



Re-writing Fairytales Unit of Work

(Suitable for all state-based curriculums
for the Australian English Curriculum:
Year 7)

Unit overview and lessons based on developing knowledge of and skills in creating modern fairytales that challenge reader expectations using fairytale elements such as key ideas, motifs, 'the hero's journey', archetypal characters and situations, themes and narrative voice as well as intertextuality and binary oppositions

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Unit of work

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Unit of work:	Re-writing Fairytales	Year:	7
Duration:	6 weeks	Assessment:	Fairytale writing
Text types:	Narratives	Language:	Hyphens & dashes, clauses, developing sentences
Concepts:	Intertextuality, genre & creative writing		

Learning experiences:

- reading, writing, viewing, listening, creating, representing

Cross-curriculum priorities:

- Asia and Australia's engagement with Asia

Links to other learning areas:

- History

General capabilities:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology
- Intercultural understanding
- Literacy

Other learning across the curriculum areas:

- Civics and citizenship
- Difference and diversity

Essential Learning Goal	Overarching Questions	Key Learning Ideas
<ul style="list-style-type: none"> To explore the fairytale genre in order to challenge reader expectations to create new fairytales reflective of new ideas. 	<ul style="list-style-type: none"> What are fairytales? How are archetypes shown in fairytales? Why are fairytales culturally important? What is intertextuality? How is it represented in fairytales? What are some different ways of retelling fairytales? 	<ul style="list-style-type: none"> Qualities of contemporary fairytales Fairytale elements Archetypes in fairytales Binaries in fairytales Clauses Audience and purpose of fairytales Motifs in fairytales Key ideas and situations in fairytales 'The hero's journey' in fairytales Themes in fairytales Intertextuality in fairytales Experimenting with fairytale genre Re_telling fairytales

Re-writing fairytales Unit of Work


Links to Australian English Curriculum: Year 7

Language		
Sub-strands	Content descriptions	Elaborations
Text structure and organisation	Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)	<ul style="list-style-type: none"> discussing how qualifying statements add meaning to opinions and views in spoken texts
Expressing and developing ideas	Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA1534)	<ul style="list-style-type: none"> identifying and experimenting with a range of clause types and discussing the effect of these in the expression and development of ideas
Expressing and developing ideas	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)	<ul style="list-style-type: none"> comparing choices for point of view in animations, advertisements and other persuasive texts comparing how different advertisements use visual elements to advertise the same product experimenting with digital storytelling conventions to create personal reflections on shared experiences
Literature		
Sub-strands	Content descriptions	Elaborations
Literature & context	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	<ul style="list-style-type: none"> building knowledge, understanding and skills in relation to the history, culture, and literary heritage of Aboriginal and Torres Strait Islander peoples identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age

Responding to literature	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)	<ul style="list-style-type: none"> identifying stereotypes, prejudice and oversimplifications in texts exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed
Responding to literature	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)	<ul style="list-style-type: none">
Examining literature	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	<ul style="list-style-type: none"> analysing and explaining the structure and features of short stories discussing the purposes and appeal of different authorial choices for structure and language exploring traditional stories from Asia and discussing their engaging features, for example use of the oral mode, visual elements, verse, use of puppets to convey the narrative analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people discussing a text's intended audience, whether the text is typical of its type and whether it has fulfilled its purpose
Creating literature	Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)	<ul style="list-style-type: none"> using aspects of texts in imaginative recreations such as re-situating a character from a text in a new situation imagining a character's life events (for example misadventures organised retrospectively to be presented as a series of flashbacks in scripted monologue supported by single images), making a sequel or prequel or rewriting an ending creating chapters for an autobiography, short story or diary
	Experiment with text structures and language features and their effects in creating literary texts, for	<ul style="list-style-type: none"> experimenting with different narrative structures such as the epistolary form, flashback, multiple perspectives

	example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)	<ul style="list-style-type: none"> transforming familiar print narratives into short video or film narratives, drawing on knowledge of the type of text and possible adaptations necessary to a new mode drawing on literature and life experiences to create a poem, for example ballad, series of haiku
Literacy		
Sub-strands	Content descriptions	Elaborations
Interpreting, analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)	<ul style="list-style-type: none"> identifying the purpose and possible audience for a text explaining the relationship between text features and structures and audience and purpose, such as identifying which group would be the most likely target for the information in an advertisement and justifying why on the basis of textual features
	Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)	<ul style="list-style-type: none"> identifying cause and effect in explanations and how these are used to convince an audience of a course of action inferring the tone and emotional intent of a character in dialogue in a narrative
	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)	<ul style="list-style-type: none"> using collaborative technologies to jointly construct and edit texts
	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)	<ul style="list-style-type: none"> understanding conventions associated with particular kinds of software and using them appropriately, for example synthesising information and ideas in dot points and sequencing information in presentations or timing scenes in animation

ACARA, *Australian Curriculum: English K-10*. Accessed Jan 10, 2018.

Content descriptions	Quality Teaching Framework	Lesson Outline	Suitable for homework	Resources
<p>Literature: Literature & context</p> <ul style="list-style-type: none"> Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619) <p>Literature: Responding to literature</p> <ul style="list-style-type: none"> Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803) 	<p>Intellectual quality Metalanguage</p> <p>Significance Background knowledge</p>	<p>Senses in <i>Dog Boy</i></p> <p>Guidance</p> <ol style="list-style-type: none"> 1. Explain, discuss or read notes from the worksheet about imagery and senses in <i>Dog Boy</i>. Refer to paragraphs on pages 4-5. Remind students of the senses. 2. Continue reading the story from 'He climbed back into the bed' to 'hum of his own body'. 3. Discuss senses in the extract. 4. Ask students to complete the task below: <p>Task 1</p> <p>a Below are some images from the story that relate to the senses.</p> <ul style="list-style-type: none"> • The 'gurgle and hum of his own body' • Nose and forehead poking out between the quilt and pillow • The cold air in his eyeballs • Layers of silence <p>Create and fill in a table by:</p> <ul style="list-style-type: none"> • deciding what sense the image descriptions relate to • explaining the feelings and ideas the sensory images evoke. <p>Diversity of Learners To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the tasks below:</p> <p>Extension</p> <p>a Reread the two passages to remind yourself of the story. Describe what the sensory images tell you about Romochka's emotional state? (In other words, his feelings about being left alone.)</p>		<p>Senses in <i>Dog Boy</i> worksheet</p>

		<p>b In three sentences explain how the sensory images in <i>Dog Boy</i> reflect ideas.</p> <p>c After this scene, Romochka goes out of the apartment and joins a pack of dogs. Predict what you think will happen to him when he joins the pack of dogs?</p> <p>d How do you think the story will end? Will Romochka end up back with his parents, for example? What makes you think this?</p> <p>Task 2</p> <p>a Create a visual representation of your interpretation of Romochka's feelings about being left alone. You can draw symbols, icons and/or images below. Add words and phrases to enhance your images/symbols.</p>		
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