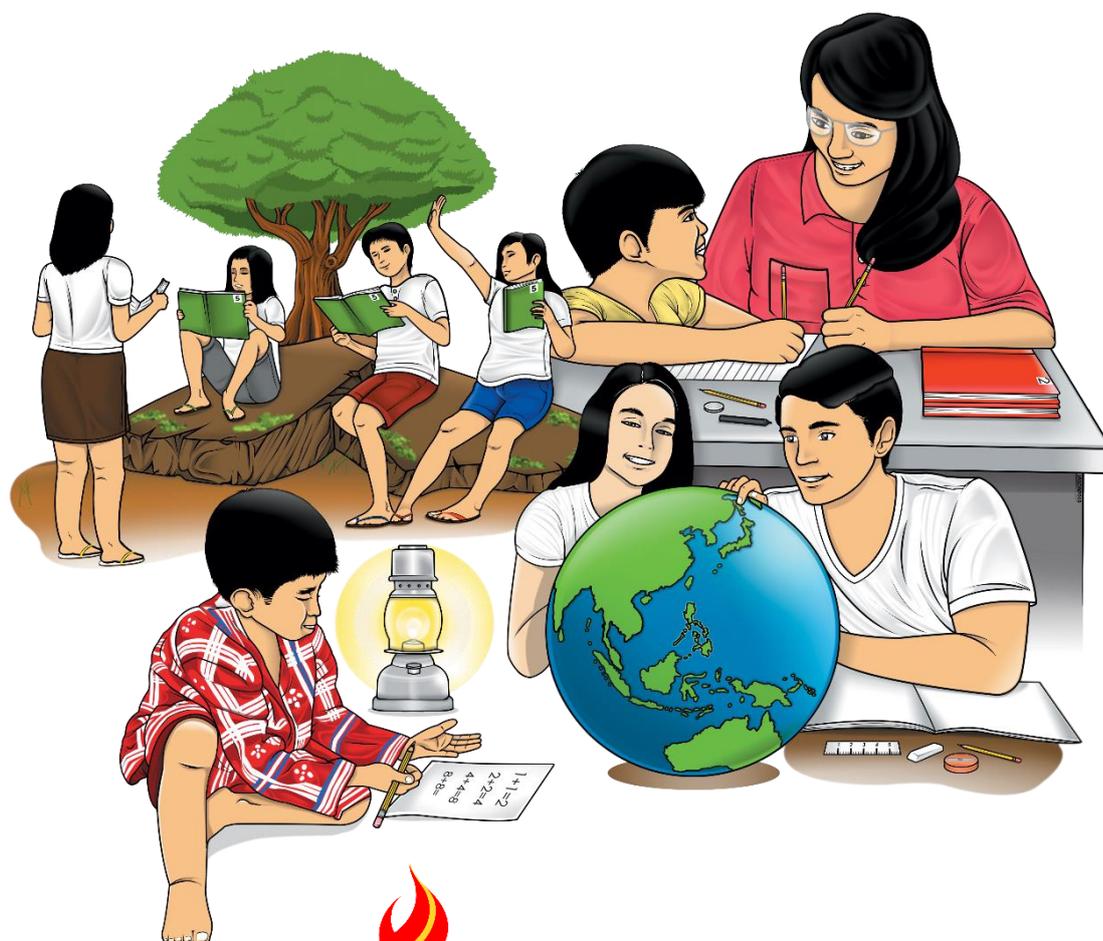


6

English

Quarter 1 – Module 2:

Visual Literacy Through Images



English – Grade 6
Alternative Delivery Mode
Quarter 1 – Module 1: Visual Literacy through Images
First Edition, 2020

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6

English
Quarter 1 – Module 2
Visual Literacy through
Images

Introductory Message

For the facilitator:

Welcome to the **English 6** Alternative Delivery Mode (ADM) Module on **Visual Literacy through Images!**

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the **English 6** Alternative Delivery Mode (ADM) Module on **Visual Literacy through Images!**

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or



Assessment

skill into real life situations or concerns.

