

Inspired English 2: Creative writing and critical thinking through art

Curriculum Links—Victorian Curriculum

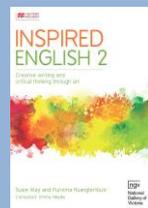
English teachers will readily recognise the ways in which the content of *Inspired English 2* consistently references the learning objectives set out in the new Victorian Curriculum.

The following table highlights particular skills and concepts explored in each of the five Projects of *Inspired English 2*. It then links knowledge and skills to relevant descriptors within the three modes, different strands and sub-strands. *Inspired English 2* employs a sustained 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 from different historical, social and cultural settings to inspire pleasure in reading and images, appreciate the vital connection between literature, visual art and life, and support and extend students as independent readers, creative and critical thinkers and effective communicators.

All learning activities require evidence-based interpretation and an understanding of context, purpose and audience. Analysis, evaluation and discussion are key to the approach, as is the focus on understanding and developing increasingly complex language and text structures. Activities are readily adaptable, if required, for a more extensive treatment of the impact of syntax on meaning and effect in reading and speaking.

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 2*. 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 5 Language and Literature are supported and extended in each Project of *Inspired English*.¹

Inspired English 2: creative writing and critical thinking through art	SB pages	Project Learning Objectives: key skills and concepts	New Victorian Curriculum Links: Language (LA), Literature (LT) and Literacy (LY)	
PROJECT 1 Writing about war: multiple perspectives	1–47		Level 9	Level 10
1 Introduction to the nature of war	2–4	-Visual and print text analysis: posters; photographs; cartoons; exploring different perspectives; propaganda -Writing and Creating: Posters; using digital tools	Reading and Viewing: (VCELA428) Language for interaction	Reading and Viewing: (VCELA457) Language for interaction
2 Close reading and creative thinking	5–12	-Impact of social, historical and cultural context; visual and print text analysis; symbolism, similes, collective nouns, contrast, juxtaposition, alliteration, enjambment; adjectives; the effect of composition in visual texts; shading; colour; line; shape; size; positioning and symbols -Writing and creating: Informational, didactic and descriptive writing, and free verse poetry	(VCELA429) Text structure and organisation (VCELA431-433) Expressing and	(VCELA458) Text structure and organisation (VCELA459) Expressing

¹ Approaches to learning (ATL), p 20 & Language and literature assessment criteria: Year 5 pp 41-47 in International Baccalaureate: The IB Middle Years Programme



<p>3 The Spanish Civil War: responding through poetry</p>	<p>12–18</p>	<p>-Poetry analysis; imagery; poetic devices; simile; metaphor; repetition, allusion</p> <p>-Writing: stream of consciousness and free verse poetry</p>	<p>developing ideas</p> <p>(VCELT435) Literature and context</p> <p>(VCELT436-437) Responding to literature</p> <p>(VCELT438-440) Examining Literature</p> <p>(VCYLY441) Texts in context</p> <p>(VCELY442-444) Interpreting, analysing, evaluating</p>	<p>and developing ideas</p> <p>(VCELT460) Literature and context</p> <p>(VCELT461-462) Responding to literature</p> <p>(VCELT464-465) Examining literature</p> <p>(VCELY466) Texts in context</p> <p>(VCELY467-469) Interpreting, analysing, evaluating</p>
<p>4 World War I: responding through poetry</p>	<p>19–23</p>	<p>-Poetry analysis; Cubism; Surrealism; syntax; word games using articles, adjectives, nouns, verbs</p> <p>-Writing and creating: war poetry inspired by Surrealism</p>	<p>Writing:</p> <p>(VCELT447) Creating literature</p>	<p>Writing:</p> <p>(VCELA470-471) Text structure and</p>



