

Anime!



Strand
Media

Possible links

Languages other than English
Studies of Society and Environment

Purpose

Students explore the popularity of animation of the target language, and develop a flip book and slide show for a character they have created.

They are assisted to make connections between language and culture in addition to the links they make between their own cultural background and the culture of the target community.

Overview

This module is designed to concurrently promote Media and Languages other than English (LOTE) learning. The LOTE component can either focus on learning a target language or on cultural diversity. Tasks are based on a learner-centred approach and are organised into the three phases of Orientating, Enhancing, and Synthesising.

Media/LOTE	Learning activities
Phase 1 — Orientating	Orientating 1: Students explore the animation styles from a variety of cultures (such as Pokemon — Japan; Asterix — France) and discuss the messages and morals associated with cartoons.
Phase 2 — Enhancing	<p>Enhancing 1: Students explore the media languages in a cartoon sequence and discuss the differences between animation created in Australia and animation created in other countries.</p> <p>Enhancing 2: Students explore the language used for parts of the body in the target language and sing the song 'Heads, shoulders, knees and toes' to reinforce some of the body parts in preparation for labelling their cartoon character.</p> <p>Enhancing 3: Students label a cartoon character with labels in the target language provided for each of the body parts.</p> <p>Enhancing 4: Students create a simple animated flick pad or flip book using a favourite cartoon character.</p>
Phase 3 — Synthesising	Synthesising 5: Students recreate a favourite cartoon character and design a poster, online page or slide sequence for their character.

Using this module

Focus and links

This module provides suggestions for planning, teaching and assessing using core learning outcomes and core content from the *Years 1 to 10 The Arts Syllabus*. *Anime* presents one way of planning with the core learning outcomes and may be adapted to suit the particular context of a school.

The module offers opportunities to make links to learning in Languages other than English (LOTE) and Studies in Society and Environment (SOSE). Allow for additional time to include tasks from these key learning areas to enable students to demonstrate the learning outcomes that have been identified. The links to LOTE are described in detail throughout the phases as activities. The links to SOSE are identified by citing modules that have been developed in this key learning areas. It is important that the integrity of the key learning area is maintained.

Learning is enhanced when it involves making connections between different areas of knowledge and experience. This is recognised in the foundation fields of learning in the *Years 1 to 3 Languages other than English (LOTE) Curriculum Guidelines*, which provide a suggested framework for the integrated organisation of the content and contexts of tasks. In an embedded LOTE program where tasks are based on concepts and topics from other key learning areas, learning another language allows students to consolidate and reinforce concepts and skills across the curriculum.

Cross-curricular priorities

Activities also contribute to learning in literacy, numeracy, lifeskills and a futures perspective and can be used for gathering evidence about students' development in these cross-curricular priorities.

This module promotes literacy in a number of ways. Students are involved with code breaking, when they decode and encode the codes and symbols of media texts, such as the use of gestures and character voice in animation programs. They engage as a text participant when they comprehend and compose media texts. They operate as a text user when they examine the purposes of media texts and use media texts for different cultural and social functions such as, following instructions to create a flip pad and character faces. When students understand how animation programs position viewers, they are operating as text analysts.

Activities contribute to the development of metalinguistic awareness. As students switch between linguistic systems, they develop verbal flexibility and more divergent thinking. Skills developed while learning another language encourage learners to better understand the surface structures of their first language. In all tasks in this module students interact using appropriate actions and gestures associated with using social formulae in a range of contexts.

Activities involve learners in real-life applications of the aspects of numeracy: space, number, measurement and data concepts. They engage in pattern reading and problem solving that may be applied to, and reinforce numeracy skills. Aspects of numeracy are included in the design of their cartoon character and posters when the student must consider proportion, symmetry and balance, and in editing when students estimate frame numbers and time. Students have opportunities to:

- compare sizes and shapes of animated characters
- compare length and thickness of lines,
- sort and classify programs and characters into student-selected categories.

Lifeskills include personal development skills, social skills, and self-management skills. Communication in another language develops not only the ability to solve problems and make decisions about how to communicate but is a skill central to the fulfilment of life roles. Learning another language assists students to develop socioculturally appropriate linguistic and cultural competencies through communication and working cooperatively. Most importantly, students who learn another language develop an international perspective in their outlook, develop

cultural awareness, sensitivity and competence that can lead to greater understanding and appreciation of diversity in a global society. The activities in this module encourage students to value diversity through the exploration of other cultures.

Some students with physical, hearing or vision impairment may need assistance with some of these activities. Obtain advice from their support teachers.

Module organisation

The module is designed to be flexible in delivery and to respond to individual class contexts. The sessions do not correspond to lessons, which means media activities can be planned in shorter or longer extended timeframes as is most appropriate to the timetable and student ability.

It has been written in the three phases of Orientating, Enhancing and Synthesising. Consider the prior knowledge of individual students and appropriately sequence the learning in other key learning areas.

At the end of the activities in each phase, you will find suggested Focus questions that may be useful at various times throughout that phase. Teaching considerations are also included to provide ideas, suggestions and clarification relevant to the activities.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Core learning outcomes

The Arts

This module focuses on the following core learning outcomes from the Media strand of the *Years 1 to 10 The Arts Syllabus*.

Level statement: Level 1

Students combine the elements of media languages, such as still and moving images, sounds, and words, to create meanings and communicate about their world, individually and with others.

Students share their personal responses to the media with others, including their preferences.

Students compare media representations with their personal experiences and recognise that media texts are constructions.

Learning outcomes

ME 1.1 Students combine images, sounds and words to communicate.

ME 1.2 Students communicate their personal responses to familiar media texts and experiences.

ME 1.3 Students describe the differences between their own experiences and media representations of similar experiences.

Languages other than English

This module focuses on the following learning outcomes from the Communication strand of the *Years 1 to 3 Languages other than English (LOTE) Curriculum Guidelines*.

Level statements

Introductory Level	Level 1	Level 2
<p>Students demonstrate an acceptance of unknown language, relying almost exclusively on the teacher's gestures, facial expressions and tone, and concrete and contextual support for comprehension.</p> <p>Students respond nonverbally to input. They may attempt to speak by repeating words or phrases. Attempts to speak may not be accurate but indicate an awareness of the basic sounds and rhythm of the language.</p> <p>Students rely completely on graphic detail and the teacher's dramatisation to comprehend meaning when participating in shared reading experiences with the teacher and the class.</p>	<p>Students engage in tasks that are tightly scaffolded and sequenced, focusing on high-frequency formats, more for comprehension than production.</p> <p>Students respond nonverbally or reiterate utterances that are drawn from frequent and consistent teacher modelling. Students rely on explicit contextual clues for comprehension.</p> <p>Students interact with texts marked by highly predictable text structure and with simple, repetitive sentence structure and vocabulary. Content of texts is familiar and accessible, with some explicit sociocultural content.</p>	<p>Students engage in tasks that are tightly scaffolded and sequenced, focusing on an increasing range of high-frequency formats that are likely to be both comprehended and produced.</p> <p>Students respond nonverbally sometimes but also use familiar modelled utterances with minor creative variations. They are still dependent on obvious contextual support for global comprehension.</p> <p>Students interact with texts marked by predictable text structure with simple, repetitive sentence structure and vocabulary. Content is familiar and accessible, with some explicit sociocultural content.</p>

This table is continued on the next page...

