

Norfolk Island Central School
Program Outline: Characterisation Years 5-8

Year 5	Year 6	Year 7	Year 8
Outcomes Addressed	Outcomes Addressed	Outcomes Addressed	Outcomes Addressed
<p>A student Uses a comprehensive range of skills and strategies appropriate to the type of text being read. Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience. Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.</p>	<p>A student Uses a comprehensive range of skills and strategies appropriate to the type of text being read. Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience. Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.</p>	<p>1. responds to and composes texts for understanding, interpretation, critical analysis and pleasure 5. makes informed language choices to shape meaning with accuracy, clarity and coherence 6. draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts 8. makes connections between and among texts</p>	<p>1. responds to and composes texts for understanding, interpretation, critical analysis and pleasure 6. draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts 8. makes connections between and among texts 10. identifies, considers and appreciates cultural expression in texts</p>
<p>Students develop an understanding of the nature of flat and rounded fictional characters by :</p> <ul style="list-style-type: none"> ▪ Discussing and examining the concept of character traits. ▪ Listing a variety of character traits and describing situations where these traits might be demonstrated. ▪ Creating character webs based on favourite characters from fictional texts. Listing the traits that the characters show and giving evidence 	<p>Students learn how authors give their characters certain traits and emotions to help create rounded characters by:</p> <ul style="list-style-type: none"> ▪ Revising Yr 5 concepts of flat and rounded characters and revisiting examples of character traits. ▪ Introducing the concept of characters' emotions (listing and discussing some of these emotions). ▪ Using Morris Gleitzman's character 'Felix' from the 'Once' and 'Then' novels and identifying the traits 	<p>Students learn about the elements of the Fantasy genre and its conventions by:</p> <ul style="list-style-type: none"> ▪ Suggesting and discussing fantasy texts they have read, viewed, played ▪ Considering what things these texts have in common ▪ Introducing the idea of genre and exploring a definition of Fantasy. <p>Students learn to apply the genre conventions to the set text by:</p> <ul style="list-style-type: none"> ▪ In pairs or small groups mapping the class novel against the conventions determined in previous activity + supporting quotes + page references. <p>Students learn to identify the characteristics of the protagonist by</p> <ul style="list-style-type: none"> ▪ Character analysis. <p>Students learn about stereotypes by</p> <ul style="list-style-type: none"> ▪ revising understanding of flat and rounded 	<p>Students learn about how groups are represented in the media by</p> <ul style="list-style-type: none"> ▪ Revising the concept of flat/ rounded and stereotypical characters and expected contexts and behaviours. ▪ Analysing a selection of characters in <i>Home and Away</i> ▪ Completing the diagnostic assessment task. ▪ Evaluating characters in terms of how convincing they are or whether they are simply representative of a social or cultural group and how viewers are positioned to respond to them. <p>Students learn to compare representation of characters in media texts, evaluating these representations considering; gender, cultural, and ageist stereotyping by</p> <ul style="list-style-type: none"> ▪ Analysing a range of media texts