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

This module was designed and written to help the learners understand that reading a wide range of texts provides pleasure and avenue for self-expression and personal development in English. Thus, visual media helps readers clarify and comprehend information because they are able to develop their own perception of the content.

The scope of this module offers engaging activities and evaluates effectively the message constructed or conveyed in various viewing texts and visual media.

The module is divided into three lessons, namely:

- Lesson 1 – Describing Forms and Conventions of Film
- Lesson 2 – Analyzing Pictures
- Lesson 3 – Finding Meaning in Visual Media

In these assessments, you will be quizzed on thought processes related to understanding visual media and further practice the skills on information recall, knowledge application and interpreting information.

After going through this module, you are expected to develop the most essential learning competency which is to:

1. **Interpret the meaning suggested in visual media through a focus on visual elements, for example, line, symbols, colour, gaze, framing and social distance;** likewise, the following sub and support learning competencies:
 - describe different forms and conventions of film and moving pictures; and
 - analyze the characters used in print, non-print, and digital materials.



What I Know

YEAH OR NAH

Directions: Read the statement carefully. Write **YEAH** if the statement is correct and **NAH** if it is incorrect.

- ___ 1. Visual Media refer to pictures, images and graphic organizers which are used in the classroom.
- ___ 2. Power point presentation is the most common example of visual media.
- ___ 3. Visual media cannot help students retain concepts and ideas.
- ___ 4. Facebook is an example of visual media.
- ___ 5. YouTube allows videos on its platform.
- ___ 6. Visual media are not used as learning aids.
- ___ 7. The most common types of visual media being used by online marketers today are images.
- ___ 8. Internet users prefer to watch videos.
- ___ 9. Instagram is an example of an online source.
- ___ 10. Peer-reviewed journals, webpages, forums, and blogs are not online sources.

Lesson**1****Describing Forms and Conventions of Film*****What's In*****Lights, Camera, Action!**

Directions: Identify what form is depicted on the following films. Choose your answer inside the box and write it on a separate sheet of paper.

Action	Drama	Horror
Comedy	Epics/Historical	War
Crime and gangster	Musical/Dance	Fantasy
Adventure	Science Fiction	

_____ 1. Probinsyano

_____ 2. Wansapanatym

_____ 3. Spiderman

_____ 4. Encantadia

_____ 5. Mulawin



What's New

Name the Picture!

Directions: Let us study the pictures then answer the questions that follow. Write your answers on the table below.

Picture A



Picture B



1. What have you noticed with pictures A and B in terms of lighting?
2. Who are the characters in pictures A and B?
3. What do you think is the setting in pictures A and B?
4. What is the atmosphere or the mood created in picture A and B?
5. Where is the set-up of picture A and B?

Picture A	Picture B
1.	
2.	
3.	
4.	
5.	

What is your favorite film? What do you usually enjoy in watching films?



What is It

A **film**, also called a movie or motion picture, consists of moving pictures that have been recorded so that they can be shown at the cinema or on television. A film tells a story or shows a real situation. The process of filmmaking is both an art and an industry.

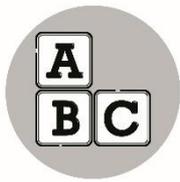
There are different forms of film such as:

1. Action
2. Adventure
3. Comedy
4. Crime and gangster
5. Drama
6. Epics/Historical
7. Horror
8. Musical/Dance
9. Science Fiction
10. War
11. Fantasy

In order to communicate key messages to an audience, producers of films use certain conventions and devices such as lights, blocking, direction, characterization, acting, dialog, setting, and set-up.

- | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Light - is a convention of films used to create a specific atmosphere. It is a very important aspect for shaping meaning in films. It can manipulate a viewer's attitude towards a setting or a character. |
| 2. Blocking - is simply the relationship of the camera to the actors. Essentially, it is the physical movement of the actors relative to the position of the camera. |
| 3. Direction - is the process of making sure that every component of a movie runs smoothly. |
| 4. Characterization - is the process by which the writer reveals the personality of the character. Characterization is revealed through direct characterization or indirect characterization. |

5. Acting - affects the way an audience responds. This includes facial expressions, body language and delivery of lines.
6. Dialogue - is the exchange of spoken words between two or more characters in the film or moving pictures.
7. Setting - is both the time and geographic location within a film or within a work of film. The setting helps initiate the main backdrop and mood for a story.
8. A set-up - is also called set design. It refers to the creation of a scenery that depicts the “look” or physical appearance of the set for a film. It is often structured or built in studios. It can also be outside locations.



What's More

Directions: Identify what form is depicted on the following films. Choose your answer inside the box and write it on a separate sheet of paper.

Action	Drama	Horror
Comedy	Epics/Historical	War
Crime and gangster	Musical/Dance	Fantasy
Adventure	Science Fiction	

- _____ 1. Halloween
- _____ 2. Men in Black
- _____ 3. American Sniper
- _____ 4. Avatar
- _____ 5. Titanic



What I Have Learned

Film also called moving picture is a visual art form used to stimulate experiences that communicate ideas, stories, perceptions, feelings, beauty or atmosphere. It is recorded or programmed in moving images along with sound and other conventions or devices.

The different conventions are lights, blocking, direction, characterization, acting, dialog, setting, and set-up.



What I Can Do

Directions: Choose from the conventions and devices of films used in the scene. Write the answer on a separate sheet of paper.

<i>Lights</i>	<i>Blocking</i>
<i>Direction</i>	<i>Characterization</i>
<i>Acting</i>	<i>Dialog</i>
<i>Setting</i>	<i>Set-up</i>

- _____ 1. The actors are positioned in front of the house.
- _____ 2. "Get out, the house is on fire!!!"
- _____ 3. The director is telling the actors what he wants in the scene.
- _____ 4. They are filming near the ocean.
- _____ 5. They use natural sunlight.
- _____ 6. The actress made us cry in the scene.
- _____ 7. Gloria plays as the good witch.
- _____ 8. The place was dim and eerie.
- _____ 9. Angelina sits with posture and the opposite end is John.
- _____ 10. "Oh, you can't help that said the cat: we're all mad here. I'm mad.
You're mad."



Assessment

Directions: Identify what element in Column B is being described in Column A. Write the letter of your answer on a separate sheet of paper.

Column A

- ____ 1. Refers to the positioning and movement of the actors on stage
- ____ 2. The development and portrayal of a personality through thought and action
- ____ 3. Manipulate attitude towards a setting or a character
- ____ 4. Time and place where the action happened
- ____ 5. They are often structured or built-in studios.

Column B

- a. setting*
- b. blocking*
- c. characterization*
- d. set-up*
- e. lights*



Additional Activities

Directions: Take time to watch some TV shows, film clip, commercial or movie. List down and identify the conventions and devices used in the film. Complete the table below.

Lights	Blocking	Direction	Characterization
Acting	Dialog	Setting	Set-up

Lesson**2****Analyzing Pictures*****What's In***

Directions: Look at the picture below. Complete the following table by describing and analyzing the picture in terms of age and gender, race and nationality, and attitude and behavior.



Characters	Age and Gender	Race and Nationality	Attitude and Behavior

***What's New***

Look at the picture below. Then answer the following questions.



Directions: Answer the questions based on the image that you have seen.
Write your answer on a separate sheet of paper.

1. What is the picture all about?
2. What can you say about the characters in the picture?
3. How old do you think are they?
4. What can you say about their attitude towards their work?
5. Where can you usually see this scene? urban or rural?



What is It

Before you can analyze characters and setting, let us first learn the meaning of print, non-print, and digital materials. There are different materials or resources where we can get information. These are print, non-print, and digital materials.

