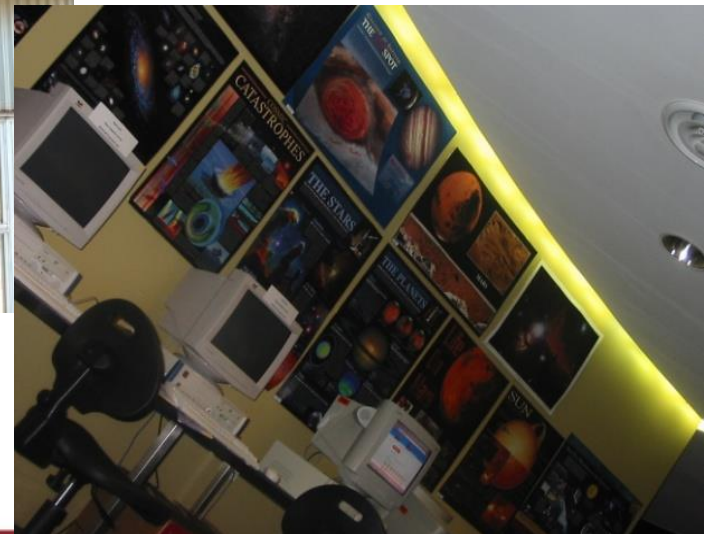


...Every day..



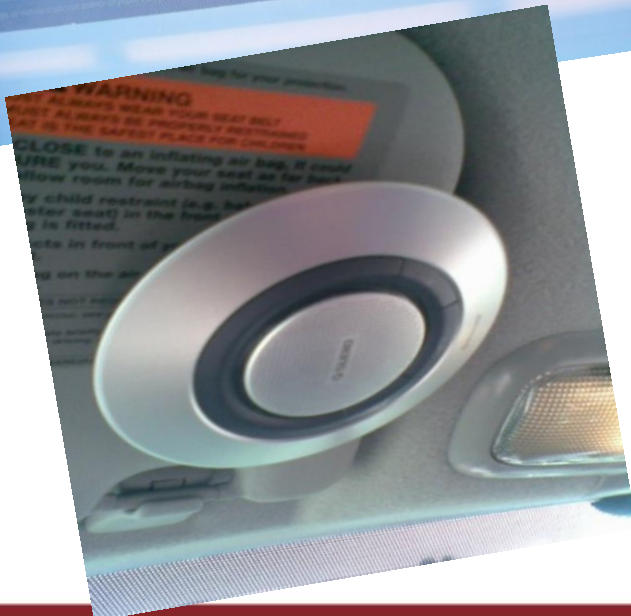
...and at work...



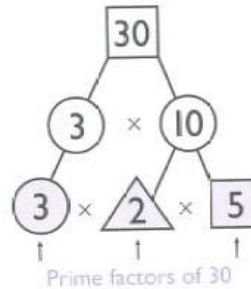
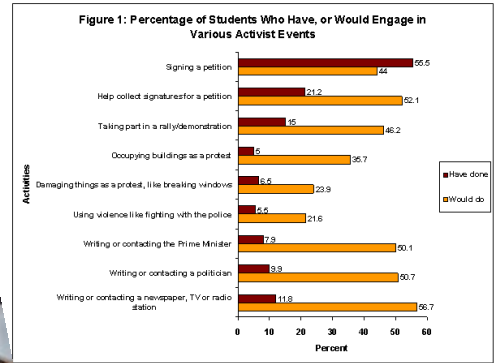
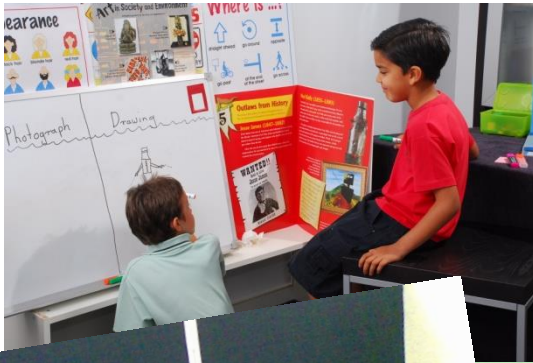
...at play...



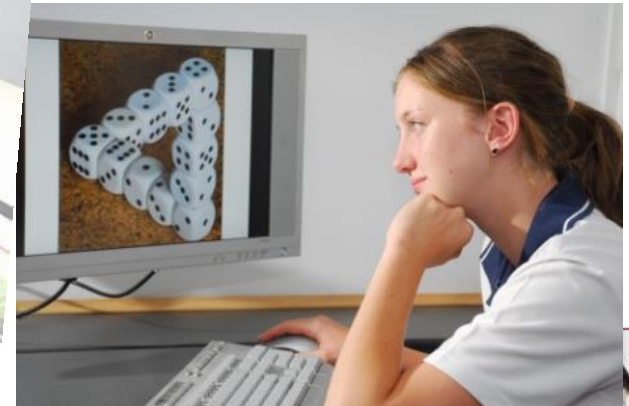
...travelling...



