

From page to game

Multimodal narratives

In 2012 a number of schools and teachers in NSW were brought together to explore and develop approaches to implementing NSW syllabuses for the Australian curriculum K-10.

We would like to thank Davidson High School and the following teachers for their participation in this project:

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Overview

This unit focuses on visual literacy and comprehending sequential art narratives. Students will begin to cultivate an understanding and appreciation of literacy including linguistic, visual, gestural and spatial aspects. An exploration of graphic novels will lead to a detailed study of Nathan Jurevicius’ ‘Scarygirl’ and its computer game appropriation. Through their studies, students examine Multimodal narratives: from page to games.

The driving question for this unit is How can we transform narratives from page to game? Multimodal texts, which would commonly be classified as mere popular culture, will be examined in such a way that their literary value will be revealed and appreciated.

Students will know more metalanguage of visual literacy and will come to understand elements specifically used in graphic novels. They will develop their critical and creative thinking along with focusing on their personal and social capabilities. Opportunities for composing, responding and presenting with information and communication technology will enhance students’ proficiencies with a variety of learning and research tools.

Students will be able to monitor and reflect on their own processes of learning as well as collaborate with a team. Individuals’ strengths should be recognised and utilised through effectively delegating tasks in order to achieve a shared goal. Students will be expected to plan, draft and edit compositions and encouraged to use feedback to improve their skills, understanding as an integral part of the learning process.

Assessment

Assessment for learning – prior knowledge about visual literacy metalanguage is examined in class discussions. Students are encouraged to resubmit work after editing compositions, taking into account feedback provided by the teacher.

Assessment as learning – students monitor and reflect on what they know, what they want to know and what they have learned at the end of each week. They also use peer and teacher feedback to consolidate their understanding of how to write a persuasive text, an information text, a creative text and an analytical essay.

Assessment of learning – as part of a team, students create an enticing player’s manual for their own computer game, video game or game app transforming their choice of graphic novel. The manual can be collated in computerised form using a presentation tool such as PowerPoint or Prezi or it may be published as a hardcopy booklet.

Outcomes

* EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
* EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.
* EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts.
* EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.
* EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.
* EN4-6C identifies and explains connections between and among texts.
* EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.
* EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning.

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Learning across the curriculum areas

Critical and creative thinking; information and communication technology capability; literacy; personal and social capability; work and enterprise

Texts

* Jurevicius, N (2009) ‘Scarygirl’, Allen & Unwin, Australia
* [‘Scarygirl’](http://www.scarygirl.com/world.php) by Nathan Jurevicius - The Game
* Various examples of other graphic novels such as Asterix, Tin Tin and Manga

Rationale

Graphic novels and computer games are multimodal texts that encourage a high level of interactivity and engage readers and players in co-authoring their narratives. Students at Davidson High School enjoy using information and communication technology but there is a need for teachers to guide them to be critical about its capabilities and usage. Collaborative learning is encouraged at our school and this influenced the construction of the assessment task being completed as a team. This task could be amended to be completed individually. Aligned with research into student performance, Davidson High School teachers are also being encouraged to focus on providing timely and appropriate feedback to students to improve their outcomes rather than assigning numerical marks to their work. This is reflected in the marking criteria used in this unit, however, these can be altered to suit a school’s assessment policy.

Evaluation – optional

Teacher

Student

Stage 4 – Content overview

Outcome EN4-1A

Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

Related Life Skills outcomes – ENLS-1A, ENLS-2A, ENLS-3A, ENLS-4A, ENLS-8A

engage personally with texts

* experiment with language forms and features to compose texts for pleasure and enjoyment

respond to and compose texts

* respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* recognise and analyse the ways that characterisation, events and setting are combined in narratives, and discuss the purpose and appeal of different approaches

Outcome EN4-3B

Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

Related Life Skills outcome – ENLS-10B

engage personally with texts

* engage with the language and structures of texts in meaningful, contextualised and authentic ways

develop and apply contextual knowledge

* describe and analyse the purpose, audience and context of texts
* use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects

understand and apply knowledge of language forms and features

* investigate vocabulary typical of extended and more academic texts the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language
* understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns

Outcome EN4-5C

Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

Related Life Skills outcomes – ENLS-12C, ENLS-13C

engage personally with texts

* engage in wide reading of self-selected texts for enjoyment and share responses individually, in pairs and/or small groups in a variety of relevant contexts, including digital and face-to-face contexts

develop and apply contextual knowledge

* critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their personal experience

develop and apply contextual knowledge

* critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their personal experience

understand and apply knowledge of language forms and features

* use imaginative texts as models to replicate or subvert textual conventions to create new texts

respond to and compose texts

* compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness
* compose a range of visual and multimodal texts using a variety of visual conventions, including composition, vectors, framing and reading pathway
* discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage

Outcome EN4-7D

Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

Related Life Skills outcomes – ENLS-14D, ENLS-15D

engage personally with texts

* explore and analyse the ways in which personal experiences and perspectives shape their responses to texts
* draw on experience to consider the ways the ‘real world’ is represented in the imaginary worlds of texts, including literature, film, media and multimedia texts

respond to and compose texts

* explore the ways ‘story’ shapes their experience of and responses to a range of texts, including film and multimedia

Outcome EN4-9E

Uses, reflects on and assesses their individual and collaborative skills for learning

Related Life Skills outcome – ENLS-17E

engage personally with texts

* articulate and reflect on the pleasure and difficulties, success and challenges experienced in their individual and collaborative learning

understand and apply contextual knowledge

* understand the demands of a task and the outcomes and criteria for planned assessment

understand and apply knowledge of language forms and features

* develop and use vocabulary for describing, analysing and reflecting on their learning experiences

respond to and compose texts

* use and reflect on metacognitive processes used for planning, including brainstorming, mind mapping, storyboarding, role-play and improvisation
* reflect on and assess their own and others’ learning against specific criteria, using reflection strategies such as learning logs, blogs and discussions with teachers and peers
* understands the roles and responsibilities of individuals in groups, performing an allocated role responsibly in a group and assessing the success of individual and collaborative processes

Outcome EN4-2A

Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

Related Life Skills outcomes – ENLS-5A, ENLS-6A, ENLS-7A, ENLS-9A

engage personally with texts

* recognise the different processes required for responding and composing in a range of forms and media

develop and apply contextual knowledge

understand and apply knowledge of language forms and features

* consider and apply a range of strategies to improve their texts, including editing by rereading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context
* edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact
* understand and use the terminology associated with responding to and composing digital texts

respond to and compose texts

* use a range of effective strategies for organizing information, ideas and arguments, such as clustering, listing, compare and contrast, semantic chains, graphic and diagram outlines, and mind maps
* use prior knowledge and text processing strategies to interpret a range of type of text

Outcome EN4-4B

Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.

Related Life Skills outcome – ENLS-11B.

develop and apply contextual knowledge

* combine visual and digital elements to create layers of meaning for serious, playful and humorous purposes

understand and apply knowledge of language forms and features

* analyse how point of view is generated in visual texts by means of choice, for example gaze, angle and social distance

respond to and compose texts

* plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas
* respond to an compose new print and multimodal texts, experimenting with appropriations and intertextuality

Outcome EN4-6C

Identifies and explains connections between and among texts.

Related Life Skills outcomes – ENLS-12C, ENLS-13C

understand and apply knowledge of language forms and features

* investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning

respond to and compose texts

* identify and explain the links between the ideas, information, perspectives and points of view presented in a range of different texts
* compose texts that make creative connections with, adapt or transform other texts, such as the preparation of promotional material for a film or book or a narration for a documentary

English Stage 4 Assessment Task

Game Designers

How can we transform a narrative to a game?

Description

Establish a professional game design team. Each team member will discover what it involves to become an expert in a particular field of game design:

* writer
* graphic designer
* gameplay designer
* music and sound effects (optional).

As a team, you are to create an enticing player’s manual for your own computer game, video game or game app transforming your choice of graphic novel. Your manual can be collated in computerised form using a presentation tool such as PowerPoint or Prezi or you may chose to publish your manual as a hardcopy booklet.

Your manual must include:

* the story of the game and character profiles
* images of the characters and a visual representation of their world
* instructions for the movement, attack and defence controls along with a list of items to collect and their uses
* a soundtrack to complement your game and a series of sound effects with directions as to when they would be implemented in the game play (optional).

Your team will share your manual with a senior multimedia class (or your peers) who will decide which transformation from graphic novel to game is the best. Your teacher will also assess your product as well as how well you collaborate with your team and perform your allocated role.

Outcomes

* EN4–5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
* EN4–6C identifies and explains connections between and among texts
* EN4–9E uses, reflects on and assesses their individual and collaborative skills for learning

Criteria for assessment

* how well you compose a multimodal text using a variety of visual and literary conventions
* how well you transform content from a graphic novel into a player’s manual for a computer game, video game or game app
* how well you collaborate as a team with an understanding of roles and responsibilities of individuals in groups.

