

# Inspired English 1: Creative writing and critical thinking through art

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## Curriculum links—Victorian Curriculum

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English teachers will readily recognise the ways in which the content of *Inspired English 1* consistently references the learning objectives set out in the new Victorian Curriculum.

The following table highlights particular skills and concepts explored in each of the five projects of *Inspired English 1*. It then links knowledge and skills to relevant descriptors within the three modes, different strands and sub-strands. *Inspired English 1* employs a consistently interactive approach to learning in real and virtual local and global environments through a detailed multi-modal text study. It aims to engage students in a wide range of visual, written and oral sources, and to gain pleasure from reading, viewing, interpreting, evaluating and performing a range of spoken, written and multimodal texts from different historical, social and cultural settings.

All learning activities require evidence-based interpretation and an understanding of context, purpose and audience. Language development and an appreciation of the richness and power of both print and visual language to ‘evoke feelings, convey information, form ideas facilitate interaction with others, entertain, persuade and argue’<sup>1</sup> are fundamental to the pedagogical approach promoted in *Inspired English 1*. Where required, a more extensive treatment of sentence construction and punctuation can be readily incorporated to aid students’ understanding of the way in which effective syntax contributes to meaning and effect in both writing and speaking.

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<sup>1</sup> Victorian Curriculum: Foundation – 10 Website URL <http://victoriancurriculum.vcaa.vic.edu.au/level7> and <http://victoriancurriculum.vcaa.vic.edu.au/level8>



## The International Baccalaureate Middle Years Programme

Key and related concepts essential to MYP philosophy and the requirements for a unit of learning in any discipline are also reflected in *Inspired English 1*; so too is the opportunity to guide students' understanding of how to learn through approaches to learning (ATL) categories and skill clusters. Relevant ATL skill clusters that aid students' preparation for and demonstration of learning include communication, collaboration, organisation, information literacy, media literacy, critical thinking, creative thinking and transfer, as well as the opportunity to develop affective and reflection skills. Essential skills outlined in the assessment criteria (Analysis, Organising, Producing Text and Using Language) for students completing Year 3 Language and Literature are developed in each project of *Inspired English 1*.<sup>2</sup>

Inspired English 1: Creative writing and critical thinking through art	SB Pages	Project learning objectives: skills and concepts	Victorian Curriculum links: Language (LA), Literature (LT) and Literacy (LY):	
<b>PROJECT 1: Descriptive Writing</b>	1–25		Level 7	Level 8
<b>1 Introduction to descriptive writing</b>	2–3	-Visual text analysis -Social, historical and cultural context in art	Reading and viewing:  (VCELA370)	Reading and viewing:  (VCELA401–402)
<b>2 Close reading and creative thinking</b>	4–8	-Visual text analysis; visual evidence or clues; visual exaggeration; mood	Expressing and developing ideas	Expressing and developing ideas

<sup>2</sup> Approaches to learning (ATL), p 20, and Language and literature assessment criteria: Year 3, pp 34–8, in [International Baccalaureate: The IB Middle Years Programme](#)



<b>3 Building vocabulary</b>	8–11	-Vocabulary: nouns; adjectives; adverbs; synonyms; bald sentences	(VCELT372–373) Responding to literature  (VCELA375) Examining literature	(VCELT403–404) Literature and context  (VCELY411–412) Interpreting, analysing, evaluating
<b>4 Elaboration</b>	12–15	-Metaphors; similes  -Writing: creating poetry using figurative language	(VCELY377–379) Interpreting, analysing, evaluating	
<b>5 Alliteration and onomatopoeia</b>	16–18	-Sound devices: alliteration; onomatopoeia; meaning and aesthetic effect in poetry	Writing:  (VCELA383) Expressing and developing ideas	Writing:  (VCELT418–419) Creating literature  (VCELY420–422) Creating texts
<b>6 Painting and poetry links</b>	19–21	-Compare how meaning is made in literature and visual texts: analysis; interpretation; compare; contrast	(VCELT385–386) Creating literature  (VCELT387–390) Creating texts	
<b>Inspire me! Creative Tasks for <i>Collins St, 5p.m.</i></b>	22–5	-Poetry, interviews and feature articles  -Speaking: presenting poetry	Speaking and listening:  (VCELY395–396) Interacting with others	Speaking and listening:  (VCELY426–427) Interacting with others