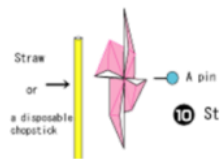
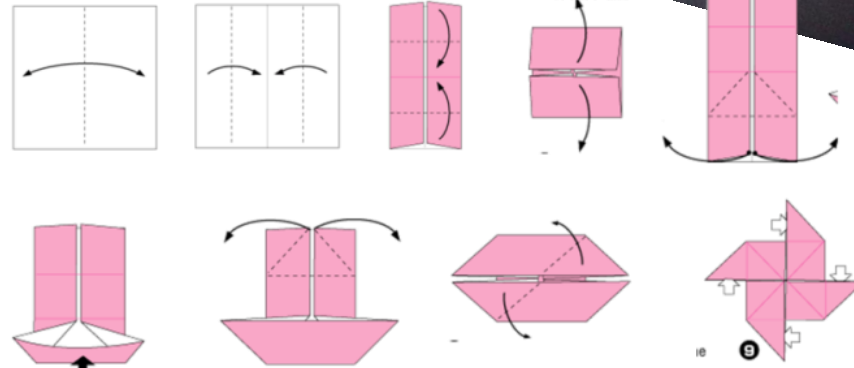
...and of course...at school...



Images of increasing complexity



For a variety of social purposes...



...and audiences...



Semiotic systems

A semiotic system is a system of signs and symbols that have agreed upon meaning within a particular group. The signs or symbols are called *codes* and they are employed according to agreed *conventions*, or accepted ways of doing things therefore the codes and conventions of a semiotic system serve the function of a grammar.

(Cope and Kalantzis 2000, Anstey and Bull 2006)

First Steps Viewing Map of Development p 9



Semiotic systems in multimodal texts

Codes and conventions of:

- **Visual** Still and moving pictures *e.g. colour, vectors, viewpoint*
- **Audio** Music, sound effects and silence *e.g. volume, pitch, rhythm*
- **Gestural** Facial expression and body language. *e.g. speed, movement, stillness, body position, eye contact*
- **Spatial** Position, layout and organisation of objects in space (physical screen or paper page) *e.g. proximity, direction, foreground, background*
- **Linguistic** Oral and written language (use of vocabulary and grammar) *e.g. phrase, verb, clause, noun, adjective*



Saliience

(spatial semiotic system)

A strategy of emphasis, highlighting what is important in a text. In images, saliience is created through strategies like placement of an item in the foreground, size and contrast in tone or colour.

Discuss...

Text type, purpose..

Why has the technique been used?

How has the code or convention developed the character?

What information is given?

How good are Sunny Queen cage free eggs?
You be the judge.

Judging by your response, Australia loves new Sunny Queen Cage Free eggs. No wonder. They're laid by our healthy hens who are free to explore their breezy open-sided barns, lay eggs in their cosy nesting boxes and eat natural Australian grown grains. Their rich golden yolks are delicious, yet they cost just a little more than cage eggs. Find out more about the only eggs stamped with a smile at cagefree.com.au

