

# Lest We Forget The Images of War | Years 5 and 6

Resources to mark the 100th Anniversary of the ANZAC Landings at Gallipoli

## Worksheet 10: Imagery Analysis Explanation

Use the following tables to analyse your own piece of work.

### Written/sound imagery

Literary devices	Example from the text	How and why does this literary device help the reader to create a mental picture?
Alliteration		
Sibilance (A special form of alliteration which uses 'soft' consonants to create 'sss' or hissing sounds)		
Assonance (Repetition of vowel sounds in the middle of words)		
Consonance (Repetition of consonant sounds in the middle of words)		
Metaphor		
Personification		
Simile		
Language that appeals to the senses (Which senses are being appealed to? For example, sight, sound, touch, smell, taste?)		

This table should be accompanied by a photocopy or print out of your double page.

**Note:** You will need to annotate this copy of your image by highlighting, circling and labelling in order to show the different visual devices you used.

## Visual imagery

Visual formats	Example from the text	How and why does this form of image help
<p>Write the different formats you used here for example, illustration, painting, manipulated photograph</p>		
Visual device		Explain what this visual device helps the reader to think and feel
<p><b>Happenings</b></p> <p><b>Actions and settings</b> — how line and shape represent people, objects and events, including speech and thought</p> <p><b>Conceptual and symbolic</b> – images showing ideas and conceptual themes</p>		
<p><b>Reacting and relating</b></p> <p><b>Shot distance</b> — long, mid or close</p> <p><b>Angle</b> — high, low or eye level</p> <p><b>Gaze of characters</b> — offers and demands</p> <p><b>Colours</b> — moods and symbolism</p> <p><b>Shapes and textures</b> and their impact</p> <p><b>Realism</b> of images — photo, artwork, drawings, diagrams</p>		

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Visual device	Explain what this visual device helps the reader to think and feel
<p><b>Design and layout</b></p> <p><b>Balance</b> — symmetry and contrast of elements</p> <p><b>Top/bottom, left/right/centre/margin</b> — placement of elements</p> <p><b>Salience</b> — what attracts attention</p> <p><b>Reading paths</b> — vectors directing our gaze</p> <p><b>Framing</b> — how text and image may frame each other; image cropping</p>	

Source for schema on left above from Callow J 'PETAA Paper 181: When Image and Text Meet: teaching with visual and multimodal texts' 2011

What did you intend to be the overall message that the text and image on this page communicate to your reader? What do you want them to think and feel?