- **Print materials** refer to any publication, document, or record including, but not limited to, the following: newspapers, magazines, books, photographs, drawings, maps, almanac, dictionary, atlas, encyclopedia, yearbook, magazine, etc.
- **Non-print materials** refer to formats with special characteristics whose information content can only be accessed through the use of machines / digital equipment such as e-book, e-journals, electronic images, audio-visual materials, tape recording, etc.
- **Digital Materials** refer to electronic records and other content (MS Office files, PDFs, image, audio, or video files, etc.) that were originally created and/or stored in a digital environment (such as web servers, desktop computers, digital cameras, digital video recorders, etc.)

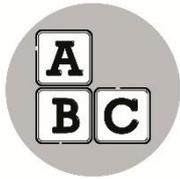
Basically, characters and setting can be analyzed in print, non-print, and digital materials. Characters used in print, non-print, and digital materials can be analysed.

Characters used in print, non-print, and digital materials can be analyzed in terms of:

- age and gender
- race and nationality
- attitude and behavior

On the other hand, setting used in print, non-print, and digital materials can be analyzed in terms of:

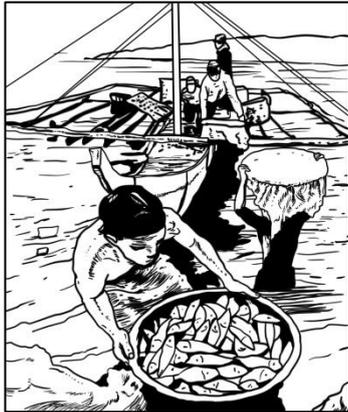
- urban or rural



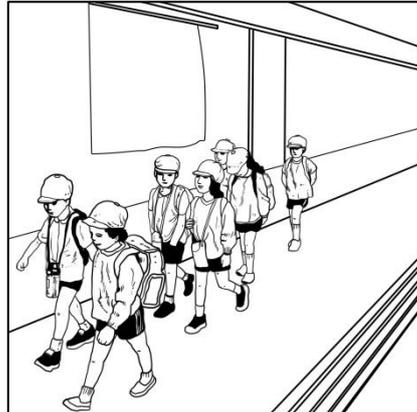
What's More

Analyze the pictures by answering the following questions. Write A or B that best describes the image.

A



B



- ___ 1. Which of the pictures has an urban setting?
- ___ 2. Which of the pictures has a rural setting?
- ___ 3. Which of the pictures can be described as affluent?
- ___ 4. Which of the pictures can be described as poor?
- ___ 5. Which of the pictures show younger age group?



What I Have Learned

Picture analysis is the extraction of meaningful information from images by means of processing techniques. Analysis of characters can be done in terms of age and gender, race and nationality and attitude and behavior. Setting can be analyzed in terms of urban and rural and affluent or poor.



What I Can Do

Look at the picture and analyze the character. Answer the questions below.



1. What is the picture all about?
2. What can you say about the character in the picture?
3. How old do you think is the person?
4. What can you say about the person's attitude towards work?
5. Where can you usually see this scene? Urban or rural?



Assessment

Study the images carefully.

Directions: Complete the following table by describing and analyzing the picture in terms of age and gender, race and nationality, and attitude and behavior.



Characters	Age and Gender	Race and Nationality	Attitude and Behavior



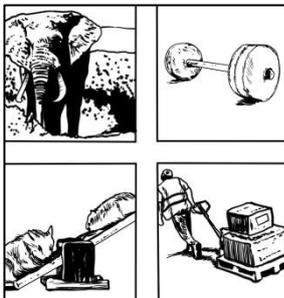
Characters	Age and Gender	Race and Nationality	Attitude and Behavior



Additional Activities

4 PICS 1 WORD

Directions: Guess the word being described in the pictures. Write your answer on a separate sheet of paper.



1. _____



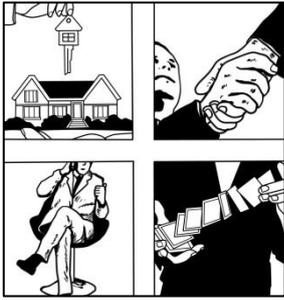
2. _____



3. _____



4. _____



5. _____

Let the learner watch the video clip "The Ripple." Complete the following table by describing and analyzing the video in terms of the criteria in the columns.

