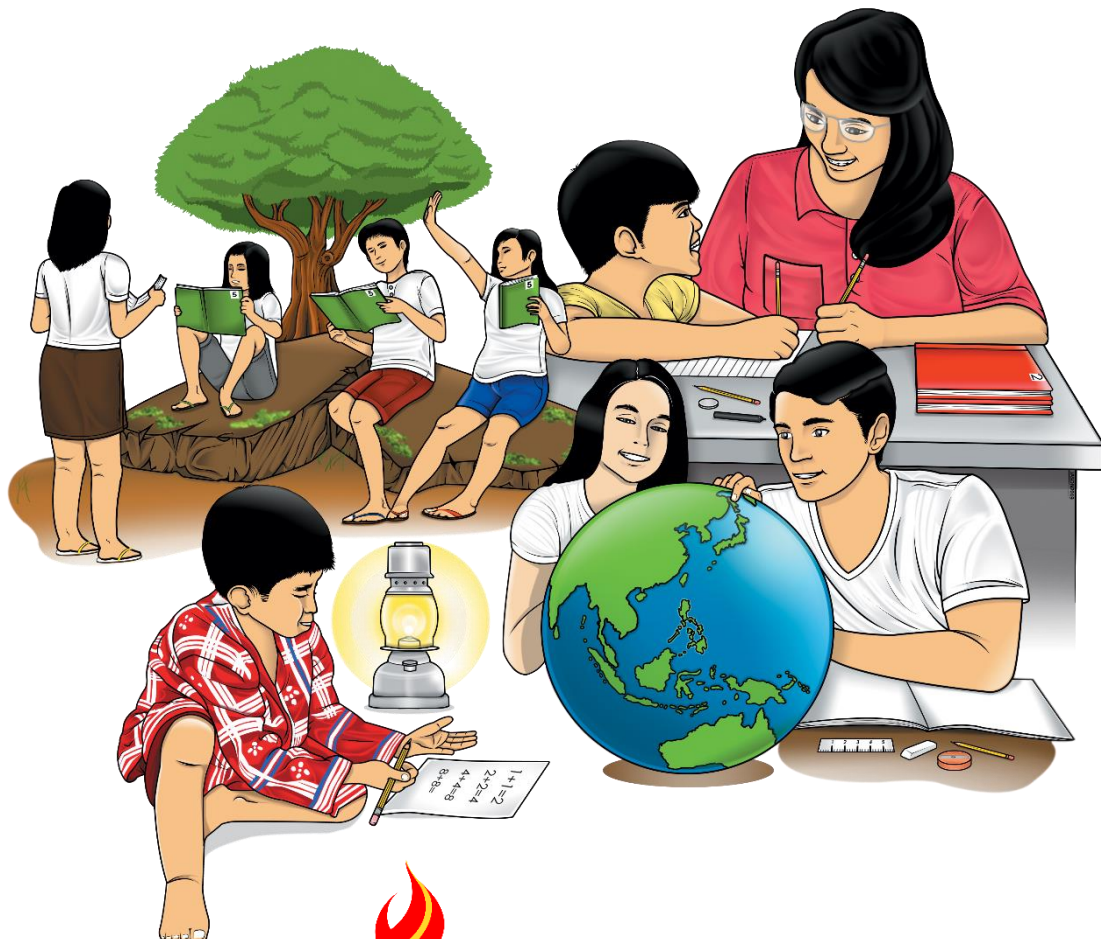


English

Quarter 4 – Module 1: Analyzing Visual and Multimedia Elements



English – Grade 5
Alternative Delivery Mode
Quarter 4 – Module 1: Analyzing Visual and Multimedia Elements
First Edition, 2020

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English

Quarter 4 – Module 1: Analyzing Visual and Multimedia Elements

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests, and read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

Lesson**1****Analyzing Visual and
Multimedia Elements*****What I Need to Know***

Hello and welcome to this module, Grade 5 learner!

