

**Task 15: Graphic Novel Storyboard - Orientation**

**Year 8 NAEP ENGLISH**

**DUE DATE: Term 4, Week 3**

**NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **TEACHER** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I declare that the words and ideas in this task are all my own.**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEIGHTING: R & V 5%**

**CONDITIONS:** In-class and at home

**Assessment type:** Reading and Viewing

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| **Task 15**  In pairs, storyboard the orientation of a graphic novel based on a key Australian figure. Create a clear representation of key people, places and events while revealing the values and attitudes of characters. |

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| --- | --- | --- | --- |
| **To be assessed for this task you must submit:** | **Due date** | **Yes** | **No** |
| A plan indicating the visual language or graphic novel techniques you intend to use or a mock-up with the techniques named |  |  |  |
| A plan of the written elements of the text |  |  |  |
| A plan of the texts layout (mudmap) indicating frame sizes |  |  |  |
| Completed graphic novel storyboard – good copy |  |  |  |

**FEEDBACK:**

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|  | **Marks** |
| **Creating texts** | **/20** |
| Constructs a clearly structured, logical text that maintains focus on the question or topic. Creates a text for a specific purpose which makes deliberate and strategic use of visual language and sound devices to present viewpoints and influence viewer response. |  |
| Creates a text for a specific purpose which draws on a range of relevant visual language and sound devices to present viewpoints and influence audience response. |  |
| Creates a text for a particular purpose, selecting visual language and sound devices to influence audience response. |  |
| Creates a text which draws on one or two visual language or sound devices. |  |
| Does not meet the requirements of a D grade |  |
| **Creating texts** | **/20** |
| Creates and edits their own text, taking into account the needs of specific audiences and purposes, and experiments with alternatives to determine the most appropriate and effective method of communication. |  |
| Creates and edits their own text to take into account purpose and audience, and to clarify and refine ideas to ensure effective communication. |  |
| Creates and edits their own text to create specific effects, taking into account intended purposes and the needs and interests of audiences. |  |
| Creates and edits their own text to check for accuracy and clarity. | . |
| Does not meet the requirements of a D grade. |  |
| **Planning - written text** | **/20** |
| Comprehensively plans the written aspects of the text, editing for clarity and precision. |  |
| Tries to create a detailed plan of the written aspects of the texts, editing for clarity and precision. |  |
| Satisfactorily plans the written aspects of the text with some editing evident. |  |
| Minimally plans the written aspects of the text and limited editing obvious. |  |
| No planning of the written aspects of the text. |  |
| **Planning - visual language** | **/20** |
| Comprehensively plans the visual language of the graphic novel, editing for clarity and precision. |  |
| Tries to create a detailed plan of the visual language of the graphic novel, editing for clarity and precision. |  |
| Satisfactorily plans the visual language of the graphic novel with some editing evident. |  |
| Minimally plans the visual language of the graphic novel and limited editing obvious. |  |
| No planning of the visual language and of the text. |  |
| **Planning – layout (mudmap)** | **/20** |
| Comprehensively plans the layout of the graphic novel. |  |
| Tries to create a detailed plan of the layout of the graphic novel. |  |
| Satisfactorily plans the layout of the graphic novel. |  |
| Minimally plans the layout of the graphic novel. |  |
| No planning of the layout and of the text. |  |
| **TOTAL MARK** | /100 |