("Ripple." Accessed July 27, 2017 from <https://www.youtube.com/watch?v=s6v8OPX4p1A>)

Characters	Age and Gender	Race and Nationality	Attitude and Behavior	Setting	Urban or Rural	Affluent or Poor

Lesson

3

Finding Meaning in Visual Media



What's In

Examine the picture and answer the questions that follow.



1. What is the caption of the visual?
2. What is the first thing that captures your interest?
3. What is the gender of the person in the picture?

4. What do you think is the work of the person?
5. What message does the picture want to convey?



What's New

You know how to read a book. But do you know how to “read” an image or picture? Say something about the picture. Do you understand its meaning?



Source: pixabay.com (Image by Tumisu)

Directions: Answer the questions based on your own interpretation. Write your answers on a separate sheet of paper.

1. Who are the subjects of the image?
2. Where do you think is the setting?
3. Where does each person gaze?
4. What captures your attention first?
5. What is the central message of the image?

❖ What is visual?

It is something you look at, such as a picture, chart, or piece of film that is used to illustrate something more appealing or easier to understand.

❖ What is visual media?

Visual media are sources of information in the form of visual representations. These can be abstractions, analogues, rough illustrations or digital reproductions of the objects. There should be an interpretation of data, and sources may be hosted on the internet, printed in publications, displayed through broadcast media, or otherwise disseminated.



What is It

Visual Media

It is what human eye can see. It plays a big role in advertising, art, communication, education, business, and engineering. Visual media is often used as a learning aid.

Media can be used in almost any discipline to enhance learning, both in class, and also for out-of-class assignments. Short film and television clips, written articles, and blog postings can be viewed to reinforce concepts and spark discussion.

Types of Visual Media

Images	Videos	Infographics
<ul style="list-style-type: none">➤ the most common types of visual media being used by online marketers today.➤ should be compelling enough to attract maximum views➤ contents with compelling images can generate 94% more views on an average than content without images.	<ul style="list-style-type: none">➤ are very engaging content.➤ Internet users prefer to watch videos because they want to see what a product can do for them in real life.➤ 78% of Internet users watch videos every week➤ 55% people watch videos every day.➤ Major platforms like YouTube have helped videos become a huge success, and not to forget that almost all social media platforms (Facebook, Instagram etc.) allow videos.	<ul style="list-style-type: none">➤ are visually attractive and present researched facts in ways that are very simple to understand.➤ contain valuable information and narrate stories in a beautiful and straightforward manner.➤ are 30 times more likely to be read than pure text content.

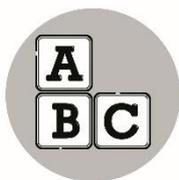
Purpose of Visual Media

People use visual aids to express their opinions and desires. Human beings have the natural tendency to pay attention to visuals like graphics and illustration. However, it was not until the last few decades that the technological revolution reshaped the visual media landscape.

Visual media helps students retain concepts and ideas. They make concepts more accessible to a person than text media and help with later recall. Pupils can experience worlds beyond their own, especially if the media are sharply different from their local environment.

