

## CHAPTER 8 Picture Composition



<b>Chapter</b>	Picture Composition
<b>Learning aims:</b>	
Understand the elements of Picture Composition	




Subtopics	Enabling Learning outcomes	No. of Periods required	Total No of Periods required	Period number
Picture Composition	<ul style="list-style-type: none"> <li>• Describe and observe details in the given pictures</li> <li>• Use imaginative skills to create a story or expression of thoughts using the visual stimulus</li> <li>• Identify difference between narrative writing and descriptive writing</li> <li>• Apply elements of both narrative and descriptive writing to create a picture composition</li> </ul>	01	01	23



<b>Prior knowledge</b>	The learners have had previous knowledge of picture composition.
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<b>Topic</b>	<b>Picture Composition</b>	<b>Total Period/s required: 01</b>	<b>Period number: 23</b>
<b>Teaching Strategy:</b>	Decode the Pictures, Teaching Conference and Brainstorming, Let's Summarise, Exit Card	<b>Student Attribute:</b> Lifelong learner, Solution seeker	
<b>Learning outcomes:</b>	<p><b>The learners will be able to:</b></p> <p><b>LO1:</b> Describe and observe details in the given pictures (<i>Understanding</i>)</p> <p><b>LO2:</b> Use imaginative skills to create a story or expression of thoughts using the visual stimulus (<i>Applying</i>)</p> <p><b>LO3:</b> Identify difference between narrative writing and descriptive writing (<i>Applying</i>)</p> <p><b>LO4:</b> Apply elements of both narrative and descriptive writing to create a picture composition (<i>Applying &amp; Creating</i>)</p>		
<b>Concepts Covered:</b>	Picture Composition, Strong verbs, Narrative Writing, Descriptive Writing		

Time	Content and Teacher Activity	Learner activity	Formative Observation	Learning materials & Resources
<b>10 min</b>	<p><b>Starter: Decode the Pictures</b></p> <p>The teacher displays images given in the picture book PPT. (<i>Refer TA_PBPPT_SLD 25</i>)</p> <p>Discuss the following with the learners:</p> <ul style="list-style-type: none"> <li>• What is your first impression when you see each of the images?</li> <li>• What is your interpretation of the images?</li> <li>• Which image is intriguing according to you?</li> <li>• Describe each of the images first in 1 sentence, then use 5 adjectives to describe the image.</li> <li>• Against what backdrop are these images taken?</li> <li>• What are the characters doing?</li> </ul>	<p>Students see the pictures and express their interpretations. (<b>LO1</b>)</p> <div style="display: flex; justify-content: center; gap: 20px;">   </div>	Observation and feedback	( <i>Refer TA_PBPPT_SLD 25</i> )

	<ul style="list-style-type: none"> <li>What do you think their actions are suggesting about the story or plot?</li> </ul>			
<p><b>25 mins</b></p>	<p><b>Procedure: Teaching Conference and Brainstorming</b></p> <p>The teacher asks learners about their thoughts on the quote: ‘A picture speaks a thousand words.’</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>How does a picture work as a visual stimulus to build up a story?</li> <li>What kind of ideas spring out from our mind when we see something happening in a picture?</li> <li>Do we start imagining what could have happened before this moment or what would happen after this?</li> </ul> <p>The teacher summarises the discussion and explains: (Ask learners to take down notes)</p> <ul style="list-style-type: none"> <li>A picture composition involves building and developing your narrative or story based on visual stimulus.</li> <li>It helps stimulate the creativity and imagination of a learner.</li> <li>The picture could be anything, ranging right from a real life situation, to a cartoon or a protagonist doing something.</li> <li>It is up to the learners how well they can compose a story in response to the stimulus.</li> </ul>	<p><b>(LO1/LO2)</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Verbal/Linguistic</p> </div> <div style="text-align: center;">  <p>Real Life Connect</p> </div> <div style="text-align: center;">  <p>Visual/Spatial</p> </div> </div> <p>Students study the components of picture composition and discuss in class.</p>	<p>Teacher observes learners’ imaginative skills of building a story through a visual stimulus</p>	<p><i>(Refer CW-17 Picture Composition)</i></p>

	<p>The teacher explains that a picture composition has the components of both – <b>Narrative Writing and Descriptive Writing.</b></p> <p><b>Say:</b> Let us now study the similarities and differences between the two <i>(Refer CW-17 Picture Composition)</i></p> <p><i>Let students read the sample picture composition given in CW-17 and establish connect with the given picture. Encourage them to ponder into the picture and the composition and see how the author’s imagination has developed the setting, character and plot.</i></p> <p>Ask students to create the first draft of the illustrations given in CW-17. <i>(Refer CW-17 Picture Composition)</i></p> <p><b>Use of Graphic Organiser for illustrations given in CW-17:</b> The teacher encourages students to draw a table in their notebooks with the following sub points in each row:</p> <ul style="list-style-type: none"> <li>Express your thoughts and feelings about the characters in the picture</li> <li>Using imaginative power, strong verbs and show, don’t tell technique, flesh out an interesting plot from the picture</li> <li>End the composition by summarising the point that you are trying to make through your plot.</li> </ul>	<p>Students use a graphic organiser to put down their thoughts regarding the picture.</p> <p>Students create a first draft of their picture composition and exchange it with their peers. <b>(LO3/LO4)</b></p> <div style="display: flex; justify-content: center; gap: 20px;">   </div>		
<p><b>5 mins</b></p>	<p><b>Plenary: Let’s Summarise</b></p> <p>The teacher asks learners to summarise the key components of a picture composition in 5 sentences.</p>	<ul style="list-style-type: none"> <li>In a picture composition we have to create a plot or a narrative involving the characters you see in the image.</li> <li>In case there are more than 2 characters in the image provided we need to consider the image provided as a poignant and dramatic moment in the story.</li> <li>What this implies is that the narrative has come</li> </ul>	<p>Observation and feedback</p>	<p>-----</p>

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		<p>this far up to the point that is depicted through the visual image that is provided.</p> <ul style="list-style-type: none"> <li>What we need to do is to take the narrative or story further using a myriad of events that need to be unfurled and unfolded sequentially to reach a convincing end</li> </ul>	
<b>3 mins</b>	<p><b>Evaluation: Exit card:</b> Teacher gives exit cards to the learners, where in the learners write; three things that they learned, two things that they liked and one thing they did not like about today's session. <i>(Refer EV_P23_exit card)</i></p>	<p>Expected outcome: Learners do as instructed.</p>	<p><i>(Refer EV_P23_exit card)</i></p>

Learning style/Differentiation:

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Home Assignment:

Complete exercises in CW-17 – Picture Composition. *(Refer CW-17 Picture Composition)*  
 Students complete chapter 34 'Picture Composition' from the book 'Mastering Grammar – Cordova as home assignment  
 Solve the DPA based on the topic. *(Refer V2\_DPA\_Picture Composition)*

Prior Preparation:

N.A.