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| ***Literary Terms for Review*** |
| http://mr.macdonald9222.tripod.com/imagelib/sitebuilder/layout/spacer.gif |
| |  | | --- | | **Literary Terms 7-9**  **Allusion:** A reference to a historical person or event or to a literary work or figure.   The reference is usually to something well enough known so that a well-read person would be expected to recognize it.   References to famous characters in literature like Romeo and Juliet or characters in Greek and Roman mythology are common examples of allusion  **Atmosphere:** the overall impression we get from the words, images and setting of a text and the pace set by the story’s plot.   the pervading emotion or mood that contributes to the effect the author wants to achieve in a story   usually achieved by the author’s careful selection of words and details in a story   may give the reader clues as to the way a story is going to develop    **Character:** A character is a person in a narrative (a script, story, or poem).   Readers identify with the characters, recognize their feelings, and understand why they act in certain ways.   A believable story requires characters who seem lifelike and who develop throughout the story  **Major Character**: The main or central character in fiction or drama.  **Dynamic Character:** A character who changes during the course of a story  **Static Character:** A character who remains unchanged throughout the course of a story.  **Flat Character**: A two-dimensional character only briefly described.  **Stereotyped or Stock character:** Refers to characters like the hen-pecked husband, gum-chewing waitresses, and absent-minded professors.  **Characterization:** the method or technique that writers use to describe a character.  **The direct method of characterization**   Direct characterization occurs when the author literally tells the reader about the character.   Writers do this when they describe the appearance of the characters, where the characters live, and other important information about the characters’ lives.  **Example: The Quiet Man by Maurice Walsh**  The main character (Shawn Kelvin) description: “For he was a quiet man, not given to talking about himself and the things he had done.”  **The indirect method of characterization**   Authors might also use indirect methods that require readers to draw their own conclusions about the characters.  **Author Techniques (characterization)**  1. A character’s name may reveal something about his/her character.  2. A description of their physical characteristics and how they dress reveals character.  3. Character can also reveal themselves through their own words (dialogue can be used to show what they are thinking and what they are feeling).  4. What other characters say and think about them (dialogue between two other characters can help reveal traits)  5. A character’s actions can show who they are. As characters act in certain ways, their actions reveal what kinds of people they are.  6. More subtle things like how animals react to the character (a dog’s growling or fear of a character) can provide the reader with important information about a character.  **Complication:** The part of the plot in which the conflict is developed and intensified. This is also called the rising action of a story.  **Conflict:** The problem or struggle in a story that the characters have to overcome. The conflict also helps to start the action. There are four (4) basic kinds of conflict.   Person vs. Self (internal). A character goes through a personal struggle and has to decide what to do about a problem.   Person vs. Person (interpersonal). In this kind of conflict, a character has a problem with one or more of the other characters in a story.   Person vs. Nature. A character has a problem with something in nature: an earthquake, a snowstorm, or getting lost in the wilderness.   Person vs. Society. A character, usually the main character, has a problem with society. It could involve a problem in school, a problem with the traditional way of doing things, or a problem with the community.  **Dialogue:** Conversation between two or more characters.   It can be used to reveal character, show conflicts between characters, give background information, and so on.  **Dialect:** A non-standard version of English spoken by a group of people who share a heritage.   These dialects are not “incorrect”; they simply differ from standard English in much of their vocabulary and punctuation and sometimes in grammar and usage.   Dialects develop slowly, over decades or even centuries, among people who live in the same region or who have similar social, economic, or ethnic backgrounds.   Dialects spoken in parts of Newfoundland, for example, contain words and expressions used by Irish immigrants who settled in the province in the eighteenth century.  **Epilogue:** A short section added to a poem, short story, novel, or play, which explains or comments on the content of the piece.  **Fiction:** This term is most often applied to short stories and novels, although fiction describes any narrative that uses imaginary characters, events, or settings.   Fiction includes novels, short stories, folk tales, myths, and legends.   Sometimes the border between fiction and non-fiction (fact) is difficult to define. Many novels and stories are based on real events.  **Flashback:** An episode in which a writer or narrator describes an earlier time.   Writers use flashback to explain something that will help the reader understand the plot. Stories with flashback usually contain subplots (secondary plots).   