Online Sources

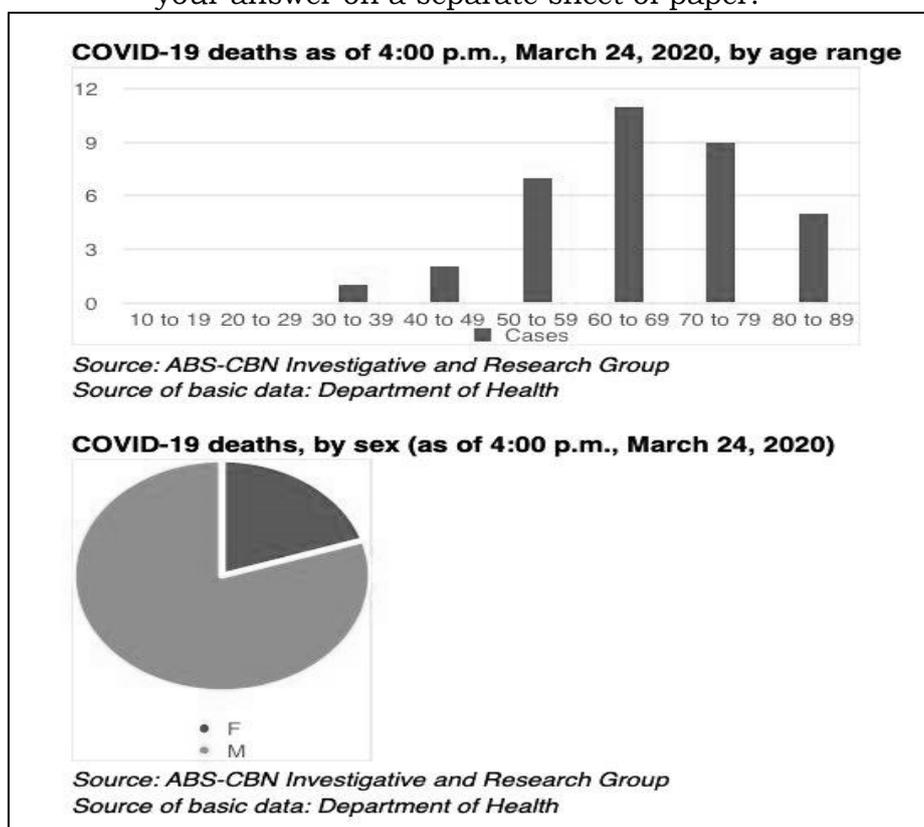
An online source is material you find online. It can be an online newspaper, magazine, or television website, such as NBC or CNN. Peer-reviewed journals, webpages, forums, and blogs are also online sources. Some other names for online sources are electronic sources, web sources, and Internet sources.



What's More

Awareness Check ✓

Directions: Study the image below on COVID-19 update in the Philippines. Interpret the data and answer the questions carefully. Write your answer on a separate sheet of paper.



1. What gender has the most number of deaths?
2. What age range has the highest death rate?
3. What age range has the least death rate?
4. What is the source of this update?
5. What is the source of the basic data update?



What I Have Learned

Let's Remember This

V _____ **M** _____ is very important because you can convey your message in an engaging way. It allows you to see and hear the information, making it easier to retain.

What are the three types of visual media?

1. **I** _ _ **G** _ **S**

➤ It is the most common type of visual media being used by online marketers today.

2. _ **I** _ _ **O** _

➤ These are very engaging content.

3. **I N** _ _ **G** _ **A** _ _ **I C** _

➤ Visually attractive and present researched facts in ways that are very simple to understand.



What I Can Do

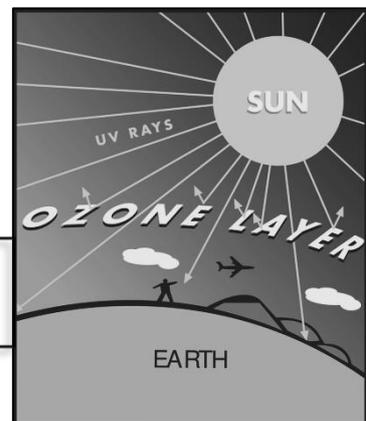
A Picture is Worth a Thousand Words

Identify the type of visual media used in the following descriptions. Write **I** for images, **V** for videos and **IN** for Infographics. Write the answers on a separate sheet of paper.

1. _____



2. _____



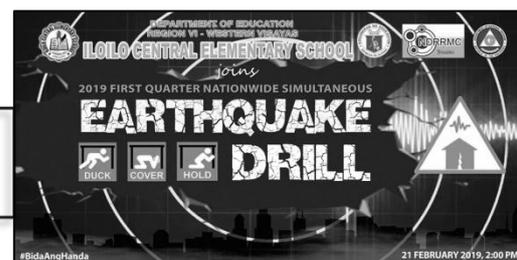
3. _____



4. _____



5. _____



(Source: Images 1 to 4 from pixabay.com)



Assessment

Paint Me a Picture

What does the picture convey? Interpret the meaning in the visual media based on your own understanding.