Storybooks are collections of stories for children. Some storybooks are made up only of written words. Readers of these books have to imagine what is going on in the story by creating the images of the characters and the setting of the story and events in their minds. Other storybooks, however, include visual elements—drawings or photos—that aid readers to fully appreciate and understand the text. Sometimes, storybooks are made into films or online activities that include multimedia elements such as sounds and animations. These visual and multimedia elements affect how the readers or viewers interact with and respond to the story.

Through this module you will learn to:

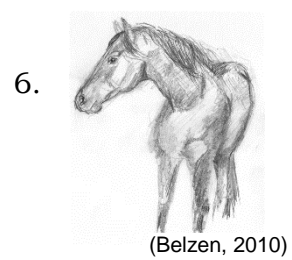
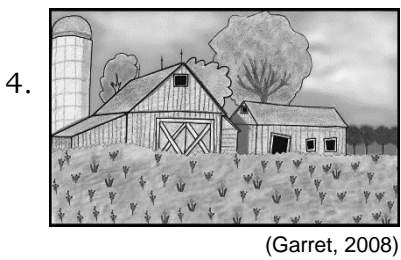
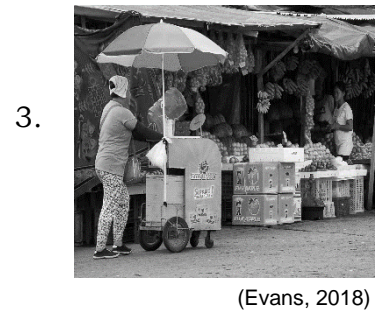
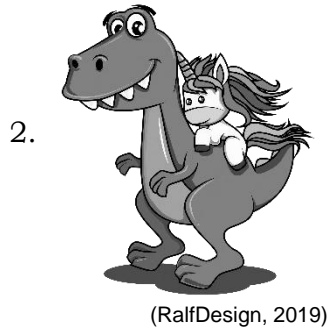
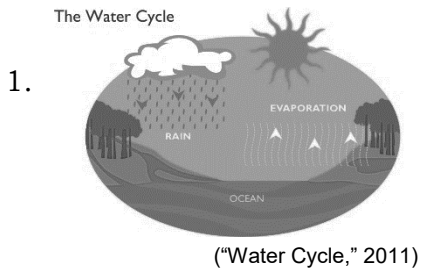
- analyze how visual and multimedia elements contribute to the meaning of a text (EN5VC-IVd-1.7.1);
- identify examples of visual and multimedia elements;
- give correct meaning of a text with the aid of visual and multimedia elements; and
- observe politeness in communicating with classmates.

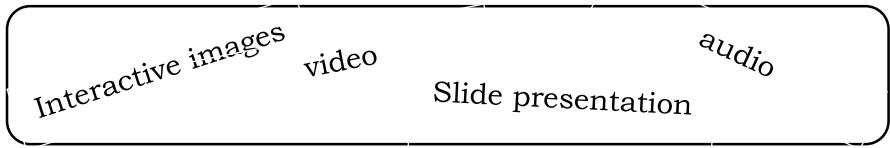


What I Know

Identify the images below. Select your answers from the boxes. Write your answers on a separate sheet of paper.

- cartoons
- comics
- drawings
- sketch
- pictures
- diagram



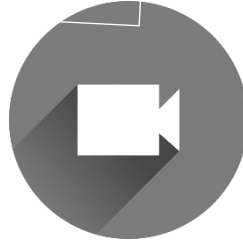


7.



(Anon., 2012)

8.



(Pixabay, 2016)

9.



(Joubel, 2013)

10.



(Vanger, 2012)



What's In

Read this story.

Aesop's Fable: The Crow and The Pitcher

In a spell of dry weather, when the birds could find very little to drink, a thirsty crow found a pitcher with a little water in it. But the pitcher was high and had a narrow neck, and no matter how he tried, the crow could not reach the water. The poor thing felt as if he must die of thirst.

Then an idea came to him. Picking up some small pebbles, he dropped them into the pitcher one by one. With each pebble the water rose a little higher until at last it was near enough so he could drink.

The moral of the story: thoughtfulness and persistence will succeed.

Now, read this story.