<b>PROJECT 2: The language of popular culture</b>	26–60			
<b>1 Introduction to popular culture</b>	28–31	-Definitions; the impact of popular culture on artists, writers and individuals in society	Reading and viewing: (VCELA368) Language for interaction (VCELA370) Expressing and developing ideas (VCELT372–373) Discuss literature; metalanguage (VCELY377–379) Interpreting, analysing, evaluating	Reading and viewing: (VCELA397) Language for interaction) (VCELA398–399) Text structure and organisation (VCELA401–402) Expressing and developing ideas (VCELT403–404) Literature and context (VCELT405) Responding to literature
<b>2 Close reading and creative thinking</b>	31–4	-Persuasive visual and linguistic techniques; mood; visual design in advertising	Writing: (VCELT385–386) Creating literature	Writing: (VCELT416) Expressing and developing ideas
<b>3 Persuasive writing: the language of advertising</b>	34–8	-Audience and purpose; advertising terminology; slogans; exaggeration/hyperbole		



<b>4 Description in advertising: creating a menu</b>	39–41	-Persuasive language; using design technology	(VCELT387–390) Creating texts	(VCELT418–419) Creating literature  (VCELY420–422) Creating texts
<b>5 Creating an advertisement for a specific target audience</b>	42–8	-Audience and purpose; language development; assonance; alliteration; onomatopoeia  -Writing: persuasive writing; shape poetry	(VCELY395–396) Interacting with others	Speaking and listening:  (VCELT425) Responding to literature
<b>6 Graffiti: is it art?—developing an argument</b>	48–52	-Developing an argument; definitions; evaluating; making distinctions; establishing criteria  -Speaking: debating		(VCELY426–427) Interacting with others
<b>7 Ethics of advertising: presenting an argument</b>	52–7	-Ethical considerations in advertising; positive and negative promotion; argument techniques; using evidence  -Speaking: oral presentation skills		
<b>Inspire me! Creative tasks for <i>Explosion</i></b>	58–60	-Using sound effects to create mood; persuasive language  -Writing and design: Using email; designing logos; creating advertisements		





PROJECT 3: Poetry short forms	62–95			
1 What is poetry?	64–9	-Poetry analysis: mood; metre; rhythm; rhyme; distinguishing poetry from prose; definitions	Reading and viewing:  (VCELA370) Expressing and developing ideas	Reading and viewing:  (VCELT403) Literature and context
2 Poetry and art	70–2	-Making connections and distinctions between poetry and painting: compare; contrast; similes; metaphors	(VCELT372–373) Responding to literature  (VCELT375) Examining literature	(VCELT403) Responding to literature  (VCELY411–412) Interpreting, analysing, evaluating
3 A festival of poetry - introducing short forms	72–8	-Structure; imagery; metre; syllables  -Ekphrasis  -Writing: rondelet poetry	(VCELY377–379) Interpret, analyse, evaluate	
4 Close reading and creative thinking	79–85	-Symbolism  -Writing and creating: haiku; haiga; tanka poetry	Writing:  (VCELT385–386) Creating literature  (VCELT387–390) Creating texts	Writing:  (VCELT418-419) Creating literature  (VCELY420–422) Creating texts
5 Chinese poetry—symbolism in nature	86–8	-Symbolism in Chinese poetry  -Writing and creating: gushi poetry		