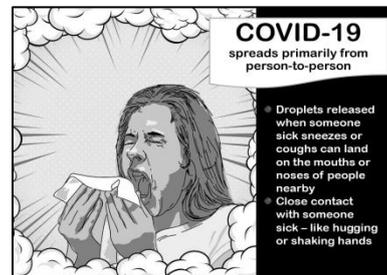
1. The subdued colors suggest that the biker reached the peak of his destination...

- a. sunrise
- b. sunset



2. This infographic is an update on...

- a. the cause of COVID 19
- b. the spread of COVID 19



3. The image shows that the player is an...

- a. amateur
- b. expert



4. A gentle reminder to the public about...

- a. proper handwashing
- b. social distancing



5. This event is the video presentation of a...

- a. birthday
- b. wedding



(Source: Images 1 to 5 from pixabay.com)



Additional Activities

Let's Be Artistic!

Say something about this “Spoliarium” painting by looking at the text only. Write a four-paragraph composition by describing the painting and be guided with the following questions:

What have you noticed in the picture?

What are the positions of characters in the picture?

What feelings or emotions does the picture convey?

How do different positions of characters affect the mood in the picture?

What mood does the painting depict?





Answer Key: Lesson 1

- Assessment**
1. Blocking
 2. Characterization
 3. Lights
 4. Setting
 5. Set-up

- What I Can Do**
1. Set-up
 2. Acting
 3. Direction
 4. Setting
 5. Lights
 6. Acting
 7. Characterization
 8. Lights
 9. Blocking
 10. Dialog

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What's More</p> <ol style="list-style-type: none"> 1. Horror 2. Science Fiction/Action 3. War 4. Science Fiction/Action 5. Drama | <p>What's New</p> <ol style="list-style-type: none"> 1. dim & eerie 2. none 3. room 4. sad/gloomy 5. studio structured outside /location |
| <p>What's In</p> <ol style="list-style-type: none"> 1. C 2. D 3. A 4. B 5. E | <p>What I Know</p> <ol style="list-style-type: none"> 1. YEAH 2. YEAH 3. NAH 4. YEAH 5. YEAH 6. NAH 7. YEAH 8. YEAH 9. YEAH 10. NAH |



Answer Key: Lesson 2

Assessment

1. Woman 30-40yrs
 2. School boy 9-12 yrs
 1. Filipino industrious
 hardworking
 2. Filipino studious

What I Can Do

1. Woman weaving
 2. Female
 3. 30-40 years old
 4. Hardworking
 5. Rural

What's More

1. B
 2. A
 3. B
 4. A
 5. B

Additional Activities

1. heavy
 2. dirty
 3. loud
 4. bunch
 5. deal

What's New

1. People planting
 2. Male and Female
 3. 30-50 years old
 4. Hardworking
 5. Rural

What's In

Character Age
 1. Manny 40-50yrs old
 2. Girl 9-12 yrs old
 Race Attitude
 1. Filipino helpful
 2. Filipino sick/ill



Answer Key: Lesson 3

Assessment

1. B
2. B
3. B
4. B
5. B

What I Can Do

1. I
2. IN
3. I
4. V
5. IN

What's More

1. Male
2. 60-69
3. 30-39
4. ABS-CBN Investigative and Research Group
5. Department of Health

What I have Learned

1. Images
2. Videos
3. Infographics
- Visual Image

What's New

1. male and female Filipinos
2. living in an urban area
3. focused on the markings
4. round-shaped markings
5. well-disciplined

What's In

1. Virus Cure?
2. red vaccine in the test tube
3. male/masculine
4. medical researcher
5. the man creates a vaccine for virus cure

References

1. Visual Media and Information
mil-eportfolio-wix.com
2. How Visually Literate Are You (Quiz)
Visual Learning Center by Visme
3. pixabay.com

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