

CROSS GRADE COMPARISON CHART

Media

Overall Expectation 3

MEDIA OVERALL EXPECTATION # 3: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques;

Creating Media Texts

3.1 Purpose and Audience

Grade 1	Grade 2	Grade 3	Grade 4
identify the topic, purpose, and audience for media texts they plan to create (e.g., a media text to explain the importance of hand-washing to a Kindergarten class, or to tell the story of a class trip to parents or visitors) <i>Teacher prompt:</i> “How can we use photographs to tell the story of our trip? What could we use in addition to the photographs to help visitors understand what we did on our trip?”	identify the topic, purpose, and audience for media texts they plan to create (e.g., an advertisement to interest both boys and girls in buying an action toy)	identify the topic, purpose, and audience for media texts they plan to create (e.g., a collage of images conveying the mood of a poem to help classmates understand the poem) <i>Teacher prompts:</i> “How will understanding the mood help us understand the poem’s meaning?” “Which of the images in the collage help us understand the poem better?”	describe in detail the topic, purpose, and audience for media texts they plan to create (e.g., an album of camera shots to help classmates understand the uses of different camera angles and distances in photography and/or film)
Grade 5	Grade 6	Grade 7	Grade 8
describe in detail the topic, purpose, and audience for media texts they plan to create (e.g., an advertising campaign to encourage students to participate in a charity drive) <i>Teacher prompt:</i> “What do you want to say? Who is your audience? How do you want to influence your audience?”	describe in specific detail the topic, purpose, and audience for media texts they plan to create, and identify challenges they may face in achieving their purpose (e.g., a review of a television program, film, piece of art, or artistic performance to encourage children or adults to see it) <i>Teacher prompt:</i> “Why do you think it is important for people to know about this topic? Why might you need to be especially persuasive to interest them in the topic?”	explain why they have chosen the topic for a media text they plan to create (e.g., a class newspaper or pamphlet to inform parents about the achievements and activities of students in the class), and identify challenges they may face in engaging and/or influencing their audience <i>Teacher prompt:</i> “Parents are very busy people. What in your pamphlet will succeed in capturing their attention?”	explain why they have chosen the topic for a media text they plan to create (e.g., a poster advertising a class fund-raising campaign to appeal to local parent groups, businesses, or service organizations), and identify challenges they may face in engaging and/or influencing their intended audience <i>Teacher prompt:</i> “What are the challenges involved in reaching each of these groups? How can you appeal to all of the groups in a single poster? If you were to develop three posters, one for each of them, how would the posters differ?”

3.2 Form

Grade 1	Grade 2	Grade 3	Grade 4
identify an appropriate form to suit the purpose and audience for a media text they plan to create <i>Teacher prompt:</i> “Which would be a better way to tell the school about an upcoming book sale – a poster or a P.A. announcement by a student? Why?”	identify an appropriate form to suit the purpose and audience for a media text they plan to create (e.g., a photo essay or collage to commemorate a class event or celebration) <i>Teacher prompt:</i> “Would a photo essay or a collage tell the story best? How else could we keep a record of the event?”	identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., a tape-recorded interview to present a classmate’s opinion about a favourite show, toy, or game) <i>Teacher prompt:</i> “Why would a taperecording be better than a written record of the interview?”	identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., a poster advertising a school science fair; a flyer to encourage students to participate in the fair) <i>Teacher prompt:</i> “Why is a poster better to advertise the fair and a flyer better to tell students how to participate?”

Grade 5	Grade 6	Grade 7	Grade 8
identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice (<i>e.g., a pamphlet or newsletter to inform parents, teachers, and students about environmental initiatives taken or planned by members of the school community</i>) <i>Teacher prompt:</i> “Why would a pamphlet or a newsletter be better than a poster to communicate this message?”	identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice (<i>e.g., a mock television, radio, or newspaper announcement to inform students about a school-related issue</i>) <i>Teacher prompt:</i> “Which form do you think would be most likely to help you reach your audience? Why?”	identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (<i>e.g., a website or multimedia presentation about a unit of study to present research findings to the class</i>), and explain why it is an appropriate choice <i>Teacher prompt:</i> “What makes this form an effective way to present your message to this particular audience?”	identify an appropriate form to suit the purpose and audience for a media text they plan to create (<i>e.g., a multimedia presentation about their class or grade, to be presented to parents during graduation ceremonies</i>) and explain why it is an appropriate choice <i>Teacher prompt:</i> “What different types of media could you use for the presentation? How would they be organized and combined?”
3.3 Conventions and Techniques			
Grade 1	Grade 2	Grade 3	Grade 4
identify conventions and techniques appropriate to the form chosen for a media text they plan to create (<i>e.g., tape-recorded music to reflect the changing scenes or moods in a picture book</i>) <i>Teacher prompt:</i> “How will the music help people understand the book?”	identify conventions and techniques appropriate to the form chosen for a media text they plan to create (<i>e.g., a book cover with appropriate lettering for the title and author’s name and a cover illustration depicting a scene or artefact from the story; sound effects or a soundtrack for a dramatization of a poem</i>)	identify conventions and techniques appropriate to the form chosen for a media text they plan to create (<i>e.g., a pamphlet about a unit of study could require titles, headings, subheadings, captions, different font sizes, colour, and illustrations</i>) <i>Teacher prompt:</i> “How can you use these features to help you communicate your ideas effectively?”	identify conventions and techniques appropriate to the form chosen for a media text they plan to create (<i>e.g., a board game related to a unit of study from a curriculum subject area could include a list of game rules; a board showing the game name, movement path, obstacles, and finish line; and visual details that will appeal to the intended audience</i>) <i>Teacher prompt:</i> “What are the essential components of this form? Have you included them all?”
Grade 5	Grade 6	Grade 7	Grade 8
identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (<i>e.g., the components of the dinner menu for a restaurant: different sections for each course, descriptions of ingredients, catchy titles for different dishes, and prices are included to interest diners in the various dishes and give them information they need to make choices</i>) <i>Teacher prompt:</i> “In what ways would a menu for a fast-food restaurant differ from a menu for a fine-dining restaurant?”	identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (<i>e.g., a scene for a television drama adapted from a novel or play: the camera can focus on one character, object, or gesture at a time, allowing different kinds of emphasis; camera angles and distances can vary to create different effects and perspectives; scenes can be edited to change the pace of the action; background music can be used to enhance the mood</i>) <i>Teacher prompt:</i> “How do the conventions and techniques of this form make it easier or harder to communicate certain ideas?”	identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (<i>e.g., movie poster conventions: title, images of the actors “in role”, positive quotations from reviewers; movie poster techniques: distinctive lettering, arresting or unusual layout or treatment of images</i>)	identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (<i>e.g., conventions in advertisements for a product to appeal to different age groups among the students: text, images, “free offer” promotional gimmicks; techniques: use of age-appropriate content in all elements of the advertisement</i>) <i>Teacher prompt:</i> “What are the important things you need to know about your audience when designing your media text?”’s