5 Modernism in literature and art	24–7	-Exploring style and genre; historical context; Romanticism; Modernism; comparing and contrasting; poetry analysis -Writing: Poetry	(VCELY449-451) Creating texts	organisation (VCELA474) Expressing and developing ideas
6 Communicating ideas about war	27–35	-Visual and print text analysis: painting; photography; film; eyewitness accounts; news reports; desensitization; bias in war reportage; loaded language; euphemisms; objectification Speaking: Presenting a point of view		(VCELT476-478) Creating literature (VCELY479-481) Creating texts
7 In search of peace	36–41	-Visual and print analysis; use of quotations; mind mapping; creating a pitch -Writing and creating: web site; feature article; analytical essay	Speaking and Listening: (VCELT454) Responding to literature	Speaking and Listening: (VCELT484) Responding to literature
Inspire Me! Creative tasks for <i>Weeping woman</i>	42–7	-Monologue; collage poetry; stream of consciousness writing; short story (setting, characters, plot/action, exposition, conflict, plot complication, climax, resolution narrative, style and narrative technique-foreshadowing, flashback, parallel plots, irony and literary devices); letter or email; letter to a politician	(VCELY455-456) Interacting with others	(VCELY485-486) Interacting with others



PROJECT 2 Thinking and writing about issues: racism	48–77			
1 Introduction: what is racism?	50–4	-Visual and print analysis; poetry; cartoons; symbolism; allusion; satire; caricature; irony -Writing: poetry	Reading and Viewing: (VCELA428) Language for interaction	Reading and Viewing: (VCELA457-459) Language for interaction
2 Close reading and creative thinking	54–9	-Visual text analysis; song analysis; use of pen names; audience and purpose -Writing: research based informational piece to promote tourism; indigenous history and culture	(VCELA429-430) Text structure and organisation (VCELA432) Expressing and developing ideas	(VCELT460) Literature and context (VCELT461-462) Responding to Literature
3 The many faces of racism: print media, advertising, art and literature	59–68	-Visual and print text analysis; media; advertising; visual metaphors; nature of evidence; diaries -Writing: Collaborative poem; persuasive letter to local council	(VCELT435) Literature and context (VCELY441) Texts in context	(VCELT463-465) Examining literature
4 Heroes who stood against racism	69–72	-Language analysis; anaphora; metaphor; personification; figurative language; contention/point of view -Writing: Speech writing; opinion piece; letter to the editor	(VCELY442-444) Interpreting, analysing, evaluating	(VCELY466) Texts in context (VCELY467-469) Interpreting analysing, evaluating



			Writing: (VCELT447-448) Creating literature (VCELY449-451) Creating texts	Writing: (VCELA470-471) Text structure and organisation (VCELA474) Expressing and developing ideas (VCELT476-478) Creating literature (VCELY479-481) Creating texts
Inspire me! Creative tasks for <i>Not willing to suffocate</i>	75–7	-Poetry; multimedia presentation; letter of complaint; blog; descriptive writing	Speaking and listening: (VCELT454) Language variation and change (VCELT454) Responding to Literature (VCELY455-456) Interacting with others	Speaking and Listening: (VCELT484) Responding to literature (VCE485-486) Interacting with others



PROJECT 3 Imaginative writing: gender and social class issues		78–111		
1 Introduction: gender and social class in society	80–5	-Historical and cultural contexts; visual and print text analysis; stereotyping; audience and purpose; dialogue -Writing and creating: diary entry; dialogue	Reading and Viewing: (VCELA428) Language for interaction	Reading and Viewing: (VCELA457-459) Language for interaction
2 Close reading and creative thinking	86–92	-Visual and print text analysis; use of adjectives; colour; satire -Writing and Creating: descriptive writing; magazine cover	(VCELA432-433) Expressing and developing ideas	(VCELT460-462) Literature and context
3 Professional writing and interviewing	92–8	-Print text analysis; literary devices; use of verbs; synaesthesia; Comedy of Manners; the art of interviewing -Writing and creating: an interview; filming and recording	(VCELT435) Literature and context (VCELT438-440) Examining literature	(VCELT463-465) Examining literature (VCELY466-469)
4 Gender expectations and their effects	99–104	-Print text analysis; drama; character; dialogue; wit; exaggeration or hyperbole; use of humour; wordplay/pun; context research -Writing: dialogue	(VCELY441) Texts in context (VCELY442-444) Interpreting, analysing, evaluating	Interpreting, analysing, evaluating



