



Year 8 ENGLISH

**Subject Overview:**

Receptive modes (listening, reading and viewing)

Year 8 students will learn how texts (books, movies, songs etc.) are influenced by types of language and how this varies for different purposes and audiences. Students will use language features, images and vocabulary to represent different ideas and issues in texts. Year 8s will also understand and question the reliability of texts. They will select evidence from the text to show how events, situations and people can be represented from different viewpoints.

Productive modes (speaking, writing and creating)

Year 8 students will learn how the selection of language features can be used for particular purposes and effects. Through combining ideas, images and language features from other texts, students will show how ideas can be expressed in new ways. Students will create texts for different purposes, selecting language to influence audience response. They will make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating, structuring and editing texts, students will take into account intended purposes and the needs and interests of audiences.

Assessment Type	%	Topic	Potential Tasks/Texts
<b>Receptive</b> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Viewing</li> </ul>	50%	Teen Identity	<ul style="list-style-type: none"> <li>• Students read a novel surrounding the theme of teen identity/ belonging (e.g. <i>Holes</i>, <i>The Boy in the Striped Pyjamas</i>)</li> <li>• Students make predictions, before and during their reading of the novel and discuss reactions when finished.</li> <li>• Students discuss the themes and issues presented in the novel (e.g. belonging, friendship, being an outsider, bullying, teen pressures, anxiety, innocence, etc.)</li> </ul>
		Children's Literature: Children's Book	<ul style="list-style-type: none"> <li>• Students read and share the current Australian 'Children's Book of the Year' selection.</li> <li>• Students discuss and compare visual and written language, context, structure, and audience influences.</li> <li>• Students organise a class judging panel to discuss the merits of a potential winner</li> </ul>
		The Creative world: Film Study	<ul style="list-style-type: none"> <li>• Students engage in observation and listening to explanations of various film techniques and camera angles</li> <li>• Discuss and debate style, use, and purpose of various film techniques</li> <li>• Students view and discuss a series of trailers for animations</li> <li>• Students are introduced to the concept of 'anthropomorphism'</li> <li>• Students view a feature length animated movie</li> </ul>
		Poetry/Lyrics	<ul style="list-style-type: none"> <li>• A range of songs will be listened to as a class and in small groups.</li> <li>• Students will read and analyse a selection of songs and poems.</li> <li>• Students will view and comment on YouTube clips that pair songs or poems to visuals</li> </ul>
<b>Productive</b> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Creating</li> </ul>	50%	Teen Identity	<ul style="list-style-type: none"> <li>• Students complete a series of written tasks based on the novel being studied (e.g. diary accounts, letters, newspaper articles)</li> <li>• Students complete a written task based on a theme/ issue presented in the novel.</li> <li>• Students complete a group task based on the characters in the novel.</li> <li>• Students complete a group task based on the context of the novel.</li> <li>• Students complete a creative task based on the novel.</li> </ul>
		Children's Literature: Children's Book	<ul style="list-style-type: none"> <li>• Students produce their own children's book. This could be multi-modal.</li> <li>• Read their stories to a local primary school.</li> <li>• Students peer assess their children's books and run a class competition, with external judging panels.</li> </ul>
		The Creative World: Film Study	<ul style="list-style-type: none"> <li>• Students will complete a quiz based on film techniques</li> <li>• Create collage/PowerPoint to demonstrate an understanding of techniques</li> <li>• Students complete an in- depth character study on one of the characters from the animated movie.</li> <li>• Students create a written response to one of the themes or issues presented in the animated movie (e.g. friendship, love, conflict).</li> <li>• Students complete a creative assignment (e.g. poster, timeline, collage) in response to the animated movie.</li> </ul>
		Poetry/Lyrics	<ul style="list-style-type: none"> <li>• Students write their own song, either individually, in pairs, or in groups.</li> <li>• Students will create a representational abstract of their song.</li> <li>• Students produce a spoken, multimodal piece paired to their song.</li> </ul>