Introductory Level	Level 1	Level 2
<p>Students produce written texts of single words or phrases that are traced or copied.</p> <p>Students demonstrate an emerging awareness that different cultures interact in different ways.</p>	<p>Students read texts that contain only a few ideas and are supported by clear and frequent visuals that illustrate these ideas. Students listen to texts that are appropriately language-rich but heavily dependent on context for understanding.</p> <p>Students produce texts of a few words in writing and a few turns in dialogue, with the audience confined to peers.</p>	<p>Students read texts that contain only a few ideas and are supported by explicit visuals. Students listen to texts that are appropriately language-rich but heavily dependent on context for understanding.</p> <p>Students produce texts of a few words in writing, a few turns in dialogue and short simple presentations, with the audience mainly confined to peers.</p>

Learning outcomes

<p>Comprehending IL.1 Students distinguish familiar sounds and sound patterns and understand high-frequency language with support from visual cues.</p>	<p>Comprehending 1.1 Students distinguish sounds and sound patterns, and understand and respond to high-frequency language with support from visual cues.</p>	<p>Comprehending 2.1 Students understand a range of familiar statements and questions with visual support, controlled language when the context is obvious, and key words in short, spoken, authentic texts of several linked utterances.</p>
<p>Comprehending IL.2 Students associate words with sounds and meaning related to familiar contexts and rely completely on graphic detail and teacher modelling to comprehend meaning.</p>	<p>Comprehending 1.2 Students understand the meaning of key written words to which there has been significant exposure, as well as decode and recognise some written words from oral vocabulary through an awareness of sound-symbol relationships.</p>	<p>Comprehending 2.2 Students identify the main purpose in a simple text on a familiar topic, relying on key words for understanding, and read and identify single items of information in short repetitive texts containing familiar language.</p>
<p>Composing IL.5 Students communicate through tracing, copying or writing familiar text combinations, such as signs, captions and labels.</p>	<p>Composing 1.5 Students label items and write set phrases used regularly in class, approximating spelling words written from memory, and demonstrate an awareness of the conventions of print in the target language.</p>	<p>Composing 2.5 Students write phrases or short sentences based on models, and contribute to the production of stories, class books, posters and other simple texts.</p>

Other key learning areas

When planning an integrated unit of work from this module, ensure that activities are planned to provide opportunities for students to work using social enquiry processes. Consult the *Years 1 to 10 Studies of Society and Environment Syllabus* and support materials for further information. The focus of this module links to the following SOSE sourcebook modules and core learning outcomes:

- Level 1 *Stories of diverse cultures*
- Level 2 *Stories and perspectives*
- Level 2 *Asian study*

Core learning outcomes from Studies of Society and Environment*Time, Continuity and Change*

TCC 1.3 Students share points of view about their own and others' stories.

Culture and Identity

- CI 1.1 Students compare ideas and feelings about stories and diverse cultures including Torres Strait Islander cultures and Aboriginal cultures.
- CI 1.2 Students observe and record examples of different perceptions and gender roles in various settings.
- CI 2.1 Students describe the similarities and differences between an aspect of their Australian life and that of a culture in the Asia-Pacific region.
- CI 2.5 Students identify how symbols, rituals and places reflect identities of different groups including Aboriginal or Torres Strait Islander groups.

Systems, Resources and Power

SRP 2.3 Students enact a simple cooperative enterprise to identify their own and others' strengths and weaknesses.

The Arts module links

The cross-arts module *Moving stories* can be used to complement this module. It is a Media–Dance module written for Level 2 core learning outcomes and involves students exploring traditional and contemporary folk tales from a range of cultures and eras.

Cross key learning area planning

Refer to elaborations of the stated learning outcomes in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* to plan additional learning experiences relevant to this module. Refer to www.qscc.qld.edu.au for additional information.

Core content

The Arts — Media

This module provides a learning context for the following concepts and skills from Level 1 core content from the syllabus.

- | | |
|---|--|
| media languages — still and moving images, sounds, words | <ul style="list-style-type: none"> • colour • symbol • facial expression • gesture • clothing • words and text • speech bubbles |
| media technologies — processes, techniques, practices | <ul style="list-style-type: none"> • draw and colour • cut and paste • write |
| audience | <ul style="list-style-type: none"> • familiar programming • recognition of self as audience |
| institution — purpose form context | <ul style="list-style-type: none"> • addition of meaning • communication • familiar media in home, school and local community • home, school and local community |
| representation | <ul style="list-style-type: none"> • familiar people, objects, animals, places, and experiences in real life |

Languages other than English

This module provides a learning context for the following suggested core content from the Introductory Level, Level 1 and Level 2 of the *Years 1 to 3 Languages other than English Curriculum Guidelines*.

The suggested content for this module is delineated in the Foundation Field, Sociocultural Understanding and Tasks and Language Elements of this outline. Select a range of appropriate process skills and strategies that meet the current needs of the students.

When planning and assessing the suggested learning outcomes, consider the possible language functions and process skills and strategies needed to engage in the selected communicative tasks.

<p>language functions</p> <ul style="list-style-type: none"> – exchanging information – feelings, opinions and attitudes 	<ul style="list-style-type: none"> • describing people • expressing and asking about likes and dislikes • expressing feelings • reacting with joy, anger, surprise, excitement • expressing opinions
<p>process skills and strategies</p> <ul style="list-style-type: none"> – communication – comprehending – composing 	<p>General skills and strategies that apply to both comprehending and composing</p> <ul style="list-style-type: none"> • analysing and judging the content of texts • using information in texts in critical and creative ways • interpreting gestures and facial expressions • using graphic features (headings, pictures, layout) to help with meaning • planning what to say • planning what to write • using appropriate script
<p>compensation strategies</p>	<p>To overcome deficiencies in their language repertoires as they try to maintain the flow of communication</p> <ul style="list-style-type: none"> • using gestures, mime, facial and vocal expression to convey meaning • adjusting or approximating the message • guessing intelligently and asking for help
<p>social</p> <ul style="list-style-type: none"> – effective skills and strategies 	<ul style="list-style-type: none"> • taking risks

Assessment

The following table provides examples of opportunities in this module for gathering evidence and making judgments about student demonstrations of The Arts – Media core learning outcomes and the LOTE suggested learning outcomes. When making an on-balance judgment about demonstrations of the learning outcomes, consider all the points in the 'Making judgments' column. The table is neither exhaustive nor mandatory. Assessment opportunities should be negotiated with students to maximise their demonstrations of these outcomes in a variety of ways. Reflect with students on evidence gathered to make judgments about their demonstrations.

The Arts — Media

Outcomes	Gathering evidence	Making judgments
<p>ME 1.1 Students combine images, sounds and words to communicate.</p> <p>ME 2.1 Students select and combine images, sounds and words in sequences to create media texts for familiar audiences.</p>	<p>Students may:</p> <ul style="list-style-type: none"> create and communicate a character's emotions and movements. create media texts: <ul style="list-style-type: none"> poster flip book titles, labels slide show. <p>The teacher may use:</p> <ul style="list-style-type: none"> teacher observation focused analysis student media journal <p>recorded in:</p> <ul style="list-style-type: none"> checklists anecdotal notes. 	<p>Level 1 When creating media, do students:</p> <ul style="list-style-type: none"> combine their drawn character with recorded sounds or written words in speech bubbles, to communicate their ideas about a cartoon character? combine the image/s of the character with written or spoken words to communicate a character's emotions or movements? communicate their creative ideas through their drawings or accompanying verbal or written descriptions? communicate their ideas for their character through use of colour, line, symbols, clothing, facial expression, exaggeration of facial or body features and speech bubbles? <p>Level 2</p> <ul style="list-style-type: none"> combine live or recorded sound with drawn images of characters in sequences, to create a flip book for peers? select and combine words in titles and speech bubbles with drawn images of characters, to create comic strips for peers?
<p>ME 1.2 Students communicate their personal responses to familiar media texts and experiences.</p> <p>ME2.2 Students use display techniques to present media to a familiar audience.</p>	<p>Students may:</p> <ul style="list-style-type: none"> create a classroom display of <ul style="list-style-type: none"> cartoon characters media texts. respond to media texts produced by themselves and others. <p>The teacher may use:</p> <ul style="list-style-type: none"> teacher observation focused analysis student media journal <p>recorded in:</p> <ul style="list-style-type: none"> checklists anecdotal notes. 	<p>Level 1 When discussing animation and cartoons, do students:</p> <ul style="list-style-type: none"> talk about their experiences of watching cartoons, who they watch them with, how they watch them and their feelings about them? express their ideas and feelings, such as likes and dislikes, about cartoon characters? communicate their ideas about the ways they and animation artists create characters? <p>Level 2 When presenting their flip books and characters to their peers, do students:</p> <ul style="list-style-type: none"> hold up their flip books and explain the movements? present their characters using display techniques such as oral presentations? utilise display techniques to enhance the public display of their posters, such as using dark backgrounds, coloured borders, titles, lettering, and splashes of colour in graphics? organise the display of their character posters in the classroom, school library and office using, for example, noticeboards, overhead hanging lines and display cabinets?

