

Know	Do	Think
<p>That images are chosen and used in certain ways to appeal to and persuade a target audience</p>	<p>Identify what image framing, placement of elements and salience of composition has been used.</p> <p>Explain how the chosen images and the effects used persuade the targeted audience</p>	<p>What images have been used?</p> <p>How have they been framed, placed and enhanced?</p> <p>What impact do these effects have on the target audience?</p>

## Concepts/Content

- Make explanations
- Effects of images
  - o Framing
  - o Placement of elements
  - o Salience on composition
- Use of images and their features to persuade audiences

## Breakout Room Activity:

- What is the variance in cognition at a Year 1 access point?
- What does the context look like when combining age-equivalent content with a Year 1 access point level of cognition?
- What is the adjustment to knowing and doing?

## Cognition

### Year 4

Explain how language features, images and vocabulary are used to engage the interest of audiences

### Year 1

Make connections to personal experience when explaining characters and main events in short texts

*What is the difference between the cognitive verbs?*

## Context

**The context is the use of images in advertising and how they are used for persuade an audience.**

*What does the context look like when combining it with 'making connections to personal experiences' at a Year 1 access point?*

## Curriculum

Know	Do	Think	Substantial Adjustments
That images are chosen and used in certain ways to appeal to and persuade a target audience	Identify what image framing, placement of elements and salience of composition has been used.  Explain how the chosen images and the effects used persuade the targeted audience	What images have been used?  How have they been framed, placed and enhanced?  What impact do these effects have on the target audience?	

*What would the know and doing look like at a Year 1 access point?*