3.4 Producing Media Texts			
Grade 1	Grade 2	Grade 3	Grade 4
<ul style="list-style-type: none"> produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., a tape-recorded soundtrack for a story a sequence of pictures and/or photographs that tells a story a sign or poster for their classroom or the school a selection of images downloaded from the Internet to accompany a science project a collage of items a story character might enjoy or own an enactment of a scene about a character from a favourite movie) 	<p>produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., an advertisement for a healthy snack food a board game based on the plot and characters of a favourite book or television show a sequence of pictures and/or photographs telling the story of a class event or celebration a story illustrated with diagrams and digital images)</p>	<p>produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., a series of video stills or photographs about a topic of their choice to display to the class a simple slide show for a multimedia presentation to a younger class a tape-recorded interview with a classmate about a favourite show, toy, or game a comic strip for publication in a class newsletter a skit, including sound effects, based on a photograph a compilation of images from magazines, newspapers, or the Internet that convey the mood of a poem or song an illustrated pamphlet about a unit of study a storyboard for the climactic scene in a short story a scrapbook of images from newspapers, magazines, posters, the Internet, and so on, illustrating camera shots from different angles and distances)</p>	<p>produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., an album of camera shots showing the different angles and distances and commenting on their uses a poem, announcement, or flyer produced electronically by combining word-processed text with pictures and/or photographs a mock television commercial for a favourite cereal, toy, or book a newspaper article that includes a photograph and headline a board game related to a unit of study from a curriculum subject area such as science or health a picture book to accompany a unit of study for a younger grade a storyboard identifying the sound effects, images, and dialogue to be used in filming a scene from a novel)</p>
Grade 5	Grade 6	Grade 7	Grade 8
<p>produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., a T-shirt to be worn by a character in a story or television show a pamphlet on a socially relevant topic they have studied this year a collection of images (downloaded, clipped, or scanned, as appropriate) from various sources, such as magazines, the Internet, newspapers, or textbooks, to illustrate a topic from a cross-curricular unit of study a flyer/poster, created using software, to advertise a school event a mock television commercial for a food product, drink, or item of clothing a news broadcast about a topic – such as immigration – from a cross-curricular unit of study a breakfast, lunch, or dinner menu for a restaurant depicted in a novel, short story, or film)</p>	<p>produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., a review of a television program, film, piece of art, or artistic performance that includes commentary on the effects created through the use of various conventions and techniques a mock television broadcast of an announcement about a school-related issue a soundtrack to accompany the reading of a section of a graphic novel or comic book a computer-generated cover design, including special fonts, to enhance a published piece of writing a multimedia presentation to inform younger students about how to use a website to research a topic related to a unit of study a pamphlet outlining the researched or imagined biography of a writer a travelogue illustrating the journey of an early Canadian explorer, including contacts with First Nations peoples a storyboard indicating the images to be used in a scene for a television drama adapted from a novel or play a movie poster to advertise a movie based on a narrative they have studied)</p>	<p>produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., a class newspaper for parents a class magazine for students in a lower grade a multimedia report on a unit of study for geography a website about the school for new students a movie poster an advertisement for a new product a theatre review with commentary on the use of conventions and techniques for a class/school newspaper a scene for a film based on a prose narrative two media texts on the same subject using different media forms)</p>	<p>produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., a multimedia presentation examining two or more elements of a narrative, such as theme, plot, setting, or character a one-minute video advertising a class fund-raising project a website based on the content of a unit of study a report on school sports events to be presented during morning announcements magazine advertisements for a particular product, aimed at different age groups among the students in the school an interview with a family member about his or her cultural heritage for publication in a school or community magazine/newspaper a public-service announcement on a current issue that is relevant to their fellow students, such as daily physical activity, literacy, or bullying a storyboard for a video of a favourite song that is not available as a video)</p>