Aesop's Fable: The Crow and The Pitcher

In a spell of dry weather, when the birds could find very little to drink, a thirsty crow found a pitcher with a little water in it. But the pitcher was high and had a narrow neck, and no matter how he tried, the crow could not reach the water. The poor thing felt as if he must die of thirst.

Then an idea came to him. Picking up some small pebbles, he dropped them into the pitcher one by one. With each pebble the water rose a little higher until at last it was near enough so he could drink.

The moral of the story: thoughtfulness and persistence will succeed.



(Winter 1919)

Which of the two versions of the story is more appealing to you? Why?



What's New

Look at this picture titled “The Boy and His Dog.” Then, answer the questions that follow. Write your answers on a separate sheet of paper.



1. What have you noticed with the picture at first glance?

2. As you take a longer look, what other details have you noticed?

3. What can you say about the boy and his dog? What qualities do they have?

4. Do you think the picture is more appealing if it is colored?

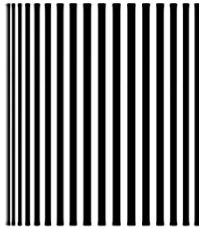


What Is It

Visual and multimedia elements are used to catch the readers' attention. They also aid readers in understanding the text.

The following are examples of **visual elements**:

- **Line** is the foundation of all drawings. It can suggest shape, pattern, growth, movement, form, depth, distance, rhythm and a range of emotions.



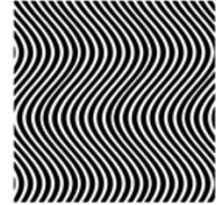
• **Vertical Lines**
It suggests height & strength.



• **Horizontal Lines**
It suggests calmness and distance.

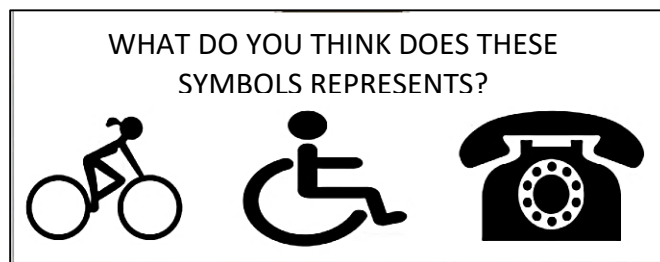


• **Jagged Lines**
It suggests excitement, unease and destruction.



• **Curved Lines**
It suggests comfort and ease.

- **Symbol** is a visual image that is used to represent a concept or an idea.



Represents
bicycle/ bicycle
lane

Person with
disability

Telephone

- **Color** has the strongest effect on our emotions. We use color to create the mood or the atmosphere of an artwork.

WHITE REPRESENTS PURITY, INNOCENCE, TIMELESSNESS AND MYSTICAL

BLACK REPRESENTS EVIL, MYSTERIOUS, POWER AND FEAR.

BLUE REPRESENTS COOLNESS, CALMNESS, WISDOM, LOYALTY, TRUST AND FAITH

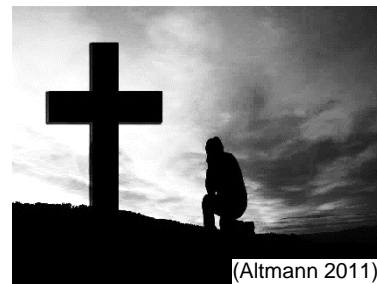
RED REPRESENTS ACTION, PASSION, MASCULINITY, EMOTION AND DANGER.

- **Gaze** refers to where the figure in the picture is looking. It implies looking at someone or something based on one's beliefs and judgment.



(Fodde 2013)

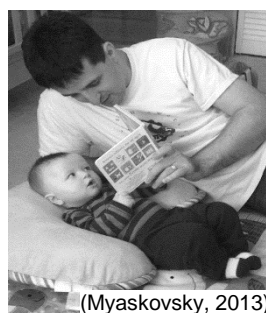
The mother is looking at her baby. The picture shows how much the mother loves her baby.



(Altmann 2011)

The man is looking at the cross. The picture shows the man's strong faith and trust in God.

- **Framing** is deciding what will be shown or what will not be shown in a photograph or picture. It is also about deciding whether the subject will fill the frame and appear close-up or will the screen be seen at a distance as part of a larger context.