6 Performing poetry	88–91	-Oral presentation skills: stance; articulation; tonality; pitch; gesture  -Peer reviewing		
			Speaking and listening:  (VCELY395–396) Interacting with others	Speaking and listening  (VCELY426–427) Interacting with others
Inspire me! Creative tasks for <i>Pine with cranes dancing in the snow, dance in motion</i>	92–5	-Personification  -Writing and creating: rhyming poetry; shi poetry; elemental haiku; Japanese senryu		
PROJECT 4: The art of storytelling: exploring contemporary issues	96–136			
1 Introduction to contemporary issues	98–102	-Identifying contemporary issues  -Writing/creating: designing a poster	Reading and viewing:  (VCELY377–379) Interpret, analyse, evaluate	Reading and viewing:  (VCELA401–402) Expressing and developing ideas
2 Close reading and creative thinking	102–8	-Visual analysis; art as inspiration for writing;  -Personification; anthropomorphism; narrative structure; cause and effect	(VCELA370) Expressing and developing ideas  (VCELT372–373) Responding to literature	(VCELY411–412) Interpreting, analysing, evaluating



<b>3 Short stories</b>	109–14	-Narrative technique; metamorphosis; juxtaposition; dislocation; orientation; complication; climax; resolution; sensory language  -Writing/creating: automatic writing  -Peer reviewing		
			Writing:  <b>(VCELA383)</b> Expressing and developing ideas	Writing:  <b>(VCELT418–419)</b> Creating literature  <b>(VCELY420–422)</b> Creating texts
<b>4 Environmental poetry</b>	115–26	-Poetry analysis: tone; rhyme; repetition; stanzas; similes; adjectives; phrases  -Writing and speaking: poetry performance; Found poetry	<b>(VCELT385–386)</b> Creating literature	Speaking and listening:  <b>(VCELY395–396)</b> Interacting with others
			<b>(VCELY387–390)</b> Creating texts	
<b>5 Exploring perspectives in songs</b>	126–31	-Song writing; rhyme scheme; diction; emotive language; rhetorical language; pronouns; repetition; personification; tone; verse; chorus; imagery; pace		
<b>Inspire me! Creative tasks for <i>groundspeed (red piazza) #2</i></b>	132–6	-Writing and creating: Acrostic poetry; sound scapes; short play scripts; short stories; monologue; diary entry  -Research		





<b>PROJECT 5: Thinking and writing about identity</b>	138–82			
<b>1 Introduction: what factors shape our identity?</b>	140–3	-Understanding identity -Writing/creating: poetry	Reading and Viewing:  (VCELT375)	Reading and Viewing:  (VCELT403–404)
<b>2 Portraits in words and pictures</b>	143–9	-Poetry and painting; visual and print text analysis; compare; contrast; context  -Writing and creating: character profiles	Examining literature  (VCELA370) Expressing and developing ideas	Literature and context  (VCELT405–406) Responding to literature
<b>3 Close reading and creative thinking—Self-portrait no. 9</b>	150–5	-Visual literacy; symbolism; relevance of context to an author/artist's work	(VCELT372–373) Responding to literature  (VCELY377–379) Interpreting, analysing, evaluating	(VCELY411–412) Interpreting, analysing, evaluating
<b>4 Close reading and creative thinking—Federation series: 1901–2001</b>	156–60	-Visual literacy; symbolism; relevance of context to an author/artist's work	Writing:  (VCELT385–386) Creating literature	Writing:  (VCELT418–419) Creating literature  (VCELY 420–422) Creating texts



5 Issues of belonging and identity	160–4	-Visual and print text analysis: symbolism; action and movement; colour; dynamics; shape and size; contextual background; salience; texture; patterning; structure; creative thinking; construction of cultural identity		
6 Australian national identity-different perspectives	164–73	-Visual text analysis; stereotypes; descriptive language	Speaking and listening:  (VCELY395–396) Interacting with others	Speaking and listening:  (VCELY426–427) Interacting with others
Inspire me! Creative tasks for <i>Federation series: 1901–2001</i> and <i>Self-portrait no. 9</i>	174–82	-Manifesto; expository essay; travel itinerary; celebrity profile; short film/play script; biography; intercultural interview script; poetry; using headlines  -Speaking: oral presentation—time capsule  -Designing: PowerPoint presentation		