<p>from the text which demonstrates these traits.</p> <ul style="list-style-type: none"> ▪ Speculating about what other character traits could be given to the characters in the webs. ▪ Analysing how the action of the story might change if the characters were given these different traits. ▪ Re writing a scene from the book to show how the 'modified' character might now respond given the same circumstances. ▪ Justifying why they chose these new traits to give to the character. ▪ Examining the terms flat and round in connection with characterization. ▪ Creating a rounded character in a real or imagined situation. 	<p>and emotions that he exhibits.</p> <ul style="list-style-type: none"> ▪ Examining settings and situations in the books where these traits and emotions are demonstrated and discussing which emotions derive from his character and which from his circumstances. ▪ Analysing why the author gave Felix these particular traits and emotions. ▪ Examining a wider variety of texts to ascertain emotions that characters display and what these demonstrate about their character. <p>Students consider the function of flat and rounded characters in texts by</p> <ul style="list-style-type: none"> ▪ Creating a set of criteria for a rounded character. ▪ Evaluating whether or not a rounded character is more representative of real people. ▪ Designing a chart which illustrates which characters in a text are rounded and which are flat. ▪ Discussing whether or not flat characters serve an author's purpose in some way. 	<p>characters</p> <ul style="list-style-type: none"> ▪ completing diagnostic assessment ▪ Constructing a T chart on typical/not typical for a hero/heroine ▪ Compiling list of actions and words associated with a hero/heroine ▪ Compiling list of actions and words associated with a villain ▪ Identifying literary stereotypes in other genres eg Western, Sci Fi, chick flick etc. ▪ Completing Assessment 2 <p>Extension activity</p> <ul style="list-style-type: none"> ▪ In pairs or small groups dramatising a meeting between stereotypes from different genres eg wise old man (Fantasy) + fashionista (Chick Flick) to illustrate conventions of each. <p>Students learn about the techniques used to position the responder to empathise with the protagonist by:</p> <ul style="list-style-type: none"> ▪ Discussing the necessity for the creation of empathy with the protagonist ▪ Reading aloud and discussing the introduction of the protagonist through close study of the text, focusing on such elements as language choice, style, narration and the positioning of the responder ▪ Constructing notes on characterisation techniques. ▪ In small groups tracing their assigned aspect of characterisation making a point form summary including relevant quotes and page numbers, paying particular attention to the reader's response to these developments. ▪ Presenting their group findings to the class. ▪ Independently writing a personal response to the protagonist, supporting their view with evidence from the text. <p>Students learn to Identify perspective and use textual evidence to support a perspective by:</p> <ul style="list-style-type: none"> ▪ Rewriting a brief section of the novel from the perspective of another character. ▪ Writing a paragraph on the effect that this different perspective had. <p>Students learn about the theme of good winning</p>	<p>(magazines, news items etc) to identify flat and rounded representations of teenagers.</p> <ul style="list-style-type: none"> ▪ Considering how ideology is implied in texts through choice of language, point of view/ focalisation and positioning of the responder. ▪ Students select a text that creates representations of teenagers, and complete the Assessment Task 2. <p>Students learn to compare and contrast generalised and stereotypic representations with detailed, individual representations by</p> <ul style="list-style-type: none"> ▪ Reading a literary text (<i>Theodora's Gift</i>) ▪ Introducing the concept of static and dynamic characters ▪ Considering how characters are shaped by context and events ▪ Comparing and contrasting representation of teenagers in <i>Theodora's Gift</i> with representations in the media texts ▪ Completing Assessment Task 3.
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		<p>over evil in fantasy and consider this against experience in real life by:</p> <ul style="list-style-type: none"> ▪ Introducing the idea of theme and charting how events of the text illustrate the theme of good winning over evil. ▪ Discussing how fantasy may be set in different places or times to our own yet still explore themes that are relevant to the responder. ▪ Brainstorming / researching examples of good winning over evil in real life ▪ In groups comparing and contrasting examples in real life with the text ▪ Choosing an example of good winning over evil writing a diary entry as the protagonist reflecting on this theme. Explicitly instruct students in the writing of a diary entry. <p>Students demonstrate they can: Examine perspective Create a character Apply genre conventions</p> <p>Assessment Task 3 Develop an original fantasy character of your own and a short script that reveals their character.</p>	
		<p>Assessment Tasks</p> <p><u>Assessment Task 1:</u> (diagnostic) Read/view an extract of a fantasy narrative that reveals characteristics of a major and a minor character. Students are to respond as follows:</p> <ul style="list-style-type: none"> ▪ Identify and describe the main character in the extract. ▪ How can you tell which is the main character? ▪ How can you tell which is a minor character? ▪ Describe how you expect each character to behave in the narrative. What will they do? ▪ If you had to 'round out' the minor character, what traits would you give him/her and why? <p><u>Assessment Task 2:</u> (Formative) Construct a Plus Minus Interesting (PMI) chart for a fantasy character from your core text.</p>	<p>Assessment Tasks</p> <p><u>Assessment Task 1:</u> (diagnostic) View an extract from <i>Home and Away</i> representing teenagers. Students are to respond as follows:</p> <ul style="list-style-type: none"> ▪ Choose a primary teenage character. ▪ Create a PMI chart for this character ▪ Describe this character as represented in the extract. ▪ Compare them to yourself in a T Chart and answer the question "Are you represented on <i>Home and Away</i>?" ▪ Develop a character for <i>Home and Away</i> based on your own character and attitudes. Write a treatment for how you feature in the action of the soap opera. <p><u>Assessment Task 2:</u> (Formative) Select an extract from text that represents teenagers. Annotate this text commenting</p>

		<p>Or</p> <p>Compose a fantasy character 'recipe'</p> <p><u>Assessment Task 3: (Summative)</u> Develop an original fantasy character of your own and a short script that reveals their character traits.</p>	<p>on its representation of teenagers. Submit a report on the representation.</p> <p><u>Assessment Task 3: (Summative) Class:</u> Read the web page <i>Instant Expert: Teenagers</i> http://www.newscientist.com/article/dn9938-instant-expert-teenagers.html and, using any appropriate program, make it the front page of a class web site. Individual:</p> <ul style="list-style-type: none"> ▪ Choose one of the characteristics of teenagers to illustrate. (Ideally each student should choose a different one). ▪ Write a story about a character who represents this characteristic. ▪ Link your story to the main page via the characteristic, making your page visually interesting with images and style appropriate to the character you have developed.
<p>Texts for study:</p> <p>Prose fiction:</p> <p>Poetry:</p> <p>Drama:</p> <p>Film:</p> <p>Picture books:</p>	<p>Texts for study:</p> <p>Prose fiction: Morris Gleitzman <i>Once and Then</i> (could also look at the character of Abel in Tim Winton's <i>Blueback</i>)</p> <p>Poetry:</p> <p>Drama:</p> <p>Film:</p> <p>Picture books:</p>	<p>Texts for study:</p> <p>Prose fiction: <i>Harry Potter</i> <i>The Red Shoes</i> short story from <u>Top Stories</u></p> <p>Poetry:</p> <p>Drama:</p> <p>Film <i>The Incredibles</i></p> <p>Picture books:</p>	<p>Texts for study:</p> <p>Prose Fiction – <i>Theodora's Gift</i> by Ursula Dubosarsky.</p> <p>Media - <i>Home and Away</i>. A range of magazines eg. "Dolly" surfing magazines</p> <p>Non fiction Extracts from: <i>Representations of Teenagers</i> in <i>New Scientist</i> http://www.newscientist.com/article/dn9938-instant-expert-teenagers.html Extracts for studying the language of reports: http://www.scribd.com/doc/17319794/How-Teenagers-Consume-Media</p>