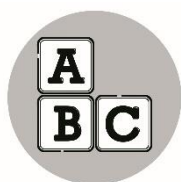


(Myaskovsky, 2013)

The picture frames the father's way of interacting with his son.

The following are examples of **multimedia**:

- **Text** is one of the basic elements of multimedia. It conveys information to the audience, tell stories and describes things, interpret graphics and charts, inform people about an event, or tell something about a person.
- **Graphics** are part of visual presentation material. It displays information graphically, which cannot be expressed in letters and words.
- **Animation** is a collection of graphics applied with movement.
- **Audio** is produced by vibration as perceived by the sense of hearing. In multimedia, audio could come in a form of speech, sound effects and also music score.
- **Video** is a technology of capturing, recording, transmitting, and reconstructing moving pictures.



What's More

Read Perrault's version of Cinderella at this website.

http://www.gutenberg.org/files/29021/29021-h/29021-h.htm#Cinderella_or_The_Little_Glass_Slipper

In his version of the story, Perrault uses a serious tone. The story has a happy ending, but the narrator does not make jokes or describe any silly characters. Perrault's narrator also uses a sympathetic tone toward Cinderella. He feels sorry for her because she is a good person who has a difficult life. For example, he says that "the poor girl bore all patiently" and mentions that she "was no less good than beautiful." In contrast, the narrator describes her sisters as proud and cruel.

Now, watch the video about Cinderella. This video uses sound and animation to retell the story of Cinderella. How do these multimedia elements affect the tone and meaning of the story? Are the tone and meaning of this version different from Perrault's version?

<https://www.youtube.com/watch?v=XBNUXIML5AM> This video is 1 hour and 14 minutes long.



What I Have Learned

Complete the following sentences based on what you learned. Write your answers on a separate sheet of paper.

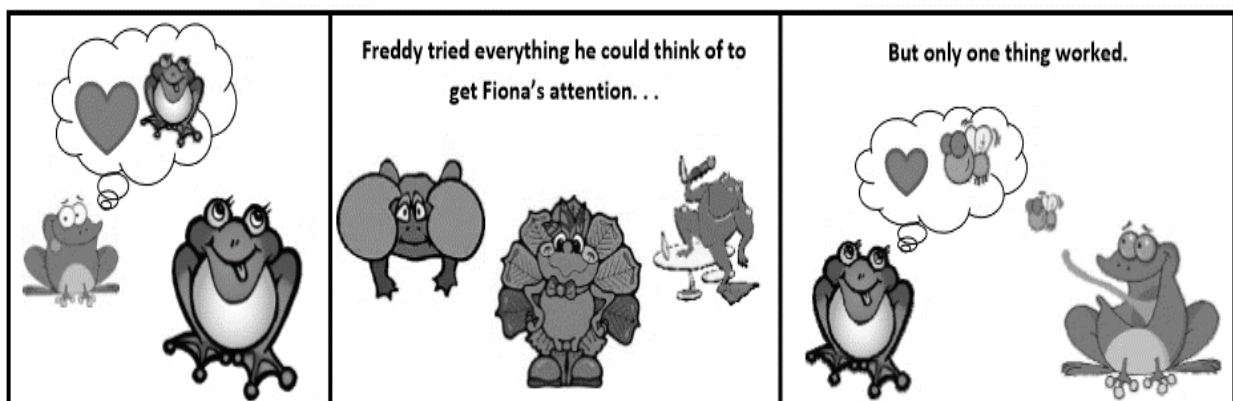
1. Text, graphics, and animations are _____ elements.
2. Lines, symbols, color, gaze, texture, and framing are _____.
3. Video is a technology of capturing, _____, transmitting, and reconstructing moving pictures.
4. Multimedia is a combination of multiple forms of media useful to _____.
5. Color has the _____ effect on our emotions.
6. Animation is a collection of graphics applied with _____.
7. Visual elements are any characteristics that we can _____.
8. Black represents evil, mysterious, power, and _____.
9. Symbols are _____ of concept or ideas.
10. _____ conveys information to the audience, tell stories and describes things



What I Can Do

A. Read the comic strip. Then, answer the questions below. Write your answers on a separate sheet of paper.

Title: _____



1. What motivated Freddy to do everything he could think of to get Fiona's attention?
 - a) Freddy wants to ask favor from Fiona.
 - b) Freddy is so in love with Fiona.
 - c) Fiona is the only frog to be friend.