Value of task in school assessment

Due Date

Marking guidelines

| Criteria | Mark |
| --- | --- |
| * skilfully composes a multimodal text using a variety of visual and literary conventions * skilfully transforms content from a graphic novel into a player’s manual for a computer game, video game or game app * demonstrates a thorough understanding of the roles and responsibilities of individuals in groups and collaborates successfully | SHAZAM! |
| * competently composes a multimodal text using a variety of visual and literary conventions * competently transforms content from a graphic novel into a player’s manual for a computer game, video game or game app * demonstrates a developed understanding of the roles and responsibilities of individuals in groups and collaborates effectively | KA-POW! |
| * composes a multimodal text using a variety of visual and literary conventions * transforms content from a graphic novel into a player’s manual for a computer game, video game or game app * demonstrates an understanding of the roles and responsibilities of individuals in groups and collaborates appropriately | POW! |
| * composes a multimodal text using some visual and literary conventions * transforms some ideas from a graphic novel into a player’s manual for a computer game, video game or game app * demonstrates some understanding of the roles and responsibilities of individuals in groups and collaborates in some way | WHAM! |
| * composes a multimodal text using a limited visual and literary conventions * transforms limited ideas from a graphic novel into a player’s manual for a computer game, video game or game app * demonstrates a limited understanding of the roles and responsibilities of individuals in groups with limited collaboration | ZONK! |

Medals

Missions

Signature of assessor and date

How can we transfer from page to game?

Discover

* the features and conventions of graphic novels
* ‘Scarygirl’ composed by Nathan Jurevicius
* the graphic novel’s transformation, ‘Scarygirl’: The Game
* the features and conventions of adventure platform games
* what it involves to become an expert in a particular field of game design: writer, graphic designer, gameplay designer, music and sound effects (optional)

Completed by:

Create

In a professional game design team, create an enticing player’s manual for your own computer game, video game or game app based on your choice of graphic novel.

Your manual must include:

* the story of the game and character profiles
* images of the characters and a visual representation of their world
* instructions for the movement, attack and defence controls along with a list of items to collect and their uses
* a soundtrack to complement your game and a series of sound effects with directions as to when they would be implemented in the game play (optional).

Completed by:

Share

Your team will share your player’s manual with a senior multimedia class (or your peers) who will decide which transformation from graphic novel to game is the best.

Completed by:

You will learn

* how to compose a multimodal text using a variety of visual and literary conventions
* how to transform content from a graphic novel into a player’s manual for a computer game, video game or game app
* how to collaborate as a team with an understanding of roles and responsibilities of individuals in groups.

Outcomes

* EN4–5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
* EN4–6C identifies and explains connections between and among texts
* EN4–9E uses, reflects on and assesses their individual and collaborative skills for learning.

Project Calendar

How can we transfer a narrative from Page to Game

Start date

My Project Week One

| Monday | Tuesday | Wednesday | Thursday | Friday |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

My Project Week Two

| Monday | Tuesday | Wednesday | Thursday | Friday |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

My Project Week Three

| Monday | Tuesday | Wednesday | Thursday | Friday |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

My Project Week Four

| Monday | Tuesday | Wednesday | Thursday | Friday |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

