Ekka

ROYAL QUEENSLAND SHOW

# CURRICULUM ALIGNMENT & CLASSROOM RESOURCES

## BUSH POETRY COMPETITION




Foundation - 12

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# COMPETITION OVERVIEW

## *Student Bush Poetry*

Pint-sized poets can showcase their budding talents in the student classes of the Bush Poetry Competition. Students can recite poems by published authors such as Banjo Patterson and Henry Lawson to original works crafted themselves.

The competition features both live and virtual performance.
Live performers will be required to recite their poem at the Ekka, while virtual contestants will need to upload a video performing their poem (original or existing) under six minutes in length. This competition is a great way for students to reconnect the city with rural stories.




# IMPORTANT CONTACTS

### *Competition Enquiries*

entries@rna.org.au

### *Education Content Enquiries*

education@ekka.com.au

### *Ekka School & Group Bookings Enquiries*

groupbookings@ekka.com.au



# CURRICULUM ALIGNMENT

## FOUNDATION

### *Achievement Standard*

**By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They create short written texts, including retelling stories using words and images where appropriate.**

### *English: Language*

Understand that texts can take many forms such as signs, books and digital texts (AC9EFLA03)
Recognise that sentences are key units for expressing ideas (AC9EFLA05)
Recognise that sentences are made up of groups of words that work together in particular ways to make meaning (AC9EFLA06)
Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school (AC9EFLA08)
Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end (AC9EFLA09)

### *English: Literature*

Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators (AC9EFLE01)
Recognise different types of literary texts and identify features including events, characters, and beginnings and endings (AC9EFLE03)
Explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs (AC9EFLE04)

### *English: Literacy*

Interact in informal and structured situations by listening while others speak and using features of voice including volume levels (AC9EFLY02)
Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) (AC9EFLY09)
Segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) (AC9EFLY10)

Literacy

Creative and critical thinking

Intercultural understanding

Aboriginal and Torres strait islander histories and cultures

Personal and social capability





# CURRICULUM ALIGNMENT

## YEAR 1

### *Achievement Standard*

**By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They create short written and/or multimodal texts including recounts of stories with events and characters.**

### *English: Language*

Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain (AC9E1LA03)
Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs (AC9E1LA04)

### *English: Literature*

Discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators (AC9E1LE01)
listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme (AC9E1LE04)
Orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools (AC9E1LE05)

### *English: Literacy*

Read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge (AC9E1LY04)

*Literacy*

*Creative and critical thinking*

*Intercultural understanding*

*Aboriginal and Torres strait islander histories and cultures*

*Personal and social capability*





# CURRICULUM ALIGNMENT

## YEAR 2

### *Achievement Standard*

**By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice. They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They use punctuation for phrasing and fluency. They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences.**

Literacy

Creative and critical thinking

Intercultural understanding

Aboriginal and Torres strait islander histories and cultures

Personal and social capability

### *English: Language*

Investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions (AC9E2LA01)

### *English: Literature*

Discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators (AC9E2LE01)
Identify features of literary texts, such as characters and settings, and give reasons for personal preferences (AC9E2LE02)
Identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs (AC9E2LE04)
Create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools (AC9E2LE05)

### *English: Literacy*

Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions (AC9E2LY02)
Read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting (AC9E2LY04)
Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning (AC9E2LY05)
Create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words (AC9E2LY06)
Create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace (AC9E2LY07)





# CURRICULUM ALIGNMENT

## YEAR 3

### *Achievement Standard*

**By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns. They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts.**

Literacy

Creative and critical thinking

Intercultural understanding

Aboriginal and Torres strait islander histories and cultures

Personal and social capability

### *English: Language*

Describe how texts across the curriculum use different language features and structures relevant to their purpose (AC9E3LA03)
Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts (AC9E3LA10)

### *English: Literature*

Discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators (AC9E3LE01)
Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative (AC9E3LE03)
Discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (AC9E3LE04)
Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts (AC9E3LE05)

### *English: Literacy*

Identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images (AC9E3LY03)
Read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required (AC9E3LY04)
Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words (AC9E3LY06)
Plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume (AC9E3LY07)