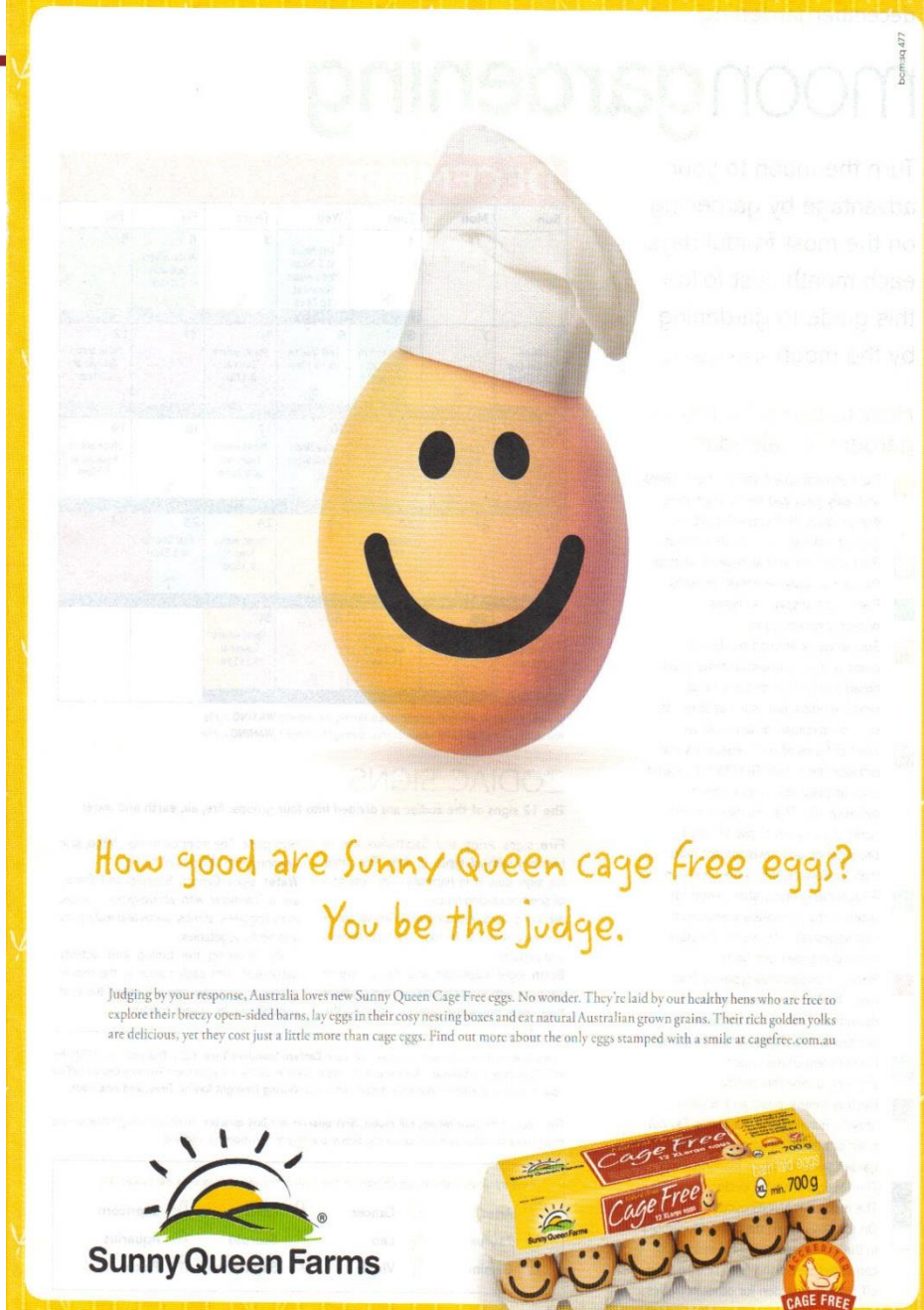


Gaze

(gestural semiotic system)

The directed look of either a viewer or a represented figure in an image. It can indicate relationships or the relative importance of something.


FS: Glossary





gninebrusgnoom

How good are Sunny Queen cage free eggs?
You be the judge.

Judging by your response, Australia loves new Sunny Queen Cage Free eggs. No wonder. They're laid by our healthy hens who are free to explore their breezy open-sided barns, lay eggs in their cosy nesting boxes and eat natural Australian grown grains. Their rich golden yolks are delicious, yet they cost just a little more than cage eggs. Find out more about the only eggs stamped with a smile at cagefree.com.au

 Sunny Queen Farms

 Cage Free 12 Eggs min 700g

 CAGE FREE

bottom 477

A demand from the *salient* image, the egg, captures our attention

Emotive words

Rhetorical question

Personal pronoun – you

A play on *Master Chef*

Ideal

How good are Sunny Queen cage free eggs?
You be the judge.

Judging by your response, Australia loves new Sunny Queen Cage Free eggs. No wonder. They're laid by our healthy hens who are free to explore their breezy open-sided barns, lay eggs in their cosy nesting boxes and eat natural Australian grown grains. Their rich golden yolks are delicious, yet they cost just a little more than cage eggs. Find out more about the only eggs stamped with a smile at cagefree.com.au

Real

Sunny Queen Farms

Cage Free
700g

CAGE FREE

Smile – happy

Chef's hat – a status symbol

White background and yellow framing – the colour of eggs, also clean and hygienic

The sun and fields – healthy and idyllic, pastoral, relaxing, morning, breakfast



Recap

- Salient
- Gaze
- Linguistic
- Colour
- Ideal
- Real

Ideal

Sometimes they're just asking for it.



Real

What else do I need to know?

Red cross – symbol of First Aid

Facial expression, body language – an accident waiting to happen

Reading path to the boy (the salient image) down to the children on the ground. **Vectors** – the cape

Long shot showing the children in a domestic backyard setting. (It could be *your* house)

Vectors

(visual semiotic system)

Vectors refer to the way the viewer's eye is led through a visual image by actual or implied lines. They can draw the eye to significant elements in the image, showing relationships or assist in the creation of a mood or emotion.



Sometimes they're just asking for it.

Paraderm Plus. The only first aid cream with 3-way relief.
+ Antiseptic + Anti-inflammatory + Anaesthetic

Plan for those inevitable accidents with Paraderm Plus. It works in three ways to care for minor cuts and burns, abrasions, bites, stings, itches and sunburn. Paraderm Plus helps kill germs, reduce pain, inflammation and itch, while it gently soothes and moisturises the skin. So when they ask for it, pull out the Paraderm Plus. It's the first aid kit in a tube. Available from pharmacies and supermarkets.