This table is continued on the next page...

Outcomes	Gathering evidence	Making judgments
<p>ME 1.3 Students describe the differences between their own experiences and media representations of similar experiences.</p> <p>ME 2.3 Students identify ways in which representations are created in media forms.</p>	<p>Students may:</p> <ul style="list-style-type: none"> • explore media representations of a character, such as: <ul style="list-style-type: none"> – words, images, colour and sounds – symbols – facial expressions – character types/emotions. • explore similarities and differences in character representations. <p>The teacher may use:</p> <ul style="list-style-type: none"> • teacher observation • focused analysis <p>recorded in:</p> <ul style="list-style-type: none"> • checklists • anecdotal notes. 	<p>Level 1 Do students:</p> <ul style="list-style-type: none"> • use elements of media languages (words, images, colour and sound etc.) to describe the differences and similarities between characters, themselves and others, for example, compare ways of showing emotions? • use elements of media languages (words, images, colour and sound etc.) to describe the differences and similarities between the experiences of cartoon characters represented in the media and those experienced personally — for example, going to school? <p>When discussing cartoons, do students describe the differences between the:</p> <ul style="list-style-type: none"> • characterisation of people, animals and objects and their own experiences of how people, animals and objects look, behave and think? • stylised facial expressions drawn by cartoonists and the look of people and animals when they are expressing these same emotions in real life? They could refer to their own experiences recorded in photography, video or film that is not animated. • portrayal of places and their own experiences of these places? • messages promoted by the cartoon programs and the messages promoted by their parents and school? <p>Level 2 When discussing cartoons, do students identify:</p> <ul style="list-style-type: none"> • that characters are drawn in particular styles, such as: 'In Pokemon the characters all have big round eyes that sparkle'? • that the characters in comics don't talk through voice, just speech bubbles, whereas in television and video they talk to each other? • changes in the use of colour? • that characters in cartoons have voices that help create their personality while comics and books have to show this in other ways? • that characters in cartoons show moving action that can't be shown in comics and books?

LOTE

Outcomes	Gathering evidence	Making judgments
<p>Comprehending IL.1 Students distinguish familiar sounds and sound patterns and understand high-frequency language with support from visual cues.</p> <p>1.1 Students distinguish sounds and sound patterns, and understand and respond to high-frequency language with support from visual cues.</p>	<p>Students may:</p> <ul style="list-style-type: none"> • participate in familiar action songs and games. <p>The teacher may use:</p> <ul style="list-style-type: none"> • teacher observation • focused analysis <p>recorded in:</p> <ul style="list-style-type: none"> • checklists • anecdotal records. 	<p>Introductory level Do students:</p> <ul style="list-style-type: none"> • produce appropriate actions when listening to familiar action songs with frequent repetition? <p>Level 1 Do students:</p> <ul style="list-style-type: none"> • produce appropriate actions or illustrations when listening to familiar songs and games with little repetition and rephrasing?

This table is continued on the next page...

Outcomes	Gathering evidence	Making judgments
<p>2.1 Students understand a range of familiar statements and questions with visual support, controlled language when the context is obvious, and key words in short, spoken, authentic texts of several linked utterances.</p>		<p>Level 2 Do students:</p> <ul style="list-style-type: none"> produce appropriate actions when listening to familiar songs and games without repetition?
<p>Comprehending IL.2 Students associate words with sounds and meaning related to familiar contexts, and rely completely on graphic detail and teacher modelling to comprehend meaning.</p> <p>1.2 Students understand the meaning of key written words to which there has been significant exposure, as well as decode and recognise some written words from oral vocabulary through an awareness of sound–symbol relationships.</p> <p>2.2 Students identify the main purpose in a simple text on a familiar topic, relying on key words for understanding, and read and identify single items of information in short repetitive texts containing familiar language.</p>	<p>Students may:</p> <ul style="list-style-type: none"> label cartoon characters with the words for body parts. <p>The teacher may use:</p> <ul style="list-style-type: none"> teacher observation focused analysis <p>recorded in:</p> <ul style="list-style-type: none"> checklists anecdotal records. 	<p>Introductory level Do students:</p> <ul style="list-style-type: none"> recognise very familiar words for body parts, if these have been used often in a variety of language activities, and match them to images of cartoon characters? <p>Level 1 Do students:</p> <ul style="list-style-type: none"> recognise familiar words and short word clusters for body parts, if these have been used often in a variety of language activities, and match them to images of cartoon characters? <p>Level 2 Do students:</p> <ul style="list-style-type: none"> Recognise familiar words and short word clusters for body parts and emotions if these have been used often in a variety of language activities and match them to images and emotions expressed by the cartoon characters?
<p>Composing IL.5 Students communicate through tracing, copying or writing familiar text combinations, such as signs, captions and labels.</p> <p>1.5 Students label items and write set phrases used regularly in class, approximating spelling words written from memory, and demonstrate an awareness of the conventions of print in the target language.</p> <p>2.5 Students write phrases or short sentences based on models, and contribute to the production of stories, class books, posters and other simple texts.</p>	<p>Students may:</p> <ul style="list-style-type: none"> reproduce or label cartoons and flip books with simple words, phrases or descriptions in the speech bubbles. recreate cartoon characters and design animated slide shows or posters. <p>The teacher may use:</p> <ul style="list-style-type: none"> teacher observation focused analysis teacher consultation peer- and self-assessment <p>recorded in:</p> <ul style="list-style-type: none"> checklists anecdotal records student folios. 	<p>Introductory level Do students:</p> <ul style="list-style-type: none"> reproduce familiar text by tracing, copying or writing familiar words in speech bubbles or on a slide show? assign meaning to their approximations of writing? <p>Level 1 Do students:</p> <ul style="list-style-type: none"> label items and produce set phrases in speech bubbles or on a slide show? rely on teacher support through modelling and approximating spelling? <p>Level 2 Do students:</p> <ul style="list-style-type: none"> design and reproduce set phrases and short sentences in speech bubbles or on slide shows? rely on modeling, yet complete the task independently?

Background information

Australian society is culturally and linguistically diverse, and increasingly functions within a wider global community. It is important to acknowledge, value and accept the diverse linguistic and cultural perspectives that students bring to a learning context.

The activities in each of the phases provide opportunities for students to explore their own and other cultures and languages and how these are reflected in Australia's linguistic and cultural diversity.

Animated films and television programs, many of which are produced outside of Australia, are a major part of students' media viewing and contribute to the development of their cultural perspectives. By valuing the students' popular culture and providing a learning context, it is possible to explore the elements of the programs while exploring the cultures from which these programs originate.

While examples have been included from popular programs at the time of writing, these should be replaced with programs or films that are current. This will make it easier to develop a shared understanding of the material being discussed.

Terminology

Students have opportunities to become familiar with and use the following terminology in this module:

anime/animation	format	morals	speech bubble
bmp	gif	scanned image	stereotypes
characterisation	Html import	shadow puppet	symbol
computer flipbook	manga	sound effect	web site

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Education Queensland policies on health and safety considerations for Media and LOTE can be found at www.education.qld.gov.au/corporate/doem/sindex/d-ind.htm.

For policies and guidelines for the Catholic sector, refer to the Queensland Catholic Education Commission website at www.qcec.qld.catholic.edu.au/www/index.cfm

Equity considerations

This module provides opportunities for students to increase their understanding and appreciation of equity and diversity within a supportive environment. It includes activities that encourage students to:

- be involved within a supportive environment
- work individually or in groups
- value diversity of ability, opinion and experience
- value diversity of language and cultural beliefs
- support one another's efforts
- become empowered to take on roles
- negotiate and accept change
- become empowered to communicate freely.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Advice to teachers

Be aware that some students may not have access to media texts due to cultural, socioeconomic circumstances or religious beliefs. It may be necessary to either make media texts available to individual students and familiarise them with the relevant media forms, or consider alternative ways that individual students can explore the media concepts and demonstrate the learning outcomes.