# CURRICULUM ALIGNMENT

## YEAR 4

### *Achievement Standard*

**By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge. They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts.**

### *English: Literature*

Recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors (AC9E4LE01)
Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions (AC9E4LE03)
Examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning (AC9E4LE04)
Create and edit literary texts by developing storylines, characters and settings (AC9E4LE05)

### *English: Literacy*

*R*ead different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed (AC9E4LY04)
Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation (AC9E4LY06)
Plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume (AC9E4LY07)

*Literacy*

*Creative and critical thinking*

*Intercultural understanding*

*Aboriginal and Torres strait islander histories and cultures*

*Personal and social capability*





# CURRICULUM ALIGNMENT

## YEAR 5

### *Achievement Standard*

By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text. They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts.

Literacy

Creative and critical thinking

Intercultural understanding

Aboriginal and Torres strait islander histories and cultures

Personal and social capability

### *English: Literature*

*Identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors (AC9E5LE01)*

*Examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs (AC9E5LE04)*

*Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced (AC9E5LE05)*

### *English: Literacy*

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation (AC9E5LY06)

Plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features (AC9E5LY07)





# CURRICULUM ALIGNMENT

## YEAR 6

### *Achievement Standard*

**By the end of Year 6, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts.**

Literacy

Creative and critical thinking

Intercultural understanding

Aboriginal and Torres strait islander histories and cultures

Personal and social capability

### *English: Language*

Understand that cohesion can be created by the intentional use of repetition, and the use of word associations (AC9E6LA04)
Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole (AC9E6LA08)

### *English: Literature*

Identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors (AC9E6LE01)
explain the way authors use sound and imagery to create meaning and effect in poetry (AC9E6LE04)
create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices (AC9E6LE05)

### *English: Literacy*

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features (AC9E6LY06)
Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features (AC9E6LY07)





# CURRICULUM ALIGNMENT

## YEAR 7

### *Achievement Standard*

**By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. They adopt language features including literary devices, and/or multimodal features and features of voice. They identify how text structures, language features including literary devices and visual features shape meaning.**

### *English: Literature*

Identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors (AC9E7LE01)
Identify and explain the ways that characters, settings and events combine to create meaning in narratives (AC9E7LE05)
Identify and explain how literary devices create layers of meaning in texts including poetry (AC9E7LE06)
Create and edit literary texts that experiment with language features and literary devices encountered in texts (AC9E7LE07)

### *English: Literacy*

Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical (AC9E7LY06)
Plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace (AC9E7LY07)

*Literacy*

*Creative and critical thinking*

*Intercultural understanding*

*Aboriginal and Torres strait islander histories and cultures*

*Personal and social capability*





# CURRICULUM ALIGNMENT

## YEAR 8

### *Achievement Standard*

**By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice. They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence.**

### *English: Language*

Understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor (AC9E8LA02)
Investigate how visual texts use intertextual references to enhance and layer meaning (AC9E8LA07)

### *English: Literature*

Explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors (AC9E8LE01)
Analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect (AC9E8LE05)
Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects (AC9E8LE06)

### *English: Literacy*

Plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical (AC9E8LY06)
Plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical (AC9E8LY07)

*Literacy*

*Creative and critical thinking*

*Intercultural understanding*

*Aboriginal and Torres strait islander histories and cultures*

*Personal and social capability*





# CURRICULUM ALIGNMENT

## YEAR 9

### *Achievement Standard*

**By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice. They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and advancing ideas, shaping meaning and providing substantiation.**

### *English: Language*

Examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination (AC9E9LA03)

Analyse how vocabulary choices contribute to style, mood and tone (AC9E9LA08)

### *English: Literature*

Analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors (AC9E9LE01)

create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences (AC9E9LE06)

### *English: Literacy*

Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group (AC9E9LY03)

Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical (AC9E9LY06)

Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical (AC9E9LY07)

Understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech (AC9E9LY08)