A flashback can involve an event or a series of events, or it can explain something about a character.  **Foreshadowing:** a clue or hint about what will happen later in the story.   The information teases readers and keeps them guessing about what is going to happen.   The atmosphere or mood is an important element in foreshadowing. The lights going out suddenly in a house in the dark of night, for example, can foreshadow danger.   Foreshadowing is mainly used in mysteries to create suspense.    **Irony:** Irony occurs when there is difference between what is said and what is meant; or between an understanding of reality, or an expectation of a reality, and what actually happens. When irony is used, things appear to be different, even opposite, of what they really are: unexpected events happen, what people say is not what they mean. Authors use irony to create interest, surprise, or a special understanding with their readers that the characters do not share.  **Rhetorical (Verbal) irony**   Irony in the use of language.   When there is a difference between what is said and what is actually meant   Writers use rhetorical irony to reveal character   Irony is used to suggest meaning without stating it outright   A difference between tone of voice and the content of what is being said is a kind of verbal irony.  **Examples:** One person greets another as they meet in pouring rain: “Nice Day!”;A seven-foot basketball player nicknamed “Tiny”.  **Situational Irony**   When there is a difference between what a character or reader expects to happen and what actually happens.  **Examples:** A world class swimmer drowns while taking a bath.  **Dramatic Irony**   When a reader knows more about a situation than the character—giving a second meaning for the reader   Dramatic irony occurs when a speaker in a play says something where the audience understands the hidden meaning of the statement but the speaker himself does not   Dramatic irony is caused by a knowledge-gap between two characters or a lack of awareness in a character   Author’s use dramatic irony to help the audience feel or understand the truth more keenly  **Example:** In “Cinderella” when the stepsisters chatter excitedly about whatever became of the beautiful girl who lost her slipper at the prince’s ball, they do not know that their scorned step-sister is the beautiful girl. However, both the reader and Cinderella know the truth.  **Cosmic Irony**   When a person (character) has little influence over his/her destiny.  Example: A soldier struggles to survive a war and returns home only to get killed in a car accident.  **Mood:** The feelings and emotions of the author as they come through in the story (writing) and the feelings the writer produces in you.   Mood can be very important, but difficult to detect.   Mood relies on the author’s description, imagery, and the atmosphere created.   Mood can also be linked to an author’s intention and to the tone of a story or piece of writing.   Mood is used by writers to create an emotional reaction in the reader.   The writer creates the mood through details provided in the setting or by creating details that appeal to the reader’s senses.   When a writer shows what one of his or her characters is experiencing, the reader is going to feel those sensations too.  **Motivation:** The cause of a character’s actions, feelings, or thinking.   If an author has skillfully motivated a character, the reader will believe that the character’s behaviour is not only possible but probable.  **Point of View:** The position from which a story is told**.**   Point of view refers to the teller (narrator) of a given story or piece of writing.   The narrator is the person through which the reader sees the action of a story or piece of writing.  **1st Person Point of View**   The author uses a character (major or minor) in the story to act as narrator.   The narrator may also be a detached observer or recorder of the action.   “I” is telling the story. “I” is the persona the author creates to give the reader information about “him” or “her”.   “I” is not necessarily the author.   What the 1st person narrator tells the reader is limited to what they would actually be able to see or know.   The 1st person narrator can’t get into the other character’s mind and discuss what’s going on there.  **3rd Person Omniscient (all knowing)**   The all knowing author’s point of view.   The author, acting as narrator, tells the reader whatever is necessary about the characters, their actions, backgrounds, thoughts, motives, and so forth.   The narrator can go inside the minds of any or all characters and tell the reader what the characters are thinking and feeling.   Omniscient: Omni—all ; science—to know.  **3rd Person Limited Omniscient Point of View**   The story is told in the 3rd person (he/she).   The voice that’s telling the story is limited to what one character in the story might know. It’s the voice that tells “she did this” or “he felt that”.   The author acts as narrator but limits what he tells to what one person in the story can know or see.  **3rd Person Objective Point of View**   The voice that is telling the story merely reports on the incidents, much like a newspaper reporter, and does not comment on events or characters  **Plot:** the action and plan of a story. Every story has the same elements that can be shown on a plot line. The plot has five (5) parts:  1. **The exposition** sets up the story by introducing the setting and the characters, and explaining the background. The exposition is usually the beginning of a story.  