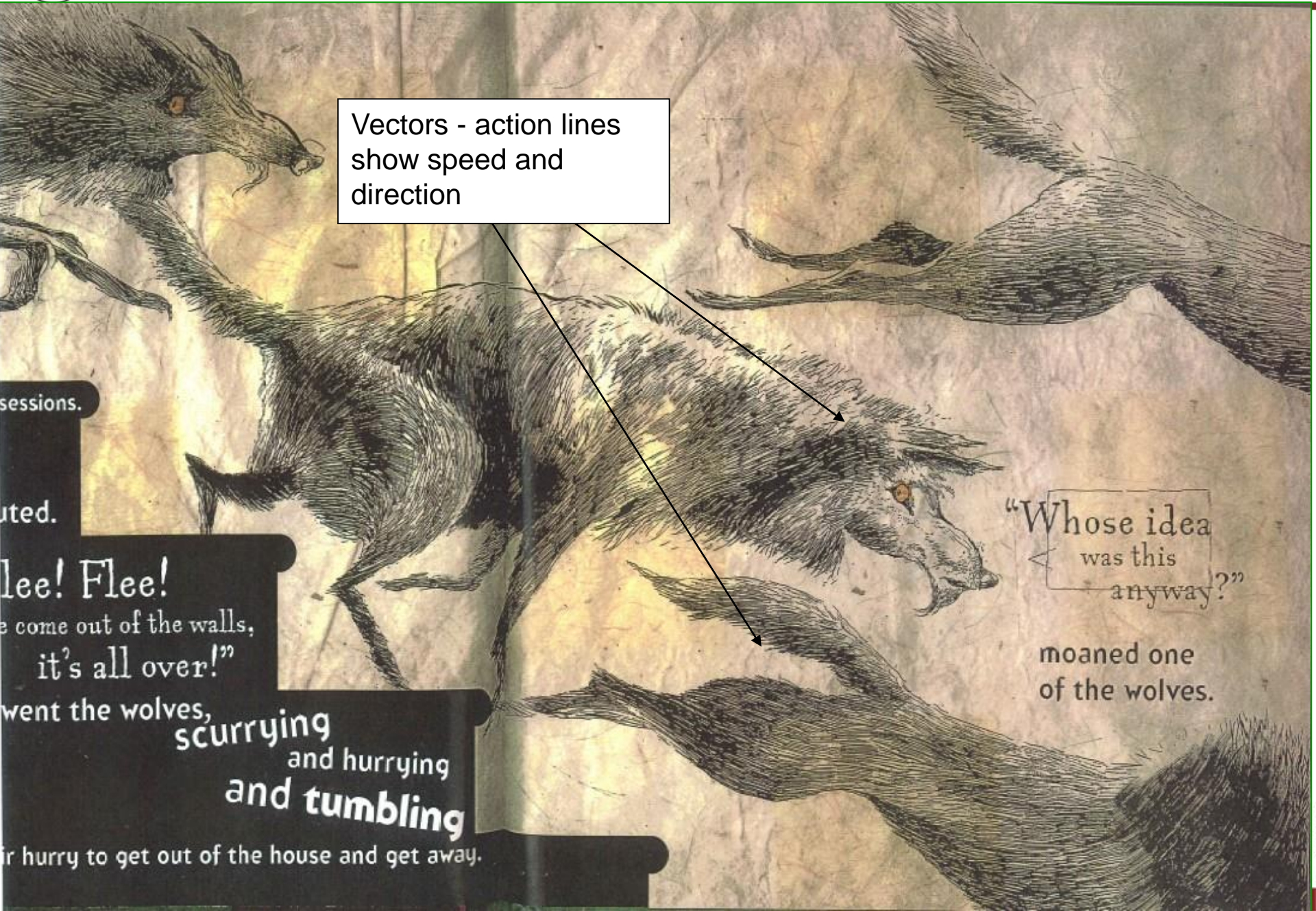


Paraderm Plus
FIRST AID CREAM
FOR CUTS, BITES, STINGS, ITCHES, SUNBURN, MINOR BURNS
Antiseptic
Anti-inflammatory
Anaesthetic

THE FIRST AID KIT IN A TUBE

Vectors





Vectors - action lines show speed and direction

sessions.

uted.

Flee! Flee!
e come out of the walls,
it's all over!"

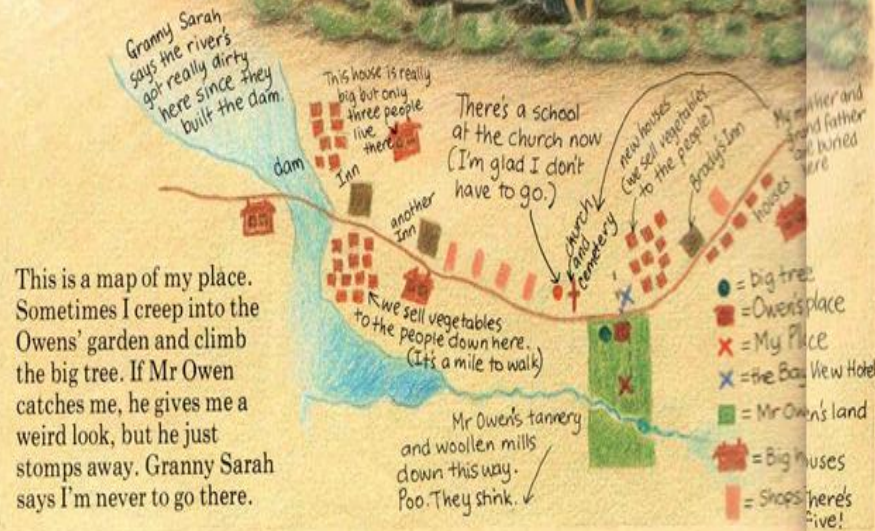
went the wolves,
scurrying
and hurrying
and tumbling

ir hurry to get out of the house and get away.

"Whose idea
was this
anyway?"

