The teacher books provide:

contextual information

- a rationale and guidance for teaching English using visual media
- comprehensive lesson plans and activities
- a wealth of supporting resources online.



Written by Susie May and Purnima Ruanglertbutr, who both deliver 'The Art of English' visual literacy workshops to thousands of students at the NGV each year, the lesson plans are based on tried and tested techniques. This series will give you everything you need to put these fabulous images to use in your English classroom and harness the power of great art to truly inspire your students.

Project 1 Descriptive writing 3

Looking closely: a focus on visual details

We are usually all so busy and moving so fast that we only get quick glances of the things around us. For example, how much detail do you notice when a bird flies overhead, or when people rush past us on a busy train station platform? Imagine what we would see if we stopper to really look closely. What stories would unfold from the unseen details? Would our views of what we'd seen change

We are going to look closely at Collins St. 5p.m. to unravel the story behind the painting. To ribe to others what you see, you will need to use some specific parts of sp rs use in creating descriptions

ACTIVITY 1.2 Look closely

Study the image of Collins St, 5p.m. a Look at the painting for 30 seconds without writing anything down and then look away What details can you remember about the image? In the left column of the table below, write a list of nouns and verbs that identify items and actions featured in the image.

Now look closely at the painting again, this time for five minutes. In the right column list adjectives that describe the nouns and adverbs that describe the verbs you listed.

Rounding up

Reading a visual text like this painting can help you come up with a more descriptiv vocabulary. Developing your skills in looking closely will help you interpret images, inspire ideas and generate colourful words and phrases. Building a record of adjectives and adverbs that choose from when you are writing a creative piece will help you make your writing ive and more interesting for the reader



| | Student Book | | Teacher Resource Book | |
|--------------------|-------------------|---------|-----------------------|----------|
| Title | ISBN | RRP | ISBN | RRP |
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Develop your students' English skills and knowledge using inspiring works of art from the catalogue of one of Australia's best-known galleries.

Macmillan Education has partnered with the National Gallery of Victoria to create this unique series aimed at using the power of art to develop skills in:

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Ingv National Gallery of Victoria

What's in the books?

INSPIRED ENGLISH Book 1



John BRACK

WORK OF ART

Australian Collins St, 5pm 1955 National Gallery of Victoria, Melbourne Purchased, 1956 © National Gallery of Victoria



Howard ARKLEY

Kim Hoa TRAM

Australian Explosion 1996 National Gallery of Victoria, Melbourne Presented through The Art Foundation of Victoria by Robert Gould, Governor, 2000 © Courtesy of the artist's estate and Kalli Rolfe Contemporary Art



Chinese

dance in motion 2000 National Gallery of Victoria, Melbourne Purchased through the NGV Foundation with the assistance of The Marjory and Alexander Lynch Endowment, Governors, 2001 © Kim Hoa Tram

Pine with cranes dancing in the snow,



Rosemary LAING

Australian groundspeed (red piazza) #2 2001 National Gallery of Victoria, Melbourne Purchased with funds from the Victorian Foundation for Living Australian Artists, 2004 © Courtesy of the artist and Tolarno Galleries, Melbourne

Project 5



Andy WARHOL

American Self-portrait no. 9 1986 National Gallery of Victoria, Melbourne Purchased through The Art Foundation of Victoria with the assistance of the National Gallery Women's Association, Governor, 1987 © Andy Warhol/ARS, New York. Licensed by VISCOPY, Sydney



Julie DOWLING Badimaya

Federation series: 1901–2001 2001 National Gallery of Victoria, Melbourne Purchased through the NGV Foundation with the assistance of Rupert Myer, Governor, 2001 © Julie Dowling/Licensed by VISCOPY/Australia

CONTEXTUAL THEME AND OBJECTIVES

Descriptive writing

Vocabulary building; synonyms; adjectives; alliteration; adverbs, simile; collective noun, onomatopoeia and metaphor.

The language of popular culture

Generating and analysing persuasive language in a variety of contexts, including advertising.

Poetry: short forms

Investigating and writing in forms of poetry from different cultures including Haiku, Tanka and Gushi.

The art of storytelling: exploring contemporary issues

Generating storytelling in a range of genres using contemporary issues as inspiration.

Thinking and writing about identity

Investigating cultural and personal identity through portraiture. Writing genres include autobiography, poetry, letter writing and informative text.

INSPIRED ENGLISH Book 2

WORK OF ART

Pablo PICASSO

Spanish



Weeping woman 1937 National Gallery of Victoria, Melbourne Purchased by donors of The Art Found Victoria, with the assistance of the Jacl Genia Liberman family, Founder Benef © Pablo Picasso/Sussession Pablo Pica Licensed by VISCOPY, Australia

Project 2

Project 1



Kokatha/Nukunu Not willing to suffocate 2012 Collection of the artist, Melbourne © Yhonnie Scarce and Dianne Tanzer Projects, Melbourne

Project 3

William Quiller ORCHARDSON Scottish The first cloud 1887 National Gallery of Victoria, Melbourne Purchased, 1887

Project 4



Giambattista TIEPOLO Italian

The Banquet of Cleopatra 1743–44 National Gallery of Victoria, Melbourne Felton Bequest, 1933

Project 5



Robyn BEECHE Australian Holi festival on Rang Bhari Ekadashi, \ 1989, printed 2007 National Gallery of Victoria, Melbourne Purchased NGV Foundation, 2007 © Robyn Beeche



Yhonnie SCARCE

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|--|--|------|
| | CONTEXTUAL THEME AND OBJECTIVES | |
| e lation of k and Tactor, 1986 asso. | Writing about war: multiple perspectives Investigating and writing about war in a number of genres including feature article, short story, letter writing and poetry. | |
| Gallery + | Thinking and writing about issues: racism Investigating and writing about racism in a number of genres including expository writing, poetry and speech writing. | |
| e | Imaginative writing: gender and social class issues Investigating and writing about gender and social class through activities including persuasive and short story writing, creating dialogue and monologue and preparing and conducting an interview. | |
| e | Investigating and writing texts in different contexts Investigating symbolism, allegory, parody and appropriation through universal themes. Writing genres include feature article, poetry, short story and parodying a love letter. | |
| /rindavan e | Myth Investigating and writing myth in a number of cultural and historical contexts. | |
| | A CONTRACTOR | 1.12 |