Week 1 Heroic introduction to Graphic novels

| Content | Suggested strategies and assessment | Resources | Assessment |
| --- | --- | --- | --- |
| EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure   * experiment with language forms and features to compose texts for pleasure and enjoyment   EN4-4B makes choices to creatively shape meaning with accuracy, clarity and coherence  combine visual and digital elements to create layers of meaning for serious, playful and humorous purposes | Students’ prior knowledge is assesses when addressing the questions: What are the features and conventions of a graphic novel? What are the features and conventions of adventure computer games? Students use the Think/pair/share scaffolds, **resources** 1 and 2, to respond to these questions.  Teacher introduces this unit’s driving question: How can we transform a narrative from page to game? The assessment task should be distributed. This task has been presented in two different formats so that teachers can choose which they prefer.  Teacher should read through the task with the class and organise completion dates. Game design teams should also be organised by the teacher or the students in this lesson.  The teacher should also guide students to fill in the Project calendar. This scaffold will assist with the students planning daily tasks leading to the assessments task’s completion. | **Resource 1** – think/pair/ share  **Resource 2** – think/pair/ share  Assessment task and marking guidelines  Project calendar scaffold | Assessment for learning – Prior learning activity informs teacher as to what students know and allows for gaps to be filled with direct teacher instruction and students’ discovery throughout this unit.  Assessment as learning– Class discussion encourages students to monitor their own prior knowledge and effort in completing the tasks |
| EN4-6C identifies and explains connections between and among texts   * identify and explain the links between the ideas, information, perspectives and points of view presented in a range of different texts   EN4-5C thinks imaginatively, creatively and critically about information, ideas and arguments to respond to and compose texts   * engage in wide reading of self-selected texts for enjoyment and share responses individually, in pairs and/or small groups in a variety of relevant contexts, including digital and face-to-face contexts   EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning   * understands the roles and responsibilities of individuals in groups, performing an allocated role responsibly in a group and assessing the success of individual and collaborative processes | Teacher introduces an array of graphic novels, which could include – Japanese Manga, Franco-Belgian (French and Belgian) Bande Dessinée and Italian Fumetti.  Working in small teams, students compare samples of Bande Dessinée, such as Asterix and Tin Tin, with Manga texts (- school libraries are often stocked with samples of these graphic novels). Focusing on at least two pages of each sample text, students assess similarities and differences of the protagonists.  Students should perform an allocated role in their teams. These could include: Storyteller (reads the selected pages, providing an animated portrayal of what happens); Discussion director (guides the discussion, raising questions about the appearances, ages, strengths, responsibilities of the protagonists); Note-taker (records the ideas put forth by the group); and Presenter (provides feedback to the rest of the class about what was discovered).  Students share their ideas and give feedback in a class discussion | Sample Manga texts – Takahiro (2009) ‘Arai’  Darren Shan, ‘Cirque du Freak’, Harper Collins, UK  Chan, Queenie (2005) ‘The Dreaming’ [series], Tokyopop, USA  Fujiyama, Kairi (2007) ‘Dragon eye’, Vol 2, Random House, USA  Mashima, Hiro (2008) ‘Fairy tail 1’, Del Rey, USA | Assessment as learning – In groups, students monitor their progress by recognising how successfully they practised the skills of collaborative investigation and learning  Assessment of learning – In the feedback session, teachers can informally assess how effectively the students collaborated to achieve the goals of the lesson. |
| EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.   * recognise and analyse the ways that characterisation, events and setting are combined in narratives, and discuss the purpose and appeal of different approaches   EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts   * understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns   EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning   * understand the demands of a task and the outcomes and criteria for planned assessment | Teacher guides students in understanding elements of graphic novels using the appendix 2 – brief glossary. This will help them to understand how reading graphic novels is different from reading prose texts.  Students read their choice of graphic novel and draft a review of the text, 100–150 words in length. The review should be persuasive, either convincing others to ‘read or leave’ the chosen text. Details should be provided about events, settings and characterisation in the text. Students should also comment on how the language and the images are combined in a graphic novel to influence a reader’s emotional and intellectual responses.  Students should become familiar with the assessment criteria for the review outlined as part of **resource 4** – to read or to leave. Please note: numerical marks have not been identified in the criteria and comic sound effects have been used instead. More emphasis can be given to assessment as learning with students being guided by comments as feedback. | Appendix 2 – brief glossary  Resource 3 – list of graphic novels suitable for Stage 4  Resource 4 – ‘to read or to leave’ | Assessment for learning –Teacher informally assesses students’ prior knowledge related to elements of graphic novels. This will inform which elements should be focused on more intently to strengthen students’ knowledge and understanding  Assessment as learning – Students monitor their own progress by considering their composition in relation to the assessment criteria and focusing on working towards their personal learning goals. |
| EN4-4B makes choices to creatively shape meaning with accuracy, clarity and coherence   * plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas   EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning   * reflect on and assess their own and others’ learning against specific criteria, using reflection strategies such as learning logs, blogs and discussions with teachers and peers | Students should type a final copy of their review, paying particular attention to editing their work. Not just relying on Spellcheck but actually reading through their response working on accuracy, clarity and coherence. When students are satisfied with their review, they could post their work on edmodo. This tool enables students share and comment on other people’s work with ease.  Teacher provides copies of the assessment criteria for students to evaluate three of their peers’ reviews. Along with ticking the appropriate boxes on the criteria sheets students should add comments on edmodo. These comments should be in the form of medals (what the student did well in their review) and missions (what the student can work towards to improve their review). This encourages both positive and constructive written feedback. Please note: Teachers may want to model this type of feedback before students are asked to do this.  Students may resubmit their reviews on edmodo after considering the feedback and modifying their work.  At the end of each week students reflect on their own learning. A KWL chart can be used to record what they Know, what they Want to know and what they Learned in relation to the driving question How can we transform a narrative from page to game? | **Resource 4** – to read or to leave  Access to computers  **Appendix 1** – KWL chart | Assessment for learning – Teacher can oversee all interchanges on edmodo and identify individuals who require further assistance  Assessment as learning – Students use feedback to assist their learning as the opportunity to resubmit the review should lead to improving skills in writing persuasively.  Completing a KWL chart encourages students to monitor their own progress and helps them formulate relevant questions to investigate.  Assessment of learning – Peer assessment overseen by the teacher enables recognition of where student achievement is in relation to expected standards. |