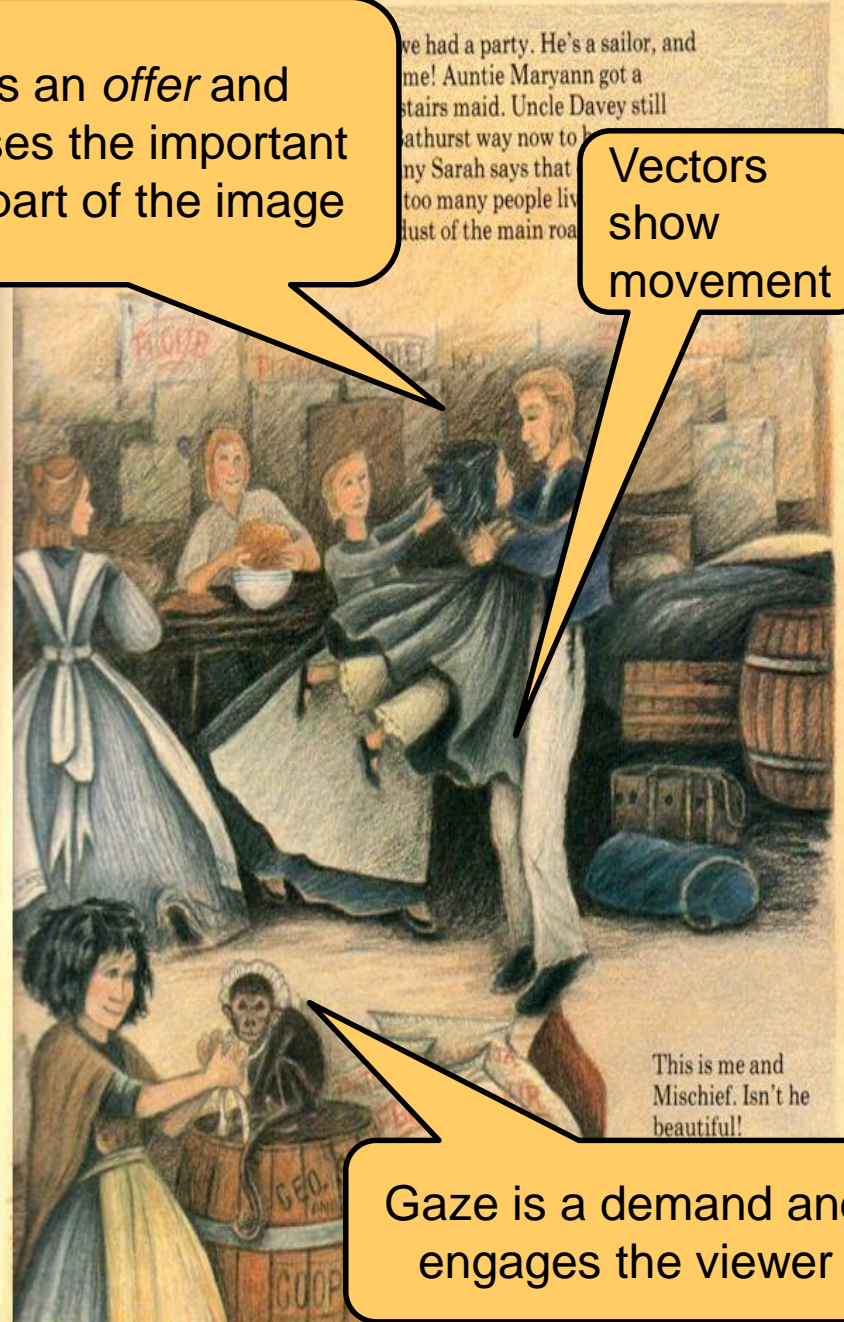
moaned one
of the wolves.

My name's Johanna and this is my place. Soon I'll be ten. I live here with Granny Sarah because my ma died when she had me. She was called Alice. Granny Sarah grows vegetables, and I help her carry them around to people's houses and sell them. We use creek water for the garden, but you can't drink it. There's a woolwashery up near the swamp and they drain all their yuk into our creek!



