Stage 2 English

Assessment Type 2: Creating Texts

Digital Stories

After watching and discussing a variety of examples of digital stories in class and individually and considering the conventions, language and stylistic features of a digital text create your own digital story. The multimodal text should be up to a maximum of 6 minutes in length.

1. **What is digital storytelling?**

Digital storytelling is the idea of combining the art of storytelling with the use of computer-based technology. A digital story is a multimodal text that may combine photographs, video, animation, sound, music, text, and a narrative voice.  The stories are short and allow people to share aspects of their life story in a recount or narrative form. They are also referred to as digital documentaries, computer-based narratives, digital essays, electronic memoirs, interactive storytelling, and photo stories etc.

1. **What technology should I use?**

There are many examples of software you can use to create a digital story and new ones are being created all the time. Use any technology you have access to and are familiar with. There are many free resources available to download. Commonly used ones include:

1. *Audacity*  <https://sourceforge.net/projects/audacity/>
2. *iMovie* <http://www.apple.com/au/mac/imovie/>
3. *Movie Maker* <http://windows.microsoft.com/en-au/windows/movie-maker>
4. *Story kit* https://itunes.apple.com/us/app/storykit/id329374595?mt=8
5. *YouTubeEditor* <https://www.youtube.com/editor>

For apps or idea generators try these:

1. [*Capzles*](http://www.capzles.com/) <http://www.capzles.com/>
2. [*ACMI Generator*](http://generator.acmi.net.au/) (Australian Centre for Moving Images) <http://generator.acmi.net.au/>
3. *Little Bird Tales https://littlebirdtales.com/*
4. **What are the conventions, language and stylistic features I should consider when telling a digital story?**

Carefully consider how to combine the multimodal elements including:

* selection of content to be emotive and powerful
* the perspective of the author (e.g. who is telling the story? first person “I”?)
* the structure and order of the story to keep the viewer's attention
* your voice- to personalise the story
* the music or other sounds that enhance the story
* length – edit carefully and do not overload with information

**4. What is assessed?**

In this task you should:

1. demonstrate knowledge and understanding of the ways you used language features, stylistic features, and conventions (KU2)
2. demonstrate knowledge and understanding of the ways the digital stories are created for different purposes, audiences, and contexts (KU3)
3. use language features and conventions appropriate to a digital story (Ap1)
4. produce clear and coherent writing, using appropriate vocabulary (Ap3)

**Resources**

Examples of digital stories can be found at the following websites:

<http://www.acmi.net.au/> such as *The Little Frenchman* a photo story by David Tytherleigh at <http://generator.acmi.net.au/gallery/media/little-frenchman>

<http://digitalstorytelling.coe.uh.edu/> such as *Adapting to a new culture* by Yukiko Nishimura

<http://www.slq.qld.gov.au/resources/queensland-stories>

<http://storycenter.org/stories>

Free online resources about the conventions and techniques of digital storytelling include:

Lambert, J *Digital storytelling cookbook* <http://static1.squarespace.com/static/55368c08e4b0d419e1c011f7/t/561d6222e4b039470e9780c6/1444766242054/cookbook_full.pdf>

*Out my window: Educator’s guide* <http://www3.nfb.ca/sg/100679.pdf>

http://www.slq.qld.gov.au/\_\_data/assets/pdf\_file/0010/246097/DSManualComplete.pdf

**Performance Standards for Stage 2 English**

| - | **Knowledge and Understanding** | **Analysis** | **Application** |
| --- | --- | --- | --- |
| **A** | Comprehensive knowledge and understanding of ideas and perspectives in a range of texts.  Thorough knowledge and understanding of the ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Extensive knowledge and understanding of a wide range of ways in which texts are created for different purposes, audiences, and contexts. | Complex analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Perceptive analysis of language features, stylistic features, and conventions used in texts, and thoughtful evaluation of how these influence audiences.  Critical analysis of similarities and differences when comparing texts. | Versatile and precise use of language and stylistic features to create a wide range of coherent texts that address the purpose, audience, and context.  Fluently integrated use of evidence from texts to develop and support a response.  Sophisticated use of accurate, clear, and fluent expression. |
| **B** | Knowledge and understanding of ideas and perspectives in a range of texts.  Knowledge and understanding of the ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Knowledge and understanding of a range of ways in which texts are created for different purposes, contexts, and audiences. | Detailed analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Detailed analysis of language features, stylistic features, and conventions, and evaluation of how these influence audiences.  Clear analysis of similarities and differences when comparing texts. | Accurate use of language and stylistic features to create a range of coherent texts that address the purpose, context, and audience.  Appropriate use of evidence from texts to develop and support a response.  Consistent use of accurate, clear, and fluent expression. |
| **C** | Knowledge and understanding of some ideas and perspectives in texts.  Knowledge and understanding of the ways in which creators of texts use some language features, stylistic features, and conventions to make meaning.  Knowledge and understanding ways in which everyday texts are created for different purposes, contexts, and audiences. | Analysis of some ideas and perspectives represented in texts.  Description and some analysis of different language features, stylistic features, and conventions, and/or some evaluation of how these influence audiences.  Analysis of some similarities and differences when comparing texts. | Generally accurate use of language and stylistic features to create texts that address the purpose, context, and audience.  Selection of some evidence from texts to develop and support a response.  Appropriate use of accurate, clear, and fluent expression. |
| **D** | Knowledge and understanding of some ideas in a narrow range texts.  Some knowledge and understanding of the ways in which creators of texts use language features and conventions to make meaning.  Knowledge and understanding of ways in which some everyday texts are created for different purposes and audiences. | Description of some ideas in texts.  Description of some language features, stylistic features, and/or conventions.  Description of some similarities and differences in texts. | Use of some language and stylistic features to create a narrow range of texts.  Partial use of basic evidence from texts to develop a response.  Inconsistent use of expression. |
| **E** | Identification of an idea in a text.  Identification of a limited range of ways in which creators of texts use language techniques.  Recognition of one or more ways in which a familiar text is created. | Reference to an idea in a text.  Recognition of language or stylistic features.  Recognition of a simple connection between texts. | Restricted use of language or stylistic features to create a text.  Limited use of evidence from a text in a response.  Limited use of clear expression. |