2. How do you think Freddy caught the attention of Fiona based on the last strip?
 - a) Freddy caught the bee for Fiona.
 - b) Freddy called Fiona while imagining.
 - c) Freddy summoned the bee to notice him.

3. What could be the best title for this comic strip?
 - a) Freddy, Fiona, and the Bee
 - b) Fiona's extreme lover
 - c) The Diligent Lover Freddy Frog

4. What helped you most in understanding the story?
 - a) The written text or narration
 - b) Your own expert interpretation
 - c) The clever and symbolic drawings in the comic strip



Assessment

A. Read each item and write the letter of the correct answer on a separate sheet of paper.

1. Which of the following is a visual element that can contribute to a text?
 - A. A drawing of a character's home
 - B. An audio recording of a story
 - C. Sound effects during a scary story
 - D. Background music

2. Which of the following is an example of a multimedia element that can contribute to text?
 - A. An illustration at the ending of a story
 - B. A picture of a main character
 - C. A diagram about a new gadget
 - D. All of the above

3. It creates the mood or the atmosphere of an artwork.

A. line	B. color	C. gaze	D. symbol
---------	----------	---------	-----------

4. It is produced by vibration as perceived by the sense of hearing.

A. video	B. text	C. animation	D. audio
----------	---------	--------------	----------

5. You read a story on your tablet and there are bold words throughout the story. When you click on a bold word, a box appears on the screen and gives you the definition of the word. This is an example of a multimedia element that _____.
- helps set the tone of the story
 - clarifies the meaning of the word
 - helps you hear the sounds the main character would hear
 - helps you visualize what events are happening in the story
6. What do we mean by multimedia?
- The sound that is transmitted over the internet.
 - Images that are printed in a magazine.
 - Image, sound, text, and video that are combined.
 - Computer with speaker and video camera

B. Read the poem. Then answer the questions below. Write only the letter. Do this on a separate sheet of paper.

Balloons

Red and yellow, green and blue
 Lighter than air
 Up, up they flew!
 Over the trees,
 Across the lake,
 Upturned faces in their wake.
 Someone points up towards the sky
 No bigger than a pinprick
 They've sailed so high.



(Stackhowiak, n.d.)

- What things are referred to as yellow, green, and blue?
 - air
 - sky
 - pinprick
 - balloons
- What is meant by a "pinprick" in the poem?
 - skin discoloration
 - sharp needle
 - tiny dot
 - small boat
- What images do you see in the poem?
 - The colorful balloons flying in the sky
 - People who are looking at the balloons
 - A calm lake surrounded by green nature
 - All of the above
- What is the importance of illustration to the reader's understanding of the poem?
 - It helps the reader see the details about the poem more clearly.
 - It makes the poem more difficult or complicated.
 - It develops the imagination of the learner.
 - It makes the poem useless.



Additional Activities

Examine and describe each picture below. Write your answers on a separate sheet of paper.



(Snappygoat, 2021)

1.



(Marquez, 2014)

2.



(Pacis, 2020)

3.



Answers Key

Additional Activities

Answers vary but some ideas might sound like the following:

1. They are happily viewing old photos and videos.
2. Spending free time at the park is relaxing.
3. The food is already set for celebration.

Assessment

A.
1. A
2. D
3. B
4. D
5. B
6. C

B.
1. D
2. C
3. A
4. A

What I Can Do

1. B
2. A
3. C
4. C

What I Have Learned

1. multimedia
2. visual elements
3. recording
4. communication
5. strongest
6. movement
7. see
8. fear
9. representation
10. text

What I Know

1. diagram
2. cartoons
3. pictures
4. drawings
5. comics
6. sketch
7. audio
8. video
9. interactive images
10. slide presentation

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