Week 2 Nathan Jurevicius’ ‘Scarygirl’

| Content | Suggested strategies and assessment | Resources | Assessment |
| --- | --- | --- | --- |
| EN4-6C identifies and explains connections between and among texts   * investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning   EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts   * engage with the language and structures of texts in meaningful, contextualised and authentic ways | Teacher introduces Nathan Jurevicius’ graphic novel, ‘Scarygirl’. Please note: Ideally, all students have access to a copy of this beautiful text; however, the following activities can still be completed with a class sharing 10 copies of the novel.  Students look at the front and back covers and read the character profiles appearing on inside front cover pages and inside back cover pages. They record their initial reactions guided by tasks on **resource 5** – A novel without words does that sound scary or is it just ‘‘Scarygirl’’? Students make a list of synonyms for scary; consider the way these adjectives contradict their initial impressions of ‘Scarygirl’; and make a list of ten adjectives that describe this character more appropriately  Students conduct a close analysis of two character profiles identifying verbs, adjectives, abstract nouns and clichés where appropriate.  Students compose their own 25–30 word character profile for the superhero identity they created in a previous lesson or invent a new quirky character to describe in a limited but effective choice of words.  Students share their compositions with the class. | Jurevicius, Nathan (2009) ‘‘Scarygirl’’, Allen & Unwin, Australia  **Resource 5** – a novel without words does that sound scary or is it just ‘‘Scarygirl’’ | Assessment for learning – Teacher identifies who has effective control of language in a concise description when students share their compositions.  Assessment as learning – Students practise skills in composing concise descriptions using knowledge about effective word choice. |
| EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to an composing texts in different media and technology   * recognise the different processes required for responding and composing in a range of forms and media   EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts   * use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects | Students begin to read ‘Scarygirl’. Activities outlined on **resource 6** – It’s written all over your face, can be completed while reading or when the students have read up to the Intermission  Students create a flowchart of the emotions depicted in the facial expressions of ‘Scarygirl’ and Blister starting at frame 3 (Blister only) and ending at frame 12 (‘Scarygirl’ only) on pages 10 and 11.  Students focus on the unusually presented speech or thought, bubbles used when the characters symbolically converse on pages 24 to 25. Working with a partner or in a group of three, students read the symbolic conversation to inform their composition of a scripted dialogue amongst ‘Scarygirl’, Bunniguru and Blister. Students should be conscious of selecting vocabulary that seems suited to the different characters.  Students can perform their dialogue for the class, modulating their voices to suit the characters. An extension activity could encourage students compose a soundscape to complement their performance.  A class discussion could evaluate which performance was the most effective and authentic. | Jurevicius, Nathan (2009) ‘‘Scarygirl’’, Allen & Unwin, Australia  **Resource 6** – It’s written all over your face | Assessment for learning – Teacher and peer feedback evaluates which performance was the most effective and authentic.  Assessment as learning – Working in pairs or groups of three, students monitor their progress by recognising how successfully they practised the skills of collaboration. |
| EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to an composing texts in different media and technology   * recognise the different processes required for responding and composing in a range of forms and media   EN4-4B makes choices to creatively shape meaning with accuracy, clarity and coherence   * analyse how point of view is generated in visual texts by means of choice, for example gaze, angle and social distance | Students compare the layout of the panels in page 26 with page 27. They suggest what is happening in the larger panel on page 26 and why is this panel a different size and shape to the others. They explain what order they read the panels on page 27. They examine the effect the contrasting colours have on how the reader views circumstances depicted in page 26 compared with page 27.  Students recognise the subverting of traditional conventions of a quest narrative when ‘Scarygirl’ has a terrifying encounter with the Tree of Knowledge on pages 48 and 49. Individually, students record ‘Scarygirl’’s array of thoughts in this double page spread using stream of consciousness style writing.  Students post their work on edmodo.  Students identify the use of shots and angles in ‘Scarygirl’ and analyse the effect these choices have on how the reader is positioned. **Resource 7** – An unlikely hero and an unexpected villain, includes a table students which can complete. | Jurevicius, Nathan (2009) ‘‘Scarygirl’’, Allen & Unwin, Australia  **Resource 7** – An unlikely hero and an unexpected villain  Access to computers | Assessment as learning –Students practise skills in responding to activities that require knowledge and understanding of visual literacy. |
| EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning   * understands the roles and responsibilities of individuals in groups, performing an allocated role responsibly in a group and assessing the success of individual and collaborative processes   EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure   * respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure | Students read the information provided in ‘Scarygirl’’s Intermission and teacher leads discussion on the purpose of this inclusion in the text.  Students read the second half of ‘Scarygirl’. Students work in teams of three to propose a possible explanation of ‘Scarygirl’’s past and a prediction of her future. Students should perform an allocated role in their groups. These roles could include: Discussion director (guides the discussion, raising questions about why ‘Scarygirl’ was abandoned and how she came to be washed up on the peninsula, along with what ‘Scarygirl’’s future might entail); Note-taker (records the ideas put forth by the group); Presenter (provides feedback to the rest of the class about what was discovered).  Teacher could reward the team with the most plausible and/or creative proposals.  Students reflect on their own learning using a KWL chart to record what they Know, what they Want to know and what they Learned in relation to the driving question How can we transform a narrative from page to game? | Jurevicius, Nathan (2009) ‘‘Scarygirl’’, Allen & Unwin, Australia  **Appendix 1** – KWL chart | Assessment as learning – In groups, students monitor their progress by recognising how successfully they practised the skills of collaborative investigation and learning.  Completing a KWL chart encourages students to monitor their own progress and helps them formulate relevant questions to investigate  Assessment of learning – Teacher can formally or informally assess the proposals of each team. |