<p>5 Gender equality—the way forward</p>	<p>105–7</p>	<p>-Language analysis; rhetorical questions; inclusive language; use of statistics; appeal to authority</p> <p>-Writing: Persuasive speech writing; an open letter; crime fiction short story</p> <p>-Speaking: Presenting a speech</p>	<p>Writing:</p> <p>(VCELT447-448) Creating literature</p> <p>(VCELY449-451) Creating texts</p>	<p>Writing:</p> <p>(VCELA470-471) Text structure and organisation</p> <p>(VCELA472-474) Expressing and developing ideas</p> <p>(VCELT476-478) Creating literature</p> <p>(VCELY479-481) Creating texts</p>
<p>Inspire me! Creative tasks for <i>The first cloud</i></p>	<p>108–11</p>	<p>-Letter writing; informational article; film script; monologue; reflection piece (analysis and research)</p>	<p>Speaking and Listening:</p> <p>(VCELT454) Responding to literature</p> <p>(VCELY455-456) Interacting with others</p>	<p>Speaking and Listening:</p> <p>(VCELT484) Responding to literature</p> <p>(VCE485-486) Interacting with others</p>



PROJECT 4 Investigating and writing texts in different contexts	112–137			
1 Introduction: exploring famous love stories	114–16	-Research; literary analysis; compare and contrast	Reading and Viewing: (VCELT43)5 Literature and context (VCELT438-440) Examining literature (VCELY442-444) Interpreting, analysing, evaluating	Reading and Viewing: (VCELA457-459) Language for interaction (VCELT460-462) Literature and context (VCELT463-465) Examining literature (VCELY467-469) Interpreting, analysing, evaluating (VCELA470-471) Text structure and organisation (VCELA474) Expressing and developing ideas



2 Close reading and creative thinking	116–20	-Visual and print text analysis; brush strokes to words	Writing: (VCELT447-448) Creating literature	Writing: (VCELT476-478) Creating literature
3 Symbols and allegory	120–6	-Visual and print text analysis; symbolism; metaphor; allegory -Writing: a simple allegorical story	(VCELY449-451) Creating texts	(VCELY479-481) Creating texts
4 Parody	126–8	- Visual and print text analysis -Writing: dialogue using parody		(VCELT484) Responding to literature
5 Appropriation	128–32	-Visual and print text analysis; appropriation; compare and contrast -Writing and creating: poetry; computer games; board games; TV reality shows; advertisements; short story; celebrity interview; quiz show script; visual allegory using Photoshop; book promotion	Speaking and Listening: (VCELT454) Responding to literature	Speaking and Listening: (VCELY485-486) Interacting with others
Inspire me! Creative tasks for <i>The banquet of Cleopatra</i>	134–7	-Love letters; parody; feature article; symbolic poetry; short story; limericks	(VCELY456) Interacting with others	
PROJECT 5 Myth	138–66			
1 Introducing myth	140–5	-Definitions; -making distinctions; myth; legend; fable; parable; folktale; Internet research; historical and cultural context -Writing and creating: a short video	Reading and Viewing: (VCELA429-430) Text structure and organisation	Reading and Viewing: (VCELA457-459) Language for interaction



2 Close reading and creative thinking	145–50	-Visual and print text analysis; contrast, scale, cropping, camera angle, salience, silhouette; -Writing: poetry (ode)	(VCELA431-433) Expressing and developing ideas	(VCELT460-462) Literature and context
3 Classical myth	150–9	-Visual and print text analysis; use of colour symbolism; enjambment; persona; implied reader; allusion; compare and contrast; themes; sensory imagery -Writing and creating: poetry; photography; set making or narrative background; using twitter -Writing: Free verse poetry	(VCELT438-440) Examining literature	(VCELT463-465) Examining literature (VCELY467-469) Interpreting, analysing, evaluating
			Writing: (VCELT447-448) Creating literature (VCELY449-451) Creating texts	Writing: (VCELA470-471) Text structure and organisation (VCELA474) Expressing and developing ideas (VCELT476-478) Creating literature (VCELY479-481) Creating texts



			Speaking and Listening:	Speaking and Listening:
4 Modern Myth	159–62	-Gothic fiction; narrative; plot structure; character; setting; plot resolution; sound effects -Writing: Gothic myth; 'Penny dreadfuls'	(VCELT454) Responding to literature	(VCELT484) Responding to literature
Inspire Me! Creative tasks for <i>Holi festival on Rang Bhari Ekadashi, Vrindavan</i> and <i>Holi festival on Rang Bhari Ekadash, Vrindavan</i>	164–6	-Retelling a myth; magazine advertisement; travel guide; creation myth; newspaper article; research based report	(VCELY456) Interacting with others	(VCELY485-486) Interacting with others