2. **The rising action** is the main part of a story during which the problem (conflict) that the protagonist (main character) has to solves develops.  3. **The climax is** the point of greatest interest, intensity, or development in a story where the most exciting , suspenseful, or surprising event occurs. After this point, the problems in the story begin to work out. In a short story there is usually one (1) climax (novels and plays may have several climaxes).Usually a combination of elements lead to a climax: the characters and conflict between them; the atmosphere (overall feeling) and suspense the author creates; the way the major events of the plot are constructed; and so forth.  4. **The falling action** is the part of the story following the climax. It has the action needed to bring the story to an end.  5. **The resolution** (conclusion) is the end of the story when all the problems are solved.   Plot lets the readers share the action, feel the conflict, recognize the climax, and respond to a satisfactory ending.   The development of events in the plot usually follows chronological order, although flashbacks might be used to fill in a character’s background or reveal information about an earlier time or experience.   Excitement occurs in a story when the main character experiences a struggle or overcomes a conflict.   When conflict is added to the sequence of events, the result is a plot.  **Prologue**: An introduction to a poem, short story, novel, or play, which sets the scene for what is to follow.  **Setting:** The time, place, and circumstances of a story.   Setting also includes any elements of a story that result from the place or time (weather, historical events that affect the characters in the story, or the character’s environment)   An author may use setting to give a sense of reality to the story or to make the plot more realistic.   The author may also use setting to emphasize the mood of a character (rainy day may bring out a feeling of sadness in people).   The setting may also reflect or support the events of a story The setting may also have important effects upon the actions of characters.   The setting can reinforce at story’s theme (heavily wooded area may show that a character feels imprisoned or it may symbolize oppression).   The setting may also serve as a symbol representing an entirely different object or idea.   The setting also influences the atmosphere and mood of a story (a full moon for a story about a werewolf).  **Style:** Refers to the way in which the writer uses language.   Diction (Word choice); some authors prefer simple words to sophisticated words and vice versa.   Types of sentences; simple, compound, fragmented   Use of poetic language; figurative language(simile, metaphor, personification), sound devices (alliteration etc.) rhythmical patterns, symbols   Theme: many writers use the same basic theme in their literary works.  **Surprise ending:** A piece of writing ending with an event that is both the climax and resolution of a story.   In a good short story, a surprise ending is dramatically effective (moves the reader) and is logically related to the events and/or characters of the story.   It is sometimes a kind of trick in which there is no connection between the characters and events of the story and the unexpected twist at the end. This kind of surprise ending may startle the reader, but it has no particular significance.  **Suspense:** The condition of being uncertain about an outcome or decision.   The reader’s curiosity may simply be aroused as to the outcome of a situation.   The reader may be worrying or wondering about what is going to happen to the character and continues to read on to find out more.   Suspense is generally greatest as the reader nears the moment of crisis (climax) and then continues to read on to discover the how the crisis is resolved.   Author may use characterization (interesting characters), atmosphere, and foreshadowing to create suspense in a story.  **Symbol:** A person, place, object etc. which stands for or represents an idea or quality.   A symbol is a visible sign of something invisible. Example: The heart is a symbol of love.   A symbol may be an action, or even a part of the setting which expands in meaning beyond the actual part it has in the plot.  **Theme:** A subject, topic, or main idea of a piece of writing.   The theme is the meaning or purpose of the story.   The theme is not the plot or summary of the story.   The theme is the underlying idea that ties the plot, conflict, characters, and setting together.   The theme provides unity to the story so it must account for all the major details of the story.   The theme should apply to all the major characters and events in the story.   The theme is a universal statement the author wants to convey about life or society.   By selecting a theme the writer is sharing a belief or idea about life with the reader.   The theme should present a new awareness of life.   The theme usually presents the author’s viewpoint about a topic which he/she feels will make a difference in our lives.   Some stories may have more than one theme.  **How an author reveals theme:**  1. Theme may be revealed through a character’s thoughts and actions.  2. The theme may be related to how the character has changed throughout the story.  3. The theme may be what he/she (character) has learned by the end of the story.  4. The theme may be revealed in how the story ends, especially who and what is rewarded or punished.  