Gaze is an *offer* and emphasises the important (salient) part of the image

Vectors show movement



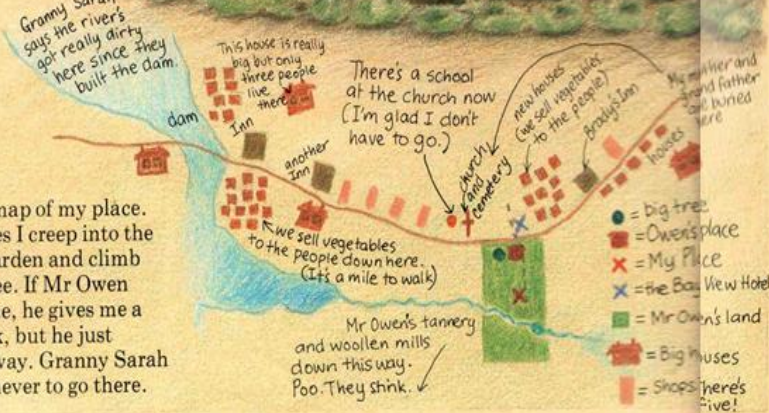
Gaze is a demand and engages the viewer

Example of Reading Path

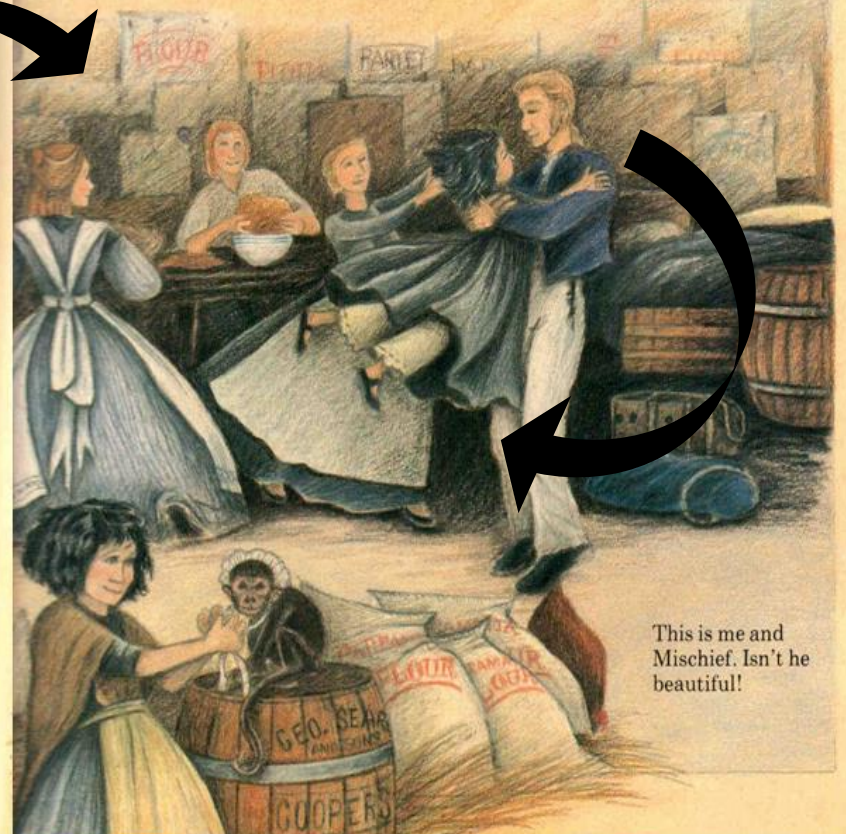
1848

My name is Hannah and this is my place. Soon I'll be ten. I live here with Granny Sarah because my ma died when she had me. She was called Alice. Granny Sarah grows vegetables, and I help her carry them around to people's houses and sell them. We use creek water for the garden, but you can't drink it. There's a woolwashery up near the swamp and they drain all their yuk into our creek!

This is a map of my place. Sometimes I creep into the Owens' garden and climb the big tree. If Mr Owen catches me, he gives me a weird look, but he just stomps away. Granny Sarah says I'm never to go there.



Last time Uncle Sam came home, we had a party. He's a sailor, and you'd never guess what he brought me! Auntie Maryann got a half-holiday. She's Mrs Owen's upstairs maid. Uncle Davey still lived here then, but he's gone out Bathurst way now to be a shepherd for Mr Charles, and Granny Sarah says that one day we might move there too. She reckons too many people live here now, and she's fed to the teeth with the dust of the main road and all the traffic.



This is me and Mischief. Isn't he beautiful!

Framing and Layout

The *layout* of a visual text is the way that all of the different elements of the text are arranged.

Framing is used to connect or separate these elements.



1848

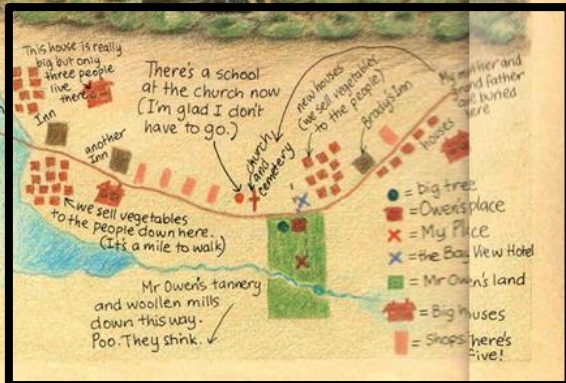
My name's Johanna and this is my place. Soon I'll be ten. I live here with Granny Sarah because my ma died when she had me. She was called Alice. Granny Sarah grows vegetables, and I help her carry them around to people's houses and sell them. We use creek water for the garden, but you can't drink it. There's a woolwashery up near the swamp and they drain all their yuk into our creek!

Shading at the edges of the main pictures help link the elements into one story

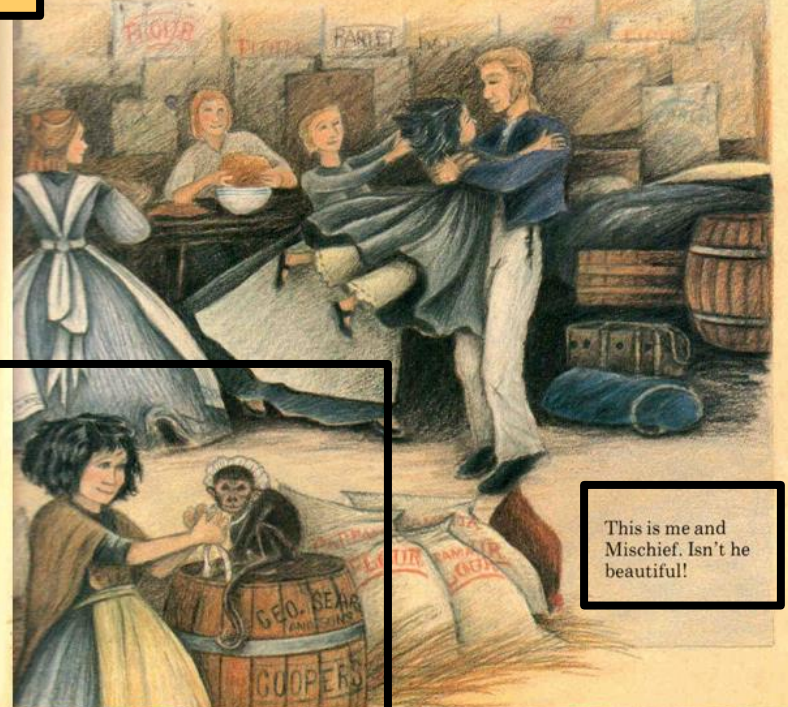
Last time Uncle Sam came home, we had a party. He's a sailor, and you'd never guess what he brought me! Auntie Maryann got a half-holiday. She's Mrs Owen's upstairs maid. Uncle Davey still lived here then, but he's gone out Bathurst way now to be a shepherd for Mr Charles, and Granny Sarah says that one day we might move there too. She reckons too many people live here now, and she's fed to the teeth with the dust of the main road and all the traffic.