Students will need to have experience and knowledge in the use of some of the software applications used in this module. Shareware versions of animation programs may need to be downloaded from the Internet for a 30-day trial. It may be necessary to introduce the students to the use of different applications related to the scanner, digital camera, resizing and saving of pictures, importing images into programs and saving files.

Bmp file format can only be used in Kid Pix and it is best to design the pictures in the Kid Pix program if using them in the slide show application. Gif and jpg file formats can be used in most other applications and transported between applications.

Ensure that appropriate permission has been granted from the student's parents or guardians before publishing personal details of a student. When publishing online, do not reveal a student's family name to ensure privacy.

Resources

Students' creativity in demonstrating the learning outcomes in this module should not be limited by the range of resources and equipment provided. A variety of resources should be accessible for student selection, if available within the school. In this module it may be necessary to organise the use of several computers at one time. Access to other multimedia equipment such as a scanner and/or a digital camera is necessary to complete some of the activities. If this is not possible then the texts can be created with other tools and visual arts materials such as scissors and glue.

Support materials and references

The following resources may be helpful additions to your professional library. Review material before using it with students.

Information relating to copyright issues can be found at the Australian Copyright Council's *Online Information Centre* at www.copyright.org.au/index.htm. Please note the licence conditions that apply to downloading and printing information sheets from this site.

Print

Aardman Animations, 1997, *A Close Shave Storyboard Collection*, Wallace and Gromit Ltd, London.

Burton, L. 1996, *Blinky Bill: The Mischievous Koala Study Guide*, Australian Teachers of Media Inc., St Kilda.

Corbett, G. 1998, *You Can Draw Brilliant Cartoons*, Dorling Kindersley, London.

Department of Education, Queensland, 1994, *Media Curriculum Guide for Years 1 to 10: Constructing Realities*, Publishing Services, Department of Education, Queensland.

Feely, J. 1999, *Finger Puppets Hello LOTE: Counting Series*, Addison Wesley Longman, Melbourne.

Hart, C. 2001, *Manga Mania: How to Draw Japanese Comics*, Watson-Guption Publications, New York.

Hart, C. 2001, *How to Draw Animation*, Watson-Guption Publications, New York.

Ledger, W. & Ledger, S. 1998, *Snapshots of Asia*, Access Asia and Curriculum Corporation, Carlton South, Victoria.

Mangajin Inc., *Mangajin's Basic Japanese Through Comics*, Mangajin Inc., Georgia

Matsuoka, H. et al., 1998, *How to Draw Manga. Volume 1 — Character Drawing*, Graphic.

McCarthy, N. 1999, *Hayao Miyazaki: Master of Japanese Animation*, Stone Bridge Press, Berkeley, CA.

Poitras, G. 1999, *The Anime Companion — What's Japanese In Japanese Animation*, Stone Bridge Press, Berkeley, CA.

Quin, R., McMahon, B. & Quin, R. 1996, *Teaching Viewing And Visual Texts — Primary*, Curriculum Corporation, Victoria.

Schodt, F. 1986, *Manga! Manga! — The World of Japanese Comics*, Kodansha International, Tokyo.

Schodt, F. 1996, *Dreamland Japan — Writings on Modern Manga*, Kodansha International, Tokyo.

Queensland School Curriculum Council, 2000, *Years 1 to 3 Languages other than English Curriculum Guidelines*, Brisbane.

Queensland School Curriculum Council, 2002, *Years 1 to 10 The Arts Sourcebook Curriculum Guidelines*, Brisbane.

Tapp, P., Whittaker, N. & Mullet, A. 1991, *The Animation Study Guide: Beauty and the Beast*, Australian Teachers of Media Inc., St Kilda.

Viska, P. 1993, *The Animation Book*, Ashton Scholastic, Australia.

Electronic

Websites

(All websites listed were accessed in May 2002)

A Parent's Guide to Anime: www.abc.com/parents/apga_01.htm

Anime corner store: www.animecornerstore.com

Anime and Manga Resources List: www.csclub.uwaterloo.ca/u/mlvanbie/anime-list/classic.html

Australian Children's Television Foundation:
www.actf.com.au/learning_centre_new/LearnAbout/Film_Production/LilElvis/ElvisFlip.htm

Australian Teachers of Media Queensland: www.pa.ash.org.au/atomqld

Bats flip book resource: www.cccoe.k12.ca.us/bats/flip.html

George Washington University: www.gwu.edu/koulikom/history.html

Houghton Mifflin Education Place: www.eduplace.com/rdg/gen_act/humor/faces.html

Imax Cyberworld movie site: www.cyberworld.imax.com/

Mangajin Magazine: www.mangajin.com/

Teachers Online Australian Children's Television Federation: www.actf.com.au/

Viz Communications: www.viz.com/

Software

Kid Pix Studio

Movieworks Deluxe

Download site for shareware software for creating animations and gifs:

www.shareware.com/

Videos

The Dreaming, Series one, two and three, 1995, Australia, Aboriginal Nations Pty Ltd.

Media for Kids, Film, 1989, Ashton Scholastic Pty Limited, Sydney.

Libraries/cybraries

LOTE Centre Library

Corner Ferry and Montague Roads, West End Q 4101

PO Box 3663, South Brisbane Q 4101

Telephone: 07 3360 7521

Fax: 07 3360 7599

Email: zzlote1@uq.edu.au

Homepage: www.lote.qld.edu.au

AccessEd Corporate Library

Coorparoo Education Precinct

347 Old Cleveland Road, Coorparoo Q 4151

PO Box 1238, Coorparoo Q 4151

Telephone: 07 3421 6511/1800 800 401

Fax: 07 3421 6522

Email: corporatelibrary.RO_ACCESSED@qed.qld.gov.au

Homepage: http://education.qld.gov.au/corporate/professional_exchange/

TESOL Joint Use Library

1030 Cavendish Road

Mt Gravatt Q 4122

C/- Moreton Institute of TAFE

Mt Gravatt Campus

PO Box 2614, Mansfield Q 4122

Telephone: 07 3349 1746

Fax: 07 3343 5791

Email: tesol@detir.qld.gov.au

Homepage: <http://education.qld.gov.au/tal/libraries/nonschool/tesolib.htm>

Activities

Phase 1 — Orientating

The Arts – Media

- Students explore cartoons and the use of media languages such as colour and shape to give the viewers information about the characters. They compare the animated characters and events with people they know and events they have experienced.

LOTE

- Students explore how aspects of the culture of the target language are reflected in animation.

Key learning area links: LOTE and SOSE

Media learning activities

Gathering evidence

LOTE

Orientating 1: Students examine pictures of cartoon characters from other cultures (such as Pokemon – Japan; Asterix – France). They identify the distinctive styles and characteristics within the cartoons and discuss the messages and morals associated with them.

Resources:

- samples of animation characters from target cultures (teacher provided)

Language functions:

- describing people

Teaching notes:

Talk about the tradition and history of manga and animation. Highlight the distinctive style, drawing students' attention to the stereotypical use of the exaggerated features (such as wide, round style eyes). Refer to Teacher resource 5.

Themes, messages about good and evil, and spiritual aspects of the plots can be discussed, and the students can make comparisons between the example cartoons from the target culture and cartoons that are created in their own cultures. (See Support materials and references).

Orientating 2: Students engage with magazines or Internet sites that display images of their favourite cartoon characters and either cut them out or download them (with assistance) and paste them into their books. They give their opinions as to why they like these characters.

Language functions:

- expressing and asking about likes and dislikes.

Students:

- are introduced to the concept of animation as the art of making still drawings appear to move on film.
- are made aware that cartoons are a form of animation. They participate in web site activities or view and discuss videos that explain the making of an animation film (see www.actf.com.au/).
- collect and display products that feature their favourite animated character product, for example, food packaging, games, swap cards, stationary and clothing.
- create a classroom display of images of cartoon characters, with teacher assistance.
- describe how they feel about familiar and favourite animated characters.
- participate in teacher modelling of an analysis of an animated character, focussing on the visual and aural clues provided through media languages (see Student resource 2).
- view a cartoon and, with assistance, suggest what the message or moral of the story might be.
- discuss, with facilitation by the teacher, the messages being promoted by cartoons they view at home.
- compare the messages in Australian cartoons such as the ABC's *Lizzie's Library* and Australian Children's Television Foundation's *Li'l Elvis Jones and the Truckstoppers* with the messages from cartoons from other cultures.

Media teaching notes

To compare the features of animation programs with real life, students need to explore these types of questions:

- What type of characters have we all drawn?
- How are real people similar or different from our drawings and cartoon characters?
- How do the characters act like students/families/animals we know?

ME 1.2

Assessment technique:

- teacher observation

Do students:

- describe their experiences with cartoons?
- express their ideas, including likes and dislikes?

ME 1.3

Assessment technique:

- teacher observation

Do students:

- describe the messages promoted in animation programs?
- use elements of media languages to describe them?

LOTE

It is recommended that activities in this phase not be used to gather assessment information.

This table is continued on the next page...

Key learning area links: LOTE and SOSE**Media learning activities****Gathering evidence****Resources:**

- magazines/manga (teacher supplied)
- Internet access (if available)
- web sites on manga characters or students' fan sites

Refer to Teacher resource 5 for information on manga.

Teaching notes:

- Assist students to find pictures of cartoon characters in magazines or on the Internet.
- Students cut out or download pictures of their favourite characters and paste them into their books. Alternatively, they could make a poster for the classroom wall.

Students could also draw their characters as part of a cartoon sequence and, with help, dictate or write simple captions for the speech bubbles.

Links to SOSE

Students:

- compare ideas and feelings about stories from diverse cultures, including Torres Strait Islander cultures and Aboriginal cultures, as evidence of demonstrations of outcome CI 1.1. (See Teaching considerations.)
- describe the similarities and differences between an aspect of their Australian life and that of a culture in the Asia-Pacific region, as evidence of demonstrations of outcome CI 2.1.
- share points of view about their own and others' stories as evidence of demonstrations of outcome TCC 1.3.

Focus questions

- What are the morals of the stories, or the messages being promoted by the cartoons?
- How do the cartoons from the same culture look similar or different?
- How are the cartoons from other cultures different from the cartoons made in Australia?
- How are the people, places and events in cartoons different or similar to people, places and events in your own life?

Teaching considerations

Draw on the diversity of cultural backgrounds of students within the class to enrich the tasks. However, be sensitive to the fact that not all students enjoy or want to have their cultural background highlighted. When considering what typically happens in a particular country, be sure to emphasise the issue of diversity within the culture. Mentioning this variety continually will challenge stereotypical thinking and is an important aspect of valuing diversity.

Discussion of issues relating to students' cultural and linguistic diversity requires great sensitivity. Not all cultures and languages are equally valued or respected in Australian society. Within the context of this module, it may not be possible to explore the animation belonging to the Aboriginal cultures and Torres Strait Islander cultures. See Support materials and references for resources produced by the ABC.

Identification of the messages promoted in cartoons may be assisted by studying familiar fables and folk tales that have overt morals or messages and then making links with particular cartoons. Students can find it difficult to see another layer of meaning in texts that are part of their popular culture. There may be particular characters that always carry the message at the end of the program. Enlarged images from comic strips will be useful as resources to discuss the look of the characters and artistic style of the animators.

Phase 2 — Enhancing

The Arts – Media

- Students explore elements of media languages after viewing a cartoon opening sequence.
- Students apply their knowledge about animation characters in the creation of their flipbooks.

LOTE

- Students prepare for and create flip pads or flip books using favourite cartoon characters.
- Students become familiar with and use words from the target language to describe body parts and express feelings as they prepare their flip books.

Key learning area links: LOTE and SOSE

Media learning activities

Gathering evidence

Enhancing 2: Students explore the language used for the parts of the body in the target language and sing the song *Head, shoulders, knees and toes* to reinforce the vocabulary for some of the body parts, in preparation for labelling their cartoon characters.

Resources:

- song *Head, shoulders, knees and toes* in the target language (teacher provided)
- games listed in the *Years 1 to 3 LOTE Curriculum Guidelines*

Language functions:

- describing people: body parts

Teaching notes:

- Prior to singing the song, *Head, shoulders, knees and toes*, students play a game of 'Simon says' to reinforce the names for the parts of the body.
- Students sing the song *Head, shoulders, knees and toes*, doing the actions to the song. Alternatively, they could sing *If you're happy and you know it*.
- Games to promote language acquisition include:
 - memory
 - steppers
 - the teddy bear game
 - the shape feely bag
 - fruit salad.

Enhancing 3: Students label a cartoon character of their choice with labels in the target language provided for each of the body parts.

They play a memory game to enable them to learn the part of the body and words associated with feelings and emotions.

Enhancing 1

Students:

- explore elements of media languages after viewing a cartoon opening sequence, including:
 - music
 - sound effects
 - words on screen
 - character dialogue
 - character features and how they change
 - character size and shape
 - colour of character and background
 - clothes
 - use of line and thickness of line
 - format of program.
 - discuss the differences between an example of Australian animation, such as *Li'l Elvis Jones and the Truckstoppers*, and cartoons from other cultures, in terms of the:
 - use of music and sound effects
 - use of colour
 - setting
 - type of characters
 - how character emotion is shown
 - speech of characters
 - artistic style of drawing
 - use of symbols
 - use of lines to indicate movement, such as speed lines and sharply angled lines
 - use of shadow for a variety of effects.
 - explore facial features to examine:
 - use of eye shines and star bursts
 - which features are exaggerated
 - proximity of the character to the viewer
 - how emotions are expressed.
 - suggest what information the look of the characters gives about their personalities.
 - identify the contents of speech bubbles in comics, such as words and symbols, to represent action and sound.
- Students:
- watch a manga style cartoon and identify when the words appear on the screen and their purpose.
 - draw a character's face showing different emotions, using the style modelled by the teacher.

ME 1.2

Assessment technique:

- *focused analysis*

Do students:

- express their ideas and feelings?
- communicate their ideas about the media elements?

LOTE Comprehending

Assessment technique:

- *teacher observation*

IL.1

Do children:

- produce appropriate actions when listening to familiar action songs with frequent repetition?

1.1

Do children:

- produce appropriate actions or illustrations when listening to familiar songs and games with little repetition and rephrasing?

2.1

Do children:

- produce appropriate actions when listening to familiar songs and games without repetition?

This table is continued on the next page...

Key learning area links: LOTE and SOSE	Media learning activities	Gathering evidence
<p>Resources:</p> <ul style="list-style-type: none"> enlarged cartoon character on cardboard with labels in the target language attached (teacher provided) labels in the target language for body parts (teacher provided) <p>Language functions:</p> <ul style="list-style-type: none"> describing people: body parts expressing feelings <p>Teaching notes: Model the language for the various body parts and place them on the large cartoon character on the wall. The students, in groups, place their LOTE labels on their favourite cartoon character (such as Pikachu).</p> <p>Enhancing 4: Students recreate simple animated flick pads or flip books using favourite cartoon characters. See www.actf.com.au or Student resource sheet 3 for further information. It is recommended that students at early levels create flip pads rather than books.</p> <p>Resources:</p> <ul style="list-style-type: none"> Flick pad — A4 paper, pencil (teacher provided) Flip book — Thirty library cards or a blank message book, staple (teacher provided) Example of either a finished flick pad or flip book <p>Language functions:</p> <ul style="list-style-type: none"> Expressing feelings Reacting with joy, anger, surprise, excitement Expressing opinions <p>Teaching notes:</p> <ul style="list-style-type: none"> Demonstrate how to make a flip pad or a flip book. Students recreate a character of their choice and attempt to 'animate' it through the creation of either a flip pad or a flip book. (See Student resource 1.) A simple caption in a speech bubble can also be added. When the students have completed their books they can swap them and share their ideas on how to improve the movement of the character. They can also offer their opinions on how they react to the various other cartoon characters. 	<ul style="list-style-type: none"> create new characters for a familiar program (see Student resource 1). create posters featuring their characters and considering the elements of colour, shape, size, clothes and style of drawing. create speech bubbles in a LOTE for their characters or add English speech bubbles to their posters to give the viewer information about the characters. create and record sound effects and voices for their characters. create simple animated flip books by drawing images of characters to make them appear to move (see Student resource 3). share their flipbooks with other class members, making suggestions on how to improve them. 	<p>ME1.1 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <i>focused analysis</i> <p>Do students:</p> <ul style="list-style-type: none"> communicate their ideas for their characters through media languages? create their characters by combining an image with words or sounds? <p>LOTE Comprehending <i>Assessment techniques:</i></p> <ul style="list-style-type: none"> <i>teacher observation</i> <i>focused analysis</i> <p>IL.2 Do students: recognise very familiar words for body parts if these have been used often in a variety of language activities, and match them to images of cartoon characters?</p> <p>1.2 Do students:</p> <ul style="list-style-type: none"> recognise familiar words and short word clusters for body parts, if these have been used often in a variety of language activities, and match them to images of cartoon characters? <p>2.2 Do students:</p> <ul style="list-style-type: none"> recognise familiar words and short word clusters for body parts and emotions, if these have been used often in a variety of language activities, and match them to images and emotions expressed by the cartoon characters?

This table is continued on the next page...

Key learning area links: LOTE and SOSE**Media learning activities****Gathering evidence**

Links to SOSE

Students:

- identify how symbols, rituals and places reflect identities of diverse cultural groups as evidence of demonstrations of outcome CI 2.5.
 - share points of view about their own and others' stories as evidence of demonstrations of TCC1.3.
-

Focus questions

- What are the differences between cartoons created in Australia and cartoons created in other countries?
- What do the features of a character tell you about their personality?
- What types of creatures are often used to be the bad characters/ the good characters? Why do you think this is so? Is this fair to the animals — for example, using lizards for bad characters? Why do you think that?
- In what ways can you make a drawing of a character appear to move?

Teaching considerations

To encourage an active viewing of animation texts, adopt the strategies described on Teacher resource 4. It is essential for many students with disabilities and students with learning difficulties to view the text more than once or twice.

To ensure constructive criticism and positive feedback are generated, teacher modelling should take place before students share their work and offer suggestions for improvements.

The practical tasks are an important part of students' learning about character development in animation. Other practical tasks for animation include the making of a Zoetrope or a Thaumatrope, which are explained in most books about animation and on the Australian Children's Television Foundation website: www.actf.com.au/

Phase 3 — Synthesising

The Arts – Media

- Students create media texts with their characters as the focus, adding words and sounds to the image of their characters.

LOTE

- Students recreate their favourite cartoon characters to be scanned into the computer. Some students will also animate their characters with teacher assistance.
- Students use the target language to describe their characters' feelings and opinions.

Key learning area links: LOTE and SOSE

Media learning activities

Gathering evidence

Synthesising 5: Students recreate favourite cartoon characters, and design animated slide shows or posters for their own characters, with speech bubbles or recorded speech.

Resources:

- Multimedia software programs students are familiar with — for example, *Kid Pix*, *Paintshop*, *PowerPoint*.

Language functions:

- Expressing feelings
- Reacting with joy, anger, surprise, excitement
- Expressing opinions

Teaching notes:

- Students plan what they are going to create for either their electronic pages or posters to promote their favourite characters. To avoid copyright issues students should recreate their own versions of the characters and scan them. The students will need to draw in a dark pen or charcoal so that the images scan effectively.
- Students will require some modelling of the type of simple language they could use and may require some assistance with scribing in the target language.
- When students have completed their task they will be ready to either display their work on their newly-developed web site or add their posters to a display area in the classroom or school.
- If the school has a sister school relationship or key pals (via the computer) students may wish to share their creations with their peers at these schools. Alternatively, if the school has its own web site, students may seek permission to display their work on this site.

Students:

- examine posters of cartoon characters and talk about the size of the character, the position on the page and the expression of the character.
- view websites about television animation programs and discuss what they learn about the characters from this information.
- design their poster layout on paper using a template provided by the teacher (see Student resource 3). They could include:
 - name of character
 - program name
 - information about the character.
- draw their characters with visual arts materials or with software, such as *Kid Pix* or *Paintshop* and dictate to the teacher what information they want included on the page in speech bubbles, titles or accompanying text.
- add sounds or speech to their characters' images.
- share their pages with class members.
- publish their pages on the school intranet/protected online community or display their posters.

ME1.1

Assessment technique:

- *focused analysis*
- Do students communicate their ideas:
- through colour, line, symbols, clothing, facial expression and body features?
 - by combining the images with spoken or written words?

LOTE Composing

Assessment techniques:

- *peer- and self-assessment*
- *focused analysis*

IL.5

Do students:

- reproduce familiar text by tracing, copying or writing familiar words in speech bubbles or on a slide show?
- assign meaning to their approximations of writing?

1.5

Do students:

- label items and produce set phrases in speech bubbles or on a slide show?
- rely on teacher support through modelling and approximating spelling?

2.5

Do students:

- design and reproduce set phrases and short sentences in speech bubbles or on slide shows?
- rely on modelling yet complete the task independently?

This table is continued on the next page...

Key learning area links: LOTE and SOSE**Media learning activities****Gathering evidence**

Links to SOSE

Students:

- observe and record examples of different perceptions and gender roles in various settings as evidence of demonstrations of outcome CI 1.2.
 - work in groups to enact a simple cooperative enterprise to identify their own and others' strengths and weaknesses as evidence of demonstrations of outcome SRP 2.3.
-

Focus questions

- What experience do you want your character to have?
- How are you going to get your character to express that emotion?
- Do people from other cultures express emotions in ways that are different from the way you express yours? If so, how?
- How does animating your character make it appear more lifelike?
- How can you share your animation with others? (for example, sister school, key-pals, other students at your school, school intranet)

Teaching considerations

Stereotypes may be challenged by asking students to describe particular social groups as they are presented in stories (cartoons) and inviting students to consider how these identities are different from those of groups today.

Consultative teaching strategies with the class may facilitate a team approach to discuss and challenge stereotypical images of particular groups. For example, the notions of men having to protect women and needing to be strong and heroic require challenging. It is important for students to understand that stereotypes are used in the media because they are easy and quick to recognise by audiences. What students need to be made aware of is that they are only recognisable to audiences that share the same culture as the producer and therefore receive the same messages attached to the stereotype. To exemplify this to students, view and discuss an example of an animation from another culture that has references the students do not understand.

Sample teacher checklist — Media

Teacher resource 1

Name	ME 1.1	ME 1.2	ME 1.3
	Students combine images, sounds and words to communicate.	Students communicate their personal responses to familiar media texts and experiences.	Students describe the differences between their own experiences and media representations of similar experiences.

- Working towards
- Demonstrating

Sample teacher checklist — LOTE

Teacher resource 2

Name	Comprehending					Composing			
	1.1	2.1	IL 2	1.2	2.2	IL 5	1.5	2.5	
	<p>Students distinguish familiar sounds and sound patterns and understand high-frequency language with support from visual cues.</p>	<p>Students understand a range of familiar statements and questions with visual support, controlled language when the context is obvious, and key words in short, spoken, authentic texts of several linked utterances.</p>	<p>Students associate words with sounds and meaning related to familiar contexts, and rely completely on graphic detail and teacher modelling to comprehend meaning.</p>	<p>Students understand the meaning of key written words to which there has been significant exposure, as well as decode and recognise some written words from oral vocabulary through an awareness of sound-symbol</p>	<p>Students identify the main purpose in a simple text on a familiar topic, relying on key words for understanding, and read and identify single items of information in short repetitive texts containing familiar language.</p>	<p>Students communicate through tracing, copying or writing familiar text combinations, such as signs, captions and labels.</p>	<p>Students label items and write set phrases used regularly in class, approximating spelling of words written from memory, and demonstrate an awareness of the conventions of print in the target language.</p>	<p>Students write phrases or short sentences based on models, and contribute to the production of stories, class books, posters and other simple texts.</p>	

- Working towards
- Demonstrating

Media classroom management

Teacher resource 3

The role of the media teacher

- Encourage students to collect and share their own media, such as photographs, picture books, CDs, toy catalogues.
- Utilise the prior learning and implicit knowledge that students bring to the classroom, such as their knowledge of television formats and structures.
- Create a classroom environment in which students feel comfortable responding to meanings by offering personal opinions and ideas.
- Provide students with authentic purposes and contexts for the construction of their media, such as creating information brochures for students from other schools.
- Model different ways of responding to media utilising the written, oral, visual and combinations of these modes, including ideas expressed through audio and video recordings and digital imagery.
- Encourage students to think and respond to open-ended questions by prompting them to explain their responses.
- Teach students to respect each other's perspectives and work, and to value diversity through collaborative creation and reflective sessions.

For a media lesson to be a positive experience for all, consideration needs to be given to:

- Active student involvement.
- The most effective way for students to learn about the media is to work individually and/or collaboratively to create media texts for particular audiences and purposes.
- Responding to media will be more meaningful to students if they can reflect on their own processes of constructing and producing media.
- Valuable learning in practical exercises can be achieved through low-tech activities that use scissors, tape, glue, paper, pencils, paint and magazine images.
- All practical activities should include an emphasis on understanding what is being learnt about the media, such as the decisions about what to include and what to omit that occur when media is created.
- The purpose of practical activities is for students to learn about constructing media, communicating to audiences, exploring the potential of technologies and creating meaning, rather than the production of professional-looking texts or developing industry skills in students.

Provide students with experiences by making available a variety of technologies

- Visual Art materials and tools
- a photocopier or scanner that reproduces and/or manipulates images
- a word processing package with a variety of tools and functions
- cassette recorder with a microphone
- disposable camera, 35mm camera or carousel slide projector
- still or moving digital camera
- information technology software for image and sound manipulation, mixing and editing.

Active viewing

Active viewing by students can be achieved when a teacher:

- uses a TV monitor and VCR with pause button and search facilities, to focus the students' attention on specific elements within the text
- establishes a specific purpose for the viewing
- plays the sequence more than once to allow students to observe what they missed the first or subsequent times
- uses the pause button to allow the students to identify detail in the frame and discuss what they have seen and heard.

Storage

- Consider where ongoing projects will be kept. Three-dimensional works can be kept on shelves and lighter works can be suspended on lines or nets.

Physical environment

- Arrange desks, preferably in clusters, so students can share tools, equipment and materials easily.
- Allow for movement between desks.

Display

- Provide adequate display space and noticeboards for regular display of students' work and sample media texts.
- Keep media texts at students' eye level.

Safety

- When working with equipment students must wear protective clothing such as closed-in shoes.
- Allocate student tasks and allow sufficient time for cleaning up.
- Have soap and water available.
- Ensure electrical leads are secured.

LOTE classroom management**Teacher resource 4****Organising and creating a LOTE classroom**

In promoting an appreciation of cultural diversity in the classroom, consideration needs to be given to:

Social environment

- developing students' abilities to work individually and with others
- teaching group work and cooperative learning skills
- helping students learn self-management skills
- encouraging students to be flexible — for example, to work on different things in a group or to continue working on a task over several sessions
- modelling respect for the contribution of each student
- encouraging risk taking, effort and perseverance
- challenging and discussing stereotypes
- valuing the cultural diversity that others bring to the class

Physical environment

- displaying cultural stimulus resources that promote positive images of people from other cultures — for example, posters, artefacts from the various cultures
- arranging desks, preferably in clusters, so students can share resources
- organising celebrations for cultural days of significance
- visiting cultural performances and places of interest in the local area or city, such as the Japanese gardens at the Brisbane Botanical Gardens and Rockhampton Botanical Gardens
- encouraging students to participate in a 'culture club' so that they can engage in cultural experiences such as learning dances from the target country
- encouraging students to present cultural items on assembly or on a cultural night celebrating the diversity at the school

Resources

- accessing expertise available in the school or local community — for example, invite parents, grandparents/Elders, community members and groups to share their experiences
- accessing Internet resources by developing links with, for example, sister schools, e-mail, pen or key pals from other cultures
- investigating resources on the Internet — for example, newspapers, cultural sites of significance such as the Louvre (www.louvre.fr/).

The world of Manga

Teacher resource 5

The word manga means *comics* in Japanese, and most people from other countries discover manga through anime or Japanese animation. As an art form, manga is a popular phenomenon in Japan. It is not unusual to see both students and adults reading manga on the trains on the way to school or work each day. As manga are to be read quickly, the speech balloons are minimal, leaving the illustrations to tell the story. In Japan, comic books can range from hundreds of pages long up to 1,000 pages.

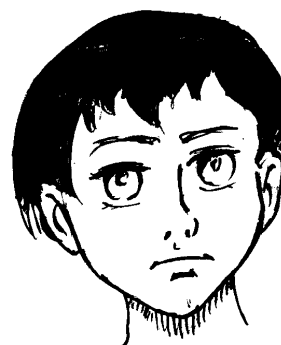
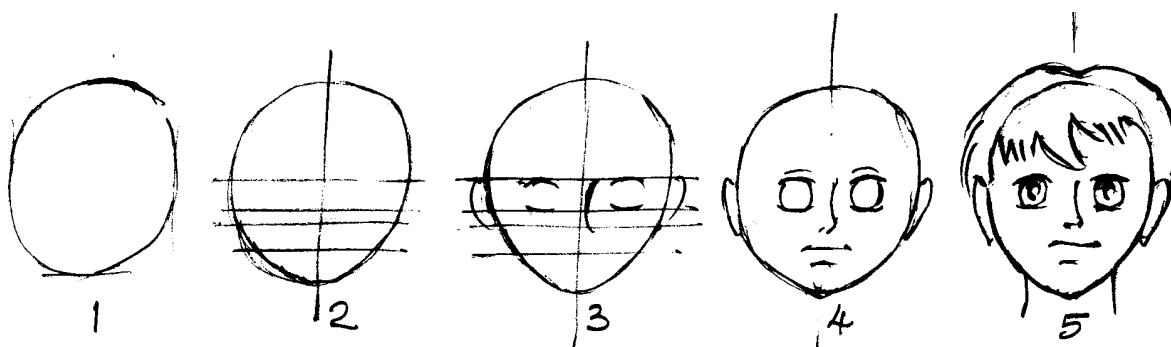
Manga are often successfully transformed into animated cartoon television series such as *Astro Boy*, *Kimba the White Lion*, *Gigantor* and *Speed Racer*. More recently, there have been *Pokémon*, *Digimon*, *Dragon Ball Z* and *Sailor Moon*. From some of these successful manga, huge merchandising opportunities have emerged, with students collecting and swapping cards, buying toys, playing electronic games, wearing clothes and reading books related to the animation programs.

The appeal of manga lies in its style, which is characterised by bright sparkling eyes, upturned noses, flowing hair and wide mouths. It is for this reason that manga are often easier to draw compared with cartoon characters created in other countries.

Drawing manga faces

Student resource 1 encourages students to become manga-ka (manga artists) and create their own characters. The following instructions will assist you in helping them develop their characters.

1. Draw a circular shape.
2. Divide the face with a light vertical line. Add in a horizontal line for the eyes across the middle of the face. Add horizontal lines for the place where the bottom of the nose will go and one for the lips.
3. Draw the eyes and keep them large and dazzling if drawing a girl. The nose is created as a curve. The ears are drawn low on the head between the top eye line and nose line. The bottom lip is indicated by a small line.
4. The guidelines can now be erased. Define the eyelids and draw a small shape at the base of the nose.
5. Create a hair style falling either left or right.



Making a flip book

Student resource 1

Teacher note: You may need to read this sheet with your students.

Instructions to students

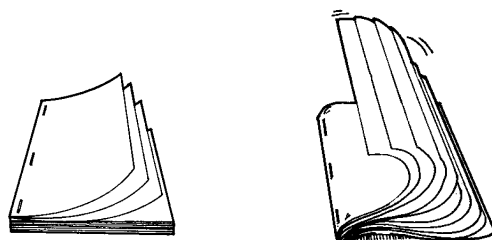
You are going to make your own flip book to create your moving character. This is a very simple way of animating your character.

Resources

- paper for drawing your character in storyboard frames
- 10 small pieces of paper of the same size
- stapler
- black marker pens
- coloured paint
- a completed version of a flipbook

Steps for making a flip book

1. Plan your ideas. Draw an image of your character and decide which part of the body you want to show moving. Use a simple idea, such as the mouth smiling, one eye winking, the tongue moving in and out, the knees going up and down, tail wagging or the ears flapping.
2. Draw an image in each of the ten squares. Show the part of the body that is going to change on each page. Draw it slightly different in each square — for example, page one, eyes wide open; page two, eyes closing slightly; page three, eyes almost closed etc.
3. Make your book. Staple the ten blank pages firmly together on the left hand side so the sides all line up.
4. Draw the image from the last square on the last page of your flip book. When the next page overlaps, you will be able to see the drawing underneath and trace over the lines. Don't forget to change the part of the body that is going to move slightly. Follow your drawings on your storyboard.
5. Keep flipping and redrawing your character until you have filled all the pages. Change the same part of the face or body slightly each time.
6. Add colour to the moving part.
7. Now flip through the book and watch your character move. It will be easier if you hold the book with your left hand and flip with your right hand, if right-handed.



Becoming a manga-ka (manga artist) **Student resource 2**

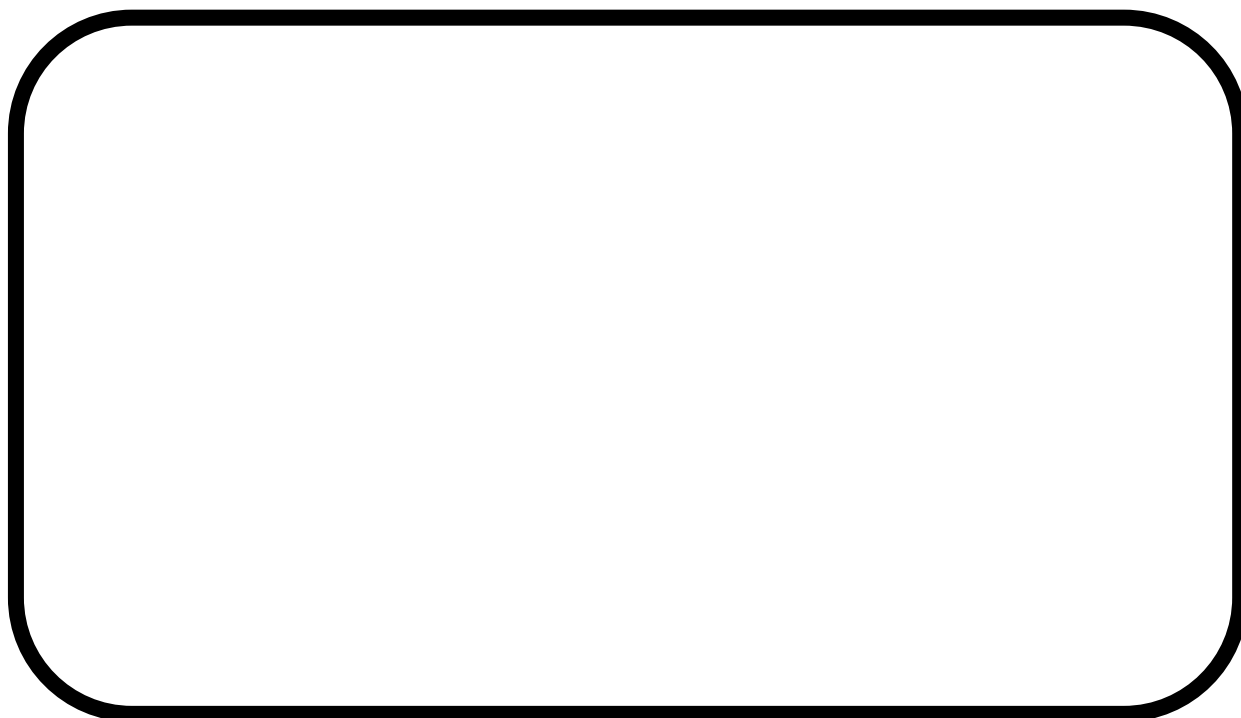
Animated Characters

Draw a favourite animated character that you know well from viewing in class or at home. Then design a character you would like to see on television or video.

Give your character a name and describe who or what she or he is and what she or he is like.

Include when drawing the character:	Consider when drawing the character if your character will:
<ul style="list-style-type: none"> • line — thick, rough, fine, smooth • facial expression — surprised, angry, happy, sad, confused • body pose — in action, flying • colours — bright, colourful, dark, gloomy • costume/clothing — elaborate, simple, formal, stylish • hairstyle — flowing 	<ul style="list-style-type: none"> • be male or female or neither • be young or old • be an object • be a human, animal or fantasy creature • be a hero/heroine, villain • be brave, beautiful, powerful, weak, strong, intelligent • have exaggerated facial features — dazzling eyes, upturned nose, large, open mouth etc.

Create your very own fantasy manga character.



Close up on your favourite character

Student resource 3

Name of character:

TV Program:

Include all the information the program gives you.

<p>a) What does your character look like? If your character changes, then describe all the ways it looks.</p>	
<p>b) What does your character sound like?</p>	
<p>c) What clothes does your character wear?</p>	
<p>d) How important is your character to the story?</p>	
<p>e) What makes your character feel happy, sad or angry?</p>	
<p>f) List your character's family or friends?</p>	
<p>g) What skills or powers does your character have?</p>	
<p>h) Why is your character special to you?</p>	
<p>i) What would you like to change about your character?</p>	

Flipbook storyboard

Student resource 4

Draw a picture of your character in each of these boxes, with the same part of the body slightly changed in each box.

Drawing your cartoon

Student resource 5

HINT: Write in here what your character wants to say.

**Draw your character.
Think carefully about the features of your character and what they will reveal about the character.**

Name of character

Acknowledgments

This module was developed collaboratively with Deleece Batt, LOTE Educator.

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 The Arts Syllabus

Years 1 to 10 The Arts Sourcebook Guidelines

The Arts Initial In-service Materials

Years 1–3 Languages Other Than English Curriculum Guidelines

ISBN 0 7345 2217 7

© The State of Queensland (The Office of the Queensland School Curriculum Council) June 2002

Queensland schools are permitted to make multiple copies of this sourcebook module without infringing copyright provided the number of copies does not exceed the amount reasonably required for teaching purposes in any one school. Copying for any other purposes except for purposes permitted by the Australian *Copyright Act 1968* is prohibited.

Every reasonable effort has been made to obtain permission to use copyright material in all sourcebook modules. We would be pleased to hear from any copyright holder who has been omitted.

The State of Queensland and the Queensland School Curriculum Council make no statements, representations, or warranties about the accuracy, quality, adequacy or completeness of, and users should not rely on, any information contained in this module.

The State of Queensland and the Queensland School Curriculum Council disclaim all responsibility and liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs whatsoever (including consequential loss) users might incur to person or property as a result of use of the information or the information being inaccurate, inadequate, or incomplete.

In July 2002, the Queensland School Curriculum Council amalgamated with the Queensland Board of Senior Secondary School Studies and the Tertiary Entrance Procedures Authority to form the Queensland Studies Authority. All inquiries regarding this module should be directed to:

Queensland Studies Authority, PO Box 307, Spring Hill, Q 4004, Australia
Ground Floor, 295 Ann Street, Brisbane

Telephone: (07) 3864 0299

Facsimile: (07) 3221 2553

Website: www.qsa.qld.edu.au

Email: inquiries@qsa.qld.edu.au
