleasure and to find and use information
Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)	* Identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement

Standard
Students explain how text structures assist in understanding the text.
They understand how language features, images and vocabulary influence interpretations of characters, settings and events.
They analyse and explain literal and implied information from a variety of texts.
They describe how events, characters and settings in texts are depicted and explain their own responses to them .

Year 6

Content Descriptor	Elaborations
Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	* Exploring a range of everyday, community, literary and informative texts discussing elements of text structure and language features and comparing the overall structure and effect of authors' choices in two or more texts * Examining different works by an author who specialises in humour or pathos to identify strategies such as exaggeration and character embarrassment to amuse and to offer insights into characters' feelings, so building empathy with their points of view and concern for their welfare
Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)	* Exploring texts on a similar topic by authors with very different styles, for example comparing fantasy quest novels or realistic novels on a specific theme, identifying differences in the use of narrator, narrative structure and voice and language style and register
Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)	* Noting how degrees of possibility are opened up through the use of modal verbs (for example, 'It may be a solution' as compared to 'It could be a solution'), as well as through other resources such as adverbs (for example, 'It's possibly/probably/certainly a solution'), adjectives (for example, 'It's a possible/probable/certain solution'); and nouns (for example, 'It's a possibility/probability')
Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)	* Identifying how language choice and imagery build emotional connection and engagement with the story or theme * Describing how a character's experience expressed through a verse novel impacts on students personally, how the author controls the revelation of the experiences and how the verse story builds meaning to its climax when we understand the whole
Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	* Comparing the structures and features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic
Analyse strategies authors use to influence readers (ACELY1801)	* Identify how authors use language to position the reader and give reasons
Select , navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)	* Bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting, evaluating and using texts for their pertinence to the task and the accuracy of their information * Using word identification, self-monitoring and self-correcting strategies * Using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating and using information * Identifying and using texts for a wide range of purposes, selecting texts by favourite authors and trying new ones
Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)	* Making connections between the text and students' own experience or other texts * Making connections between information in print and images * Finding specific literal information * Using prior knowledge and textual information to make inferences and predictions * Asking and answering questions * Finding the main idea of a text * Summarising a text or part of a text

Standard
Students understand how the use of text structures can achieve particular effects .
They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events .
They compare and analyse information in different texts, explaining literal and implied meaning.
They select and use evidence from a text to explain their response to it .

Year 7

Content Descriptor	Elaborations
Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate meta-language (ACELT1803)	None
Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)	* Identifying stereotypes, prejudice and oversimplifications in texts * Exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed
Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	* Identifying the purpose and possible audience for a text * Explaining the relationship between text features and structures and audience and

(ACELY1721)	purpose, such as identifying which group would be the most likely target for the information in an advertisement and justifying why on the basis of textual features
Use prior knowledge and text processing strategies to interpret a range of types of texts	* Identifying cause and effect in explanations and how these are used to convince an audience of a course of action
(ACELY1722)	* Inferring the tone and emotional intent of a character in dialogue in a narrative
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	None
(ACELY1723)	
Standard	
Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.	
They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.	
They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.	
They select specific details from texts to develop their own response , recognising that texts reflect different viewpoints.	