5. An author will sometimes give clues as to the theme by carefully planned patterns of imagery and symbolism.  6. An author may simply tell the reader.  **Tone:** The way in which a writer reveals his/her attitude toward the subject, characters, and reader.   Tone can be identified by the action (murder sets a tragic tone),writer’s choice of words, and selection of detail.   An awareness of tone of voice a speaker uses (serious, sarcastic, poking fun, etc.) will help the reader understand the theme of a piece of writing and clarify an author’s intentions.   A writer often uses shifts in tone (light to serious) to shock the reader and maintain interest.  **Poetry Terms**  **Alliteration:** a repetition of the same beginning consonant sound in two or more words close together.  **Example: Fear that foul Fiend!**   The repeated sounds sometimes affect the meaning of a poem. Some people say that the letter d reminds them of banging and doom; h, lightness, a breathy, airy feeling; b, a drum; w, softness and whispers; m, humming, and whirling; and s, quiet, secretiveness, and the sea.   Alliteration is commonly used in advertisements, political slogans, and nursery rhymes.  **Apostrophe:** A figure of speech in which the writer addresses a person or thing not literally listening or present.  **Example: “Death, be not proud.”**  **Assonance:** While alliteration is usually achieved with consonants at the beginning of words, assonance comes from a repetition of similar vowel sounds within words.  **Example: “Still hid in the mist.”**  **Ballad:** a narrative song or poem, a popular folk song. Ballads, which come from an oral tradition, often use repetition and dialogue.  **Blank Verse:** unrhymed lines written in iambic pentameter.  **Cinquain**: A five line stanza, or a poem written in five lines.  **Collaborative poem:** a poem written by two or more people working together.  **Concrete Poem:** a poem in which the physical shape on the page represents the subject or theme of the poem.  **Connotation**: the implied and associated meanings around a word.  **Consonance:** the repetition of sounds, particularly consonant sounds within nearby words.  **Example: “It’s still misty in the west.”**  **Couplet**: a pair of lines in poetry, usually rhymed.  **Diction**: the choice of words in a piece of writing or in speech.  **Elegy**: a serious reflective poem, usually about death.  **Figurative language**: metaphorical language; common figures of speech include metaphor, simile, oxymoron, personification, hyperbole, understatement, and apostrophe.  **Free verse**: poetry that does not adhere to a specific pattern of rhythm or rhyme.  **Found poetry**: simply language drawn from the poet’s surroundings and crafted into poetry.  **Haiku**: a traditional form of Japanese poetry that presents a strong image in three lines and few words. English haiku follow the pattern of five, seven, and five syllables.  **Hyperbole**: poetic exaggeration or overstatement.  Example: “I’m dying for love.”  **Image:** a strong sensory impression left in the reader’s mind by the poet’s use of description.  **Imagery:** The use of language to appeal to one or more of the senses: taste, touch, sight (visual imagery), smell, or hearing (sound imagery).   * Imagery can also be created by writing detailed accounts of texture, movement, sound, smell, colour, size, shape, and light. * All images in a poem taken together convey a particular mood affecting the way the reader feels about the subject of the poem. Imagery includes both image and figurative language.   **Light Verse:** Humorous poetry designed to entertain the reader. is a common form of light verse.  **Line break:** a break in poetry, often without regard to sentences, where the author chooses to begin a new line.  **Lyric poem:** poetry that present a personal, often intense display of thoughts and emotions. Lyric is a widely used term, encompassing many different types of poetry.  **Metaphor:** A direct comparison between two unlike nouns (persons, places, things) without using the words “like” or “as”. A metaphor can be single word, but it can also run throughout out a sentence, a paragraph, or even a poem.  Metaphors that run throughout a poem are called extended metaphors.  **Example: “All the world’s a stage…”**  **Narrative poetry:** a poem that tells either a fictional or true story.  **Onomatopoeia:** the formation of words that sound like, or suggest, the objects or actions being named. Examples: Boom, Zap, Wham, Plop.   * The most common examples are words like squeal, thump, crunch, and squish. When used in moderation, these words enhance and broaden the meaning of a poem. * When used too much, the writing becomes absurd, comic, or exaggerated. Advertisers, children’s authors, and cartoonists use onomatopoeia because these words engage the ear and stress the importance of expressive sounds   **Oxymoron:** a combination of two contradictory words. Shakespeare sometimes used oxymoron to show a character’s confused emotional state.  **Examples: “loving hate”; “cold fire”, “freezer burn”, “civil war” etc.**  **Paradox:** a statement that appears to be self-contradictory but contains an element of truth.  **Examples: “You have to be cruel to be kind.” “Cowards die many times before their deaths.”**  **Parody:** A comic or satirical imitation of a selection of writing by imitating or ridiculing its style and content.  **Persona:** The speaker or the “I” of a poem. The persona is not the poet, he/she is a fictitious character created by the poet.  **Personification:** the assigning of human traits to things, colours, qualities, and ideas to nonhuman things, animals, or ideas. A writer can create pictures in which animals, objects, colours, qualities, or ideas seem to be completely human.  **Examples: Dancing leaves, smiling lakes, the moon looks down… etc.**  **Pun:** a play on words, usually humorous, that suggests different meanings for words that have the same or similar sounds.  **Examples of bad puns: “The best way to make an apple crumble is to torture it for ten minutes.” Or “They asked me why I was moving to and I told them I had nothing .” ( is a city in .)**  **Quatrain**: a stanza or poem of four lines. The quatrain is the most common stanza form in English verse.  **Rhyme:** The similarity of sounds in words. In rhyming poetry, similar accented sounds are repeated , generally at the end of lines (end rhyme), but sometimes within lines (internal rhyme). Letters of the alphabet are used to describe a rhyme scheme to show which lines rhyme with each other.  **Rhyme Scheme:** Shakespearean sonnet is divided into two quatrains and a concluding rhyming couplet. abab cdcd efef gg  **Rhythm:** the rhythmical pattern of a line of poetry. Rhythm is achieved through repetition. It generally gives the lines of poem a musical quality.  **Simile:** a comparison between two unlike nouns (persons, places, or things) using “like” or “as” to bridge the connection. A poet sometimes uses a simile rather than a metaphor so that the words, phrases, or sentences make grammatical sense, or to add rhythm or sound to the poem .  **Examples: “She walks in beauty, like the night**  **Of cloudless climes and starry skies.”**  **Sonnet:** A poem of fourteen lines with a specific rhyme scheme. There two principal sonnet forms, the Shakespearean and the Petrarchan sonnet.  **rhyme scheme** **for an English Sonnet** (/ represents a new stanza): *a-b-a-b / c-d-c-d / e-f-e-f / g-g*  **The Italian sonnet comprises two parts.**   * First, the octave (two quatrain), which describe a problem. * Followed by a sestet (two three line stanzas), which gives the resolution to it. * Typically, the ninth line creates a "turn" which signals the resolution of the problem. * Even in sonnets that don't strictly follow the problem/resolution structure, the ninth line still often marks a "turn" by signaling a change in the tone, mood, or stance of the poem.   **Stanza:** A group of two or more lines in poetry which make up a unit or a poem that contain a unity of thought and form.  **Symbol:** an object or action that stands for something more than itself. In poetry, some symbols are traditional.  **Examples: Spring is the traditional symbol for life, youth, and rejuvenation. Autumn is the traditional symbol for decay and disintegration.**  **Tone:** the tone of voice of the speaker of a work, expressing the speaker’s attitude toward the subject and audience.   * The feeling or attitude that the poet wants to convey in a poem. * The poet’s choice of words and images contribute to the tone of a poem. * A poet’s use of an image as a comparison often indicates what he/she thinks or feels about his subject—what he wants the reader to think and feel. When reading a poem for tone, try to imagine how the speaker’s voice would sound. Is he or she sincere, or is this just a show of emotion? Is he or she taking the situation coolly, or he or she ranting and raving?   **Understatement:** the deliberate representation of something as being less important than it really is.  **Verse:** a unit in poetry. It can mean either a line or a stanza.  **Viewing Notes**  (Notes created from Resources Lines, Prentice-Hall Inc., 1999)  **General Notes**   * Most of the information that we receive in the world is communicated through visual information,   Examples/ billboards, television ads, photographs, magazines, movies,   * Viewing involves two components;  1. understanding the message the visual is intended to communicate, 2. thinking critically about visual images so you can be aware of the way you are being influenced.   **Definitions**  **Mass media** – millions and billions of people sharing in a single event due to international coverage,  **Popular Culture** – the ideas, images, entertainments, and products that appeal to large groups of people,  **Genre** – the type or category that the item can be classified in to,  **Composition** – the arrangement of visual elements within a picture,  **The Viewing Process**  Pre-Viewing →→→→ In-Process Viewing →→→→ Post-Viewing  Draw on your Use various strategies Reflect on and evaluate  own experience to understand what you saw  **Characteristics of Still Images**   1. Still images provide representations of reality. 2. Most still images are two-dimensional representations. 3. All still images can be analyzed in terms of design elements(line, shape and colour (page 237 in Resource Lines))   **Viewing Still Images**   1. Identify the purpose and the genre, 2. Read any accompanying text – captions, titles, explanatory notes, 3. Think about other works that are similar, 4. Analyze the work in terms of the different design elements, example- line, colour, texture, emphasis, focal point, balance, movement, 5. Do you have a personal response to the image? 6. What mood is created in you?   **Characteristics of Advertisements**   1. Meant to create a positive attitude toward people, products and events, 2. Plays up the good aspects of a product, 3. Confirms consumer satisfaction with a product, 4. Carefully selected images to suggest exactly the right impