INTERNATIONAL SCHOOL SUVA 2014

VISUAL LANGUAGE – VIEWING AND PRESENTING

PHASE 1 & 2

Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

PHASE 2 & 3

Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

PHASE 4

Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

PHASE 5

Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

OVERALL EXPECTATIONS

- Visual language is all around us
- The pictures, images, and symbols in our environment meaning
- We can enjoy and learn from visual language
- People use static and moving images to communicate ideas and information.
- Viewing and talking about the images others have created helps us to understand and create our own presentations.
- Visual texts can immediately gain our attention
- Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images.
- Different visual techniques produce different effects and are used to present different types of information.
- Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding
- Visual texts have the power to influence thinking and behaviour.
- Interpreting visual texts involves making an informed judgment about the intention of the message.
- To enhance learning we need to be efficient and constructive users of the internet.
- The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.
- Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects.
- Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.

"Viewing and presenting are fundamental processes that are historically and universally powerful and significant. The receptive processes (viewing) and expressive processes (presenting) are connected and allow for reciprocal understanding; neither process has meaning except in relation to the other."

Making the PYP Happen: A curriculum framework for international primary education
### Conceptual Understanding

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<td><em>Attend to visual information showing understanding through play, gestures, facial expression</em></td>
<td><em>Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words</em></td>
<td><em>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts</em></td>
<td><em>Identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel</em></td>
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<td><em>Reveal own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise, making personal connections to these texts</em></td>
<td><em>Observe and discuss familiar and unfamiliar visual messages; make judgements about effectiveness</em></td>
<td><em>View and critically analyse a range of visual texts, communicating understanding through oral, written and visual media</em></td>
<td><em>Apply knowledge of presentation techniques in innovative ways; explain own ideas for achieving desired effects</em></td>
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<td><em>Observe visual cues that indicate context; show understanding by matching pictures with context</em></td>
<td><em>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning, especially in relation to own experiences. E.g. “That looks like my uncle’s farm.”</em></td>
<td><em>Identify text and visual effects and explain how this affects the intention of a visual message</em></td>
<td><em>Reflect on ways in which understanding the intention of a visual message can influence personal responses</em></td>
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<td><em>How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound</em></td>
<td><em>Demonstrate understanding that visual messages influence our behaviour</em></td>
<td><em>Describe personal reactions to visual messages; reflect on why others may perceive the images differently</em></td>
<td><em>Identify and explain how analytical images can influence personal responses</em></td>
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<td><em>Recognize familiar signs, labels and logos, e.g. pedestrian walking sign, no dogs allowed; identifying similarities and differences</em></td>
<td><em>Use body language in mime and role-play to communicate ideas and feelings visually</em></td>
<td><em>Identify and explain how visual effects can be used to reflect a particular context</em></td>
<td><em>Realise cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, e.g. use of particular colours or symbols</em></td>
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### ISS VISUAL LANGUAGE – VIEWING AND PRESENTING 2014

- Visual language is all around us
- The pictures, images, and symbols in our environment mean something
- We can enjoy and learn from visual language
- People communicate using different languages
- People use static and moving images to communicate ideas and information
- Viewing and talking about the images others have created helps us to understand and create our own presentations
- Visual texts can immediately gain our attention
- Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images
- Different visual techniques produce different effects and are used to present different types of information
- Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding
- Visual texts have the power to influence thinking and behaviour
- Interpreting visual texts involves making an informed judgment about the intention of the message
- To enhance learning we need to be efficient and constructive users of the internet
- The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives
- Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects
- Synthesising information from visual texts is dependent upon personal interpretation and leads to new understanding
ISS VISUAL LANGUAGE – VIEWING AND PRESENTING 2014

**CONCEPTUAL UNDERSTANDING**

- Visual language is all around us
- The pictures, images, and symbols in our environment mean something
- We can enjoy and learn from visual language

**LEARNING OUTCOMES**

**PHASE 1 & 2**

- Early Childhood 1
  - Using body language to communicate and to convey understanding, e.g. pointing, gesturing, facial expressions
- Early Childhood 2
  - Recognize ICT iconography and follow prompts to access programs and devices
  - Observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes
  - Become aware of the use and organization of visual effects to create a particular impact, e.g. dominant images show what is important in a story

**PHASE 2 & 3**

- Recognition of body language to access relevant information; process and present information in ways that are personally meaningful
- Connect visual information with their own experiences to construct their own meaning, e.g. when taking a trip
- Through teacher modelling, become aware of terminology used to tell about visual effects, e.g. features, layout, border, frame

**PHASE 3**

- View different versions of the same story and discuss effectiveness of the different ways of telling the same story, e.g. picture book and film version

**PHASE 4**

- With guidance, access the internet to access relevant information; process and present information in ways that are personally meaningful
- Use appropriate terminology to discuss visual texts, e.g. logos, font, foreground, background, impact
- Observe and discuss familiar and unfamiliar visual messages; make judgements about effectiveness
- View a range of visual language formats and discuss effectiveness, e.g. film, posters, drama

**PHASE 5**

- Identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters
- Discuss a newspaper report and tell how the words and pictures work together to convey a particular message
- Prepare individually or collaboratively with others, visual presentations using a range of media, including computer and web-based applications
- Discuss and explain visual images and effects using terminology such as image, symbol, graphics, balance, techniques, composition

**PHASE 6**

- Explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response
- Design posters/charts using shapes, colours, layout, symbols and fonts to achieve particular effects; explain how the desired effect is achieved
- Prepare individually or collaboratively with others, visual presentations using a range of media, including computer and web-based applications
- Experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects

**THE AIM OF COMMERCIAL MEDIA:**

- The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.
- Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects.
- Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.