Granny Sarah says the river's got really dirty here since they built the dam.



This is a map of my place. Sometimes I creep into the Owens' garden and climb the big tree. If Mr Owen catches me, he gives me a weird look, but he just stomps away. Granny Sarah says I'm never to go there.



This is me and Mischief. Isn't he beautiful!



Audio semiotic system

You Tube: Foam city

What sounds do you hear?

How do they contribute to the

➤ meaning?

➤ mood?

<https://www.youtube.com/watch?v=g9Q9nTuiezo>



Audio semiotic system

Includes:

- Everyday sounds, sound effects, music and voice. Codes such as **pitch, pace and volume** can modify the literal meaning of the voice and provide information about mood and emotion.
- In moving images the audio codes and conventions support the meaning being portrayed and add realism and interest.

**These terms are used from
Year 1 - Listening & speaking
interactions**

Audio semiotic system

Volume and audibility – loudness, softness and quality of sound

Pace – applies to voice, sound effects and music and refers to variations in the speed of delivery of their sound



What audio would you use?

http://www.myplace.edu.au/teaching_activities/1908/1/games_from_india.html

News clip 1

News clip 2

Turn off the sound



Audio semiotic system

Watch the video without any sound.

Predict what sounds might be occurring in the video *e.g. conversations, background music and special sound effects.*

Turn off the sound!

My Place



What Do I See – Think – Wonder?

Viewing Map of
Development
p148

This sheet is
on the CD

Handout p 1

TEXT:

- What do I see?



- What do I think?



- What do I wonder?



Audio semiotic system

After the video with the sound on:

- Did the audio track complement or detract from the images?
- Would the scenes be effective with other audio tracks?
- What audio codes did you hear? (volume and audibility; pace)



Audio only

Predict what is happening using the audio semiotic clues only.

<https://www.youtube.com/watch?v=mulAi7cno2Y>

Awesome

Cover the lens!



A metalanguage and development sequence for the codes and conventions of the semiotic systems

A3 spreadsheet

First Steps Viewing Map of Development

Anstey and Bull 2011



Framing

(visual semiotic)

The way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness.

Handout p 3 - 7

Pengy's Train Ride



Long shot



Medium Close-up



Medium long shot



Close-up



Medium shot



Big close-up



Film Techniques: Types of Camera Shots 2


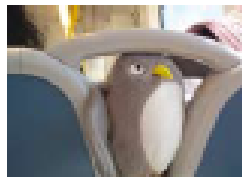
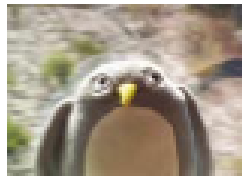
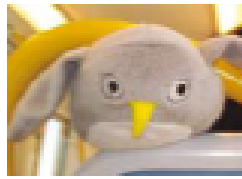


Framing (visual semiotic)

Extreme long shot	Usually used to set the scene in a film. Signals the atmosphere and mood of the film.
Long shot	Shows main characters in the setting. Provides a sense of place.
Medium shot	Shows person or character from the waist up. Used to convey body language and movement.
Close-up	Focuses on character's face or an object. Is a technique used to focus on facial expressions, feelings and moods.

Sheet
from CD

Handout p 5

Handout p 4

OVERVIEW OF SHOT TYPES				
Shot	Code	Description	Purpose	Example
Long Shot	LS	A wide shot where the background is the most important image.	Shows a place, rather than a person or character; sets the scene.	
Medium Long Shot	MLS	A shot in which the subject and background are equally important.	Shows the character in relation to a place or setting; often used to show action	
Medium Shot	MS	Between a long shot and a close-up; the subject is more important than the background.	Shows interaction. Places the image in a context.	
Medium Close-up	MCU	A shot in which character interaction is more important than the background.	Shows characters' conversation.	
Close-up	CU	Usually a shot of a character's face, or small detail with little or no background.	Shows emotion or small detail.	
Big Close-up	BCU	A shot where the head takes up the entire screen. It contains little or no background.	Shows fine detail e.g. fur on the character's face.	

Framing (visual semiotic)

Year 3

Strand: Literature

Sub-strand: Creating literature

Content description: Create imaginative texts based on characters, settings and events from a students' own and other cultures using visual features, for example perspective, distance and angle



Handout p 6



Eye level: the character is at the same level as the viewer on an equal plane.



Low camera angle: the viewer looks up at the character or object, making the subject seem powerful.



High camera angle: the viewer looks down on the subject, giving the viewer a sense of being in a superior position.

Point of view (visual semiotic)

Year 3

Strand: Language

Sub-strand: Expressing and developing ideas

Thread: Visual language

Content description: Identify the effect on audiences of techniques, for example shot size, vertical **camera angle** and layout in picture books, advertisements and film segments.