Week 3 Nathan Jurevicius’ ‘Scarygirl’

| Content | Suggested strategies and assessment | Resources | Assessment |
| --- | --- | --- | --- |
| EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to an composing texts in different media and technology   * use a range of effective strategies for organising information, ideas and arguments, such as clustering, listing, compare and contrast, semantic chains, graphic and diagram outlines and mind maps   EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts   * describe and analyse the purpose, audience and context of texts | Students complete a Venn diagram, **Resource 8** – Same but different, to highlight similarities and differences between the characterisation of a conventional superhero such as Batman with ‘Scarygirl’.  Teacher may like to use an online resource, such as–  [Batman: Origin and history](https://www.youtube.com/watch?v=wiKS0X0CZGc&feature=youtu.be), to alert students to relevant background information about the mysterious superhero.  Teacher can organise class discussion using the questions on **resource 8**:   * What do you think makes Batman a popular superhero? * In what ways is ‘Scarygirl’ an unconventional hero? * To whom does ‘Scarygirl’ appeal? Why? | **Resource 8** – Same but different  Access to Smart Board or computers | Assessment for learning – Teacher identifies who has a thorough understanding of the notion of the appeal of a conventional and unconventional superhero |
| EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts   * recognise and use metalanguage in discussing a range of language forms, features and structures   EN4-5C thinks imaginatively, creatively and critically about information, ideas and arguments to respond to and compose texts   * critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their personal experience | Teacher introduces an essay question that encourages students to discuss the use of visual techniques and graphic elements in ‘Scarygirl’. A possible question could be: How do readers of ‘‘Scarygirl’’ become captivated in a mysterious world?  Teacher could model how to write an essay introduction and establish expectations about the length and structure of the response depending on the ability level of the students  Teacher guides students in understanding elements of graphic novels using the **Appendix 3** – Extended glossary. This should be combined with the elements that students were introduced to in **Appendix 2** – Brief glossary.  Students choose two three significant moments in the graphic narrative to analyse in detail. Students can make notes guided by the table in Resource 9: Elements and techniques particularly relevant to ‘‘Scarygirl’’. | Jurevicius, Nathan (2009) ‘Scarygirl’, Allen & Unwin, Australia  **Appendix 3** – Extended glossary  **Resource 9** – Elements and techniques particularly relevant to ‘‘Scarygirl’’ | Assessment for learning – Teacher provides general feedback to each student about how they can improve their written expression.  Assessment for learning – Students ask questions and practise their skills in essay writing. |
| EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts   * recognise and use metalanguage in discussing a range of language forms, features and structures * investigate vocabulary typical of extended and more academic texts the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language | Students use **resource 10** to understand a formula that can be used for constructing effective paragraphs for the body of an essay.  Teacher provides a model STEEL paragraph and provides specific guidance in writing ‘statement sentences’.  Students use the notes they made using **Resource 9** – Elements and techniques particularly relevant to ‘‘Scarygirl’’ to guide their analysis in their STEEL (body) paragraphs.  Teacher assists students individually when required | Jurevicius, Nathan (2009) ‘Scarygirl’, Allen & Unwin, Australia  **Resource 10** | Assessment for learning – Teacher provides specific feedback to students about how to make improvements in their essay writing as they seek assistance.  Assessment as learning – Students ask questions and practise their skills in essay writing. |
| EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to an composing texts in different media and technology   * consider and apply a range of strategies to improve their texts, including editing by rereading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context * edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact | Students work in small teams to edit peers’ work.  Students submit their essays to the teacher to receive written feedback and guidance following the medals (what the student did well in their essay) and missions (what the student can work towards to improve their essay) format.  Teachers may encourage students to resubmit their work after considering the feedback and modifying their essays.  Students reflect on their own learning using a KWL chart to record what they Know, what they Want to know and what they Learned in relation to the driving question How can we transform a narrative from page to game? | Jurevicius, Nathan (2009) ‘Scarygirl’, Allen & Unwin, Australia  **Appendix 1** – KWL chart | Assessment for learning – Teacher provides both positive and constructive written feedback for students to recognise how improvements can be made.  Assessment as learning – Students can consolidate their skills in essay writing as they use teacher feedback to make improvements and resubmit their work.  Completing a KWL chart encourages students to monitor their own progress and helps them formulate relevant questions to investigate  Assessment of learning – Teacher can formally assess students’ essays |