*Literacy*

*Creative and critical thinking*

*Intercultural understanding*

*Aboriginal and Torres strait islander histories and cultures*

*Personal and social capability*





# CURRICULUM ALIGNMENT

## YEAR 10

### *Achievement Standard*

**By the end of Year 10, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice. They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation.**

### *English: Language*

Analyse text structures and language features and evaluate their effectiveness in achieving their purpose (AC9E10LA03)

### *English: Literature*

Analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors (AC9E10LE01)
Compare and evaluate how “voice” as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses (AC9E10LE06)
Create and edit literary texts with a sustained “voice”, selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences (AC9E10LE08)

### *English: Literacy*

Analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts (AC9E10LY01)
Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical (AC9E10LY06)
Plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical (AC9E10LY07)
use knowledge of the spelling system to spell words and to manipulate standard spelling for particular effects (AC9E10LY08)

*Literacy*

*Creative and critical thinking*

*Intercultural understanding*

*Aboriginal and Torres strait islander histories and cultures*

*Personal and social capability*





# CURRICULUM ALIGNMENT

## SENIOR SECONDARY (YEARS 11 & 12)

### *QCAA English (General)*

**Unit 1: Perspectives and texts**

*Students explore individual and/or collective experiences, and perspectives of the world. They examine how textual choices shape representations of concepts, identities, times and places.*

By the end of this unit, students:

- understand the relationships between purpose, context and audience and how these relationships influence texts and their meaning
- investigate how text structures and language features are used to convey ideas and represent people and events in a range of texts
- create oral, written and multimodal texts appropriate for different audiences, purposes and contexts.

**Unit 2: Texts and culture**

*Students explore the relationship between texts and culture. They consider how cultural assumptions, attitudes, values and beliefs are conveyed.*

By the end of this unit, students:

- understand the ways in which ideas and attitudes are represented in texts
- examine the ways texts are constructed to influence responses
- create oral, written and multimodal texts that experiment with text structures and language features for particular audiences, purposes and contexts.

**Unit 3: Textual connections**

*Students explore connections between texts... and how meaning is shaped by contexts, intertextual links and stylistic choices.*

By the end of this unit, students:

- understand relationships between texts, genres and contexts
- investigate the effects of different conventions and mediums on responses
- create, transform and adapt oral, written and multimodal texts in a range of mediums and styles.

**Unit 4 - Critical and creative interpretations**

*Students create critical and imaginative interpretations of texts.*

By the end of this unit, students:

- understand how content, structure, voice and perspective in texts shape responses and interpretations
- examine different interpretations of texts and how these resonate with, or challenge, their own responses
- create cohesive oral, written and multimodal texts in a range of forms, mediums and styles.






# SENIOR SECONDARY (YEARS 11 & 12) (CONT.)

## *QCAA Literature (General)*

**Unit 1: Australian literature**

*Students explore texts that represent Australian voices, places and experiences.*

By the end of this Unit students:

- understand the relationships between purpose, context and audience and how these relationships influence texts and their meaning
- investigate how text structures and language features are used to convey ideas and represent people and events in a range of texts
- create oral, written and multimodal texts appropriate for different audiences, purposes and contexts.

**Unit 2: Intertextuality**

*Students explore relationships between texts... and how texts draw on, transform and re-imagine other texts.*

*By the end of this Unit students:*

- understand the ways in which ideas and attitudes are represented in texts
- examine the ways texts are constructed to influence responses
- create oral, written and multimodal texts that experiment with text structures and language features for particular audiences, purposes and contexts.

**Unit 3: Literature and identity**

*Students investigate how literature explores personal, social and cultural identities.*

*By the end of this Unit students:*

- understand relationships between texts, genres and contexts
- investigate the effects of different conventions and mediums on responses
- create, transform and adapt oral, written and multimodal texts in a range of mediums and styles.

**Unit 4: Independent explorations**

*Students develop independent interpretations of literary texts using critical approaches.*

*By the end of this Unit students:*

- understand how content, structure, voice and perspective in texts shape responses and interpretations
- examine different interpretations of texts and how these resonate with, or challenge, their own responses
- create cohesive oral, written and multimodal texts in a range of forms, mediums and styles.