Lighting (visual semiotic)

Lighting helps direct the viewer's attention towards an object, action or character and is one of the most powerful techniques for creating mood.

Viewing Resource Book p 140



Visual semiotic systems

Discuss the lighting, camera shots and angles used in the following images. (Use p 3 - 7 of your handout as a reference)

How do they help to develop the characters and/or narrative?





Mid shot, low angle, shadowed

The men look powerful and dangerous.

camera shots, angles, lighting





Low angle, long shot, daylight

The building looks tall and imposing but not frightening.

camera shots, angles, lighting





Close-up, high angle, low colour

The dog looks powerless and dependent.

camera shots, angles, lighting





Mid-shot, high angle, realistic colour in the drawn illustration
The boy seems weak and vulnerable.

camera shots, angles, lighting



Framing (visual semiotic)

The closer the **viewing distance (shot)**, the more personal the relationship of the viewer to the image allowing greater emotional involvement.

Viewing angles also determine the way a viewer responds.





Finding resources on You Tube

[Filmmaking
Techniques_1.wmv](#)



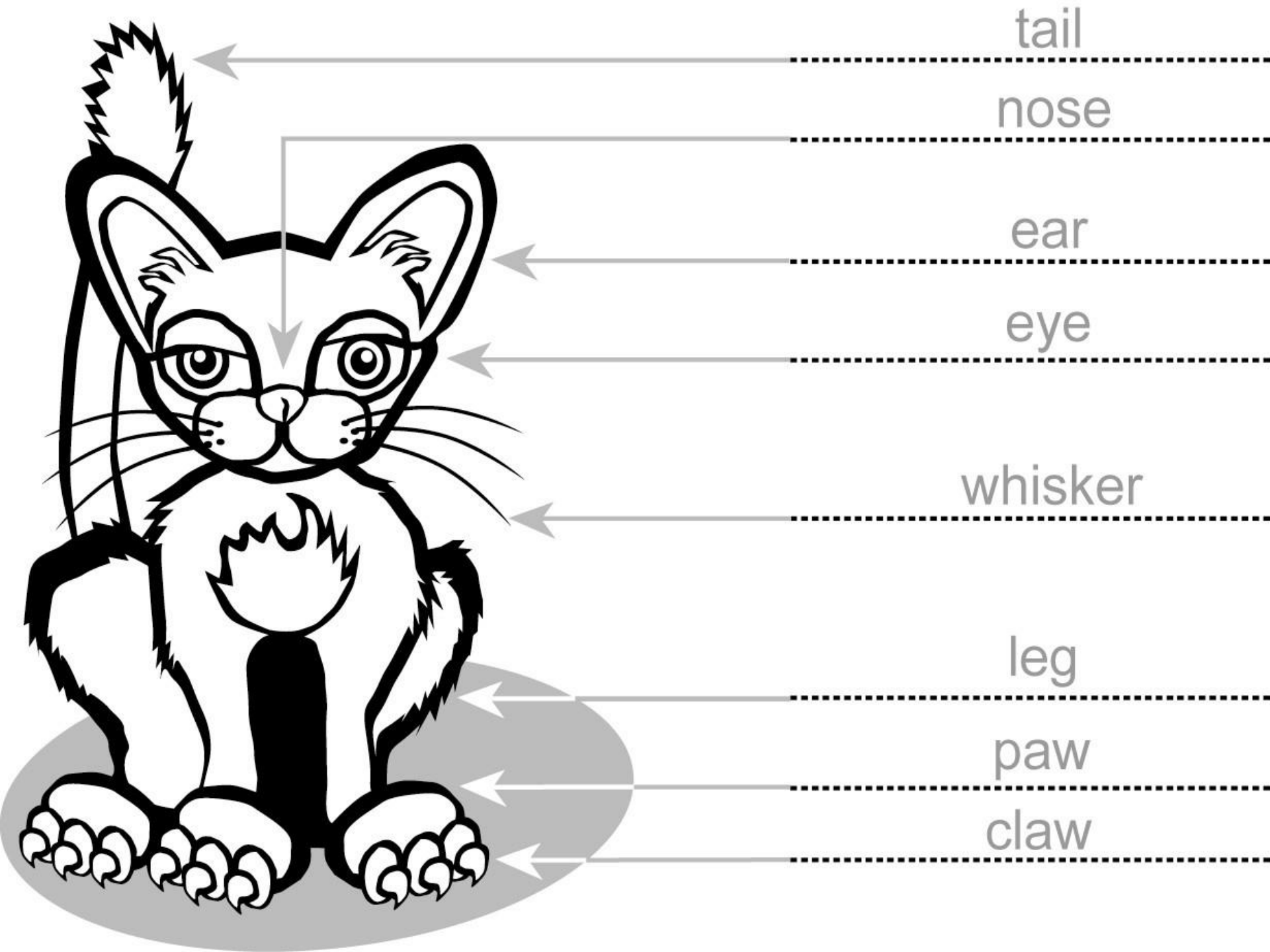


Viewing resources on the Department's portal

'Lights, camera, action' series

[LCA\index.html](#)





tail

nose

ear

eye

whisker

leg

paw

claw

Rules for labelling diagrams

Titles: horizontal

title case

Labels: horizontal

lower case (unless proper nouns)

do not write on top of diagram

Lines: horizontal

ruled

avoid lines going through diagram