Week 4 From Graphic novel to computer game

| Content | Suggested strategies and assessment | Resources | Assessment |
| --- | --- | --- | --- |
| EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it   * explore and analyse the ways in which personal experiences and perspectives shape their responses to texts * draw on experience to consider the ways the ‘real world’ is represented in the imaginary worlds of texts, including literature, film, media and multimedia texts | Teacher introduces students to [‘Scarygirl’ by Nathan Jurevicius - The Game](http://www.scarygirl.com/world.php). Students watch the game’s introduction to see how the graphic novel has been appropriated into a moving text. They compose a line graph to record the shift in emotions encouraged when viewing the animation.  **Resource 11** – emotional rollercoaster suggests on the X-axis students list the following events:   * falling into the water * looking up at flying objects * seeing Bunniguru through porthole * encountering Tree of Knowledge and Treedweller * underwater * meeting Blister * seeing vision of strange man * waking from nightmare   and on the Y-axis, they use at least five emoticons to depict the changing emotions. Students plot the emotions on the graph then join them with a line using a ruler. | Access to Smart Board or computers  **Resource 11** – Emotional rollercoaster | Assessment as learning – Students monitor their own progress in completing a task that requires a personal response. |
| EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to an composing texts in different media and technology   * use prior knowledge and text processing strategies to interpret a range of type of texts * understand and use the terminology associated with responding to and composing digital texts | Students’ prior knowledge is assessed when making notes about what they know about different types of computer/video games. They provide brief points about the features (including examples) of adventure games, strategy games, real time strategy games, action games, simulation games, platform games, first/third person games, side scrolling games and role playing games.  Teacher guides students in sharing their prior knowledge in a group and/or class discussions. | Access to Smart Board or computers  **Resource 12** – Game to be a gamer | Assessment for learning – Prior learning activity informs teacher of what students know and allows for gaps to be filled with direct teacher instruction.  Assessment as learning – Class discussion encourages students to monitor their own prior knowledge and effort in completing the tasks. |
| EN4-5C thinks imaginatively, creatively and critically about information, ideas and arguments to respond to and compose texts   * discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage | Students spend 1–2 lessons playing ‘Scarygirl’ by Nathan Jurevicius - The Game. There are very few instructions given in this game so students will learn by playing and experimenting. Some students who are more familiar with adventure platform games will probably advance more quickly than others. These students could be used as mentors for students who require assistance in completing a challenging task in the game. | Access to Smart Board or computers | Assessment as learning – Students monitor their own progress and ask questions of their peers in order to problem solve challenges that arise in the game |
| EN4-4B makes choices to creatively shape meaning with accuracy, clarity and coherence   * respond to an compose new print and multimodal texts, experimenting with appropriations and intertextuality   EN4-5C thinks imaginatively, creatively and critically about information, ideas and arguments to respond to and compose texts   * discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage | From student’s experience with [‘Scarygirl’ by Nathan Jurevicius - The Game](http://www.scarygirl.com/world.php), they address the following:   * Outline the narrative of the game (What does ‘Scarygirl’’s quest involve?). * What parts of the fantasy world did you explore in your game playing? * How did you solve the puzzles you encountered? * How did you preserve your life? * How did you lose life and how did you die? * What did you discover in your dialogue with non-player characters? * What items did you gather? * How was your score collated at the end of each stage in the game? * What successes did you have in playing the game? * How did the game’s design keep you engaged? * What was challenging (or frustrating) about the game’s design? * How would you modify the game to make it more appealing?   Students become game reviewers, writing an informative review of ‘Scarygirl’: The Game. **Resource 13** – The Girl’s got moves suggests the review should follow the structure: introduction; overview of the game’s narrative; gameplay; graphics; sound and music; conclusion with a rating.  Students reflect on their own learning using a KWL chart to record what they Know, what they Want to know and what they Learned in relation to the driving question How can we transform a narrative from page to game? | **Resource 13** – The Girl’s got moves  **Appendix 1** – KWL chart | Assessment as learning – Students reflect on their own progress and success in meeting the challenges of the game.  Completing a KWL chart encourages students to monitor their own progress and helps them formulate relevant questions to investigate |

Week 5 Game designers’ project

| Content | Suggested strategies and assessment | Resources | Assessment |
| --- | --- | --- | --- |
| EN4-5C thinks imaginatively, creatively and critically about information, ideas and arguments to respond to and compose texts   * use imaginative texts as models to replicate or subvert textual conventions to create new texts   EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning   * understand the demands of a task and outcomes and criteria for planned assessment * use and reflect on metacognitive processes used for planning, including brainstorming, mind mapping, storyboarding, role-play and improvisation * identify, plan and prioritise stages of tasks, making use of organisational strategies such as drawing up a schedule, monitoring progress and meeting deadlines | Students search online for adventure game sites that provide information about their key features. Sites they may consider include [The Legend of Zelda](http://zelda.com/ocarina3d/#/master-quest) and [Final fantasy XIV](http://na.finalfantasyxiv.com/). Students should focus on the story, world map, characters and gameplay. This research should inspire their game designs.  Assessment task: Teacher ensures students understand the demands of the assessment task, the outcomes addressed and the marking criteria.  Collaborating with their design team, students brainstorm an outline for their game based on a graphic novel. They should begin to delegate tasks recognising individuals’ strengths. The design teams create schedules with deadlines for when draft versions are to be presented for further consultation and when final copies are to be submitted.  Students begin working on their allocated task, collaborating with the team when necessary.  Teacher monitors students’ progress and assists when required. | Access to computers  Access to a variety of graphic novels | Assessment for learning – Teacher informally assesses how effectively students collaborate to achieve the goals of the assessment, providing feedback on how to improve their work.  Assessment as learning – Students reflect on their own progress in meeting the goals they establish and use teacher feedback to improve their practices and skills. |
| EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it   * explore the ways ‘story’ shapes their experience of and responses to a range of texts, including film and multimedia | Students continue working on their allocated task, collaborating with the team when necessary.  Teacher monitors students’ progress and assists when required | Access to computers  Access to a variety of graphic novels | Assessment for learning – Teacher informally assesses how effectively students collaborate to achieve the goals of the assessment, providing feedback on how to improve their work  Assessment as learning – Students reflect on their own progress in meeting the goals they establish and use teacher feedback to improve their work practice and skills. |
| EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to an composing texts in different media and technology   * consider and apply a range of strategies to improve their texts, including editing by rereading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context * edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact | **Assessment task** – Students monitor progress of each team member’s contribution to the assessment tasks. Collaborating with their team they decide the overall design of their final product. Students assist each other in editing their work and ask for teacher guidance when necessary.  Teacher assesses students’ individual and collaborative skills. | Access to computers  Access to a variety of graphic novels | Assessment for learning – Teacher informally assesses how effectively students collaborate to achieve the goals of the assessment, providing feedback on how to improve their work  Assessment as learning – Students reflect on their own progress in meeting the goals they establish and use teacher feedback to improve their work practice and skills. |
| EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning   * articulate and reflect on the pleasure and difficulties, success and challenges experienced in their individual and collaborative learning * develop and use vocabulary for describing, analysing and reflecting on their learning experiences | Students finalise their player’s manual for their computer game, video game or game app.  Students articulate and reflect on the pleasure and difficulties, success and challenges experienced in their individual and collaborative learning. They complete reflection sheet, **Resource 14** – Were you a dream team?  Teacher can use students’ responses to assist with their assessment of how well the students collaborated as a team and demonstrated an understanding of roles and responsibilities of individuals in groups. | Access to computers  Access to a variety of graphic novels  **Resource 14** – Were you a dream team? | Assessment as learning – Students use self-assessment to consolidate their understanding of the unit and the skills developed through the completion the assessment task  Assessment of learning – Teacher formally assesses how effectively the students collaborated to achieve the goals of the assessment task. |

All outcomes referred to in this unit come from [English K-10 Syllabus](http://syllabus.nesa.nsw.edu.au/english/english-k10/)  
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