# CURRICULUM ALIGNMENT

## SENIOR SECONDARY (YEARS 11 & 12) (CONT.)

### *QCAA Essential English (Applied)*

**Unit 1: Language that works**

Students explore language used in community, workplace and social contexts. They create and respond to texts to communicate information and experiences.

By the end of this Unit students:

- comprehend information, ideas and language in texts selected from everyday contexts
- understand language choices and the likely or intended effect of these choices in a range of texts
- create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts.

**Unit 2: Texts and society**

*Students explore how texts represent people, events and issues in society. They consider how language choices shape viewpoints.*

By the end of this unit, students:

- examine how the structure and language of texts varies in different modes, mediums and contexts
- understand reasons for language choices and their effects on audiences in a variety of texts and contexts
- create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts.

**Unit 3: Language that influences**

*Students explore how language is used to influence audiences. They create spoken and multimodal responses.*

By the end of this unit, students:

- examine the ways that points of view are presented in texts for different purposes and contexts
- understand how language choices persuade specific audiences
- create oral, written and multimodal texts that convey a point of view.

**Unit 4: Representations and popular culture texts**

*Students examine how texts represent identities, places and events. They create their own representations for particular audiences and purposes.*

By the end of this unit, students:

- investigate the way language is used to represent issues and attitudes
- understand ways in which language is used to influence and engage different audiences
- create oral, written and multimodal texts that communicate ideas and perspectives on issues and events for a variety of purposes.





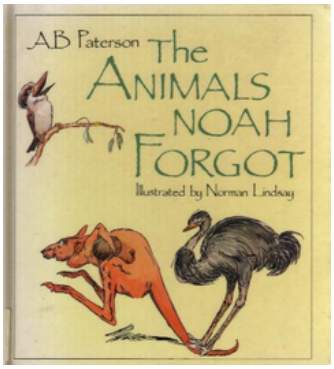

# FOUNDATION - YEAR 2

### *AB ('Banjo') Paterson - The Man from Snowy River*

One of the most famous poems in Australian literature, 'The Man from Snowy River' was first published in 1890. The poem tells the story of a chase through Australia's Snowy Mountains in southern NSW to recapture a valuable colt (horse). A book with illustrations by Freya Blackwood is a great edition of the classic and is available via video to share with your class.
youtu.be/oK3X8X6HY7o?si=h6yDgnQCWDvLZeQe




### *AB ('Banjo') Paterson - The Animals Noah Forgot*




Banjo Paterson is not known for his children's poetry, but he did write a collection of children's verse that were illustrated by Norman Lindsay and published in 1933. The book 'The Animals Noah Forgot' celebrates Australian animals and brings to life characters such as Weary Will the Wombat, Old
Man Platypus and White Cockatoos. Take the opportunity to read some of these verses with your class.
gutenberg.net.au/ebooks06/0603441h.html#WhiteCockatoos





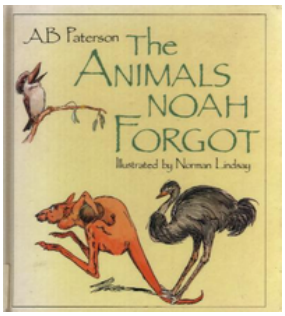
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# CLASSROOM RESOURCES

## YEARS 3 & 4

### *AB ('Banjo') Paterson - The Animals Noah Forgot*




Banjo Paterson is not known for his children's poetry, but he did write a collection of children's verse that were illustrated by Norman Lindsay and published in 1933. The book 'The Animals Noah Forgot' celebrates Australian animals and brings to life characters such as Weary Will the Wombat, Old Man Platypus and White Cockatoos. Take the opportunity to read some of these verses with your class.
gutenberg.net.au/ebooks06/0603441h.html#WhiteCockatoos

### *Overflowing with envy of Clancy's Splendid Life*




Enjoy this audio clip, which features Australian actor Jack Thompson reading AB 'Banjo' Paterson's poem 'Clancy of the Overflow'. This poem is an Australian bush ballad, narrated by a city office worker who imagines that Clancy's life as a shearer and drover in the outback would hold far more pleasures than his own.
www.abc.net.au/education/overflowing-with-envy-of-clancys-splendid-life/13983020

### *Poetic Devices*




A six-part series exploring the fundamental poetic devices of simile, metaphor, personification, alliteration, onomatopoeia, and imagery. Students will be invited into the world of six poets to see how they have used each device to write about an object that is special to them.
www.abc.net.au/education/tv-guide/poetic-devices/102529624

### *What's With Poetry?*




We may not go out of our way to deliberately produce poetry everyday, but poetry can be found in what we write and how we speak all the time. From rhythm and rhyme, to sounds and images in words, you're probably a poet and you don't even know it (sorry, we couldn't help it). Matt from Sydney Story Factory explores the rules of poetry and when they can be broken, and how writing poetry might help you scratch an itch you didn't even know you had.
www.abc.net.au/education/digibooks/whats-with-poetry/101743962





#2027EDU02



# CLASSROOM RESOURCES

## YEARS 5 & 6

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### *Who was Banjo Paterson?*

Banjo Paterson was an Australian writer and a poet, most famous for writing 'Waltzing Matilda' and 'The Man From Snowy River'. It could be said that his writing, based on his own experiences of the Australian bush life, has shaped Australia's identity.
www.abc.net.au/education/btn-who-was-banjo-paterson/13763494

### *Henry Lawson Memorial & Literary Society*

To learn more about Henry Archibald Hertzberg Lawson one of Australia's best-known Australian poets and fiction writers through the Henry Lawson Memorial & Literary Society which was formed in 1923.
henrylawsonsociety.org





# CLASSROOM RESOURCES

## YEARS 7 & 8

### *Overflowing with envy of Clancy's Splendid Life*

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www.abc.net.au/education/digibooks/whats-with-poetry/101743962

### *Radio National - The real story - AB Paterson and 'Waltzing Matilda'*

Banjo Paterson's 'Waltzing Matilda' is probably Australia's most recognised 'song'. Indeed, it has often been said that it should be our national anthem. But what is the real story behind 'Waltzing Matilda'? In this clip, listen to views on the the ballad and its writer by legendary folk historian Richard Magoffin and other 'Matilda' aficionados.

www.abc.net.au/education/radio-national-the-real-story-ab-paterson-and-waltzing-matilda/14052286



# CLASSROOM RESOURCES

## YEARS 7 & 8 (CONT.)

### *Talkabout - Using language to describe being Australian*




What are some iconic Australian symbols? No doubt, people would say the kangaroo, the koala or the emu. But what about sheep? Have they played a part in shaping the way Australians see themselves?
www.abc.net.au/education/talkabout-using-language-to-describe-being-australian/13937000

### *Interactive: Paul Kelly on Poetry*




In 2019, the eminent Australian songwriter Paul Kelly published Love is Strong as Death. This anthology of poems has inspired and challenged him over the years, a number of which, he has set to music.
www.abc.net.au/education/interactive-paul-kelly-on-poetry/102063924



# CLASSROOM RESOURCES

## YEARS 9 & 10

### *What's With Poetry?*

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### *Prose vs Poetry with David Malouf*

Finding the right narrative form for a story can be tricky. Watch as David Malouf explains how his experience with poetry informed his prose writing. What are some of the things that writing poetry early in his career taught him?
www.abc.net.au/education/prose-vs-poetry-with-david-malouf/13721942

# Ekka

ROYAL QUEENSLAND SHOW

## INTERNATIONAL AWARD WINNERS

The Royal Queensland Show (Ekka) is recognised for its excellence, over many years, by winning numerous awards at the International Fairs & Expos (IAFE) Awards.

IAFE has more than 1,000 members representing agricultural fairs from the United States, Canada, the United Kingdom, and Australia.

These awards represent the continued dedication the Ekka plays in bridging the country city divide, and educating the next generation on the essential role farming and agriculture plays in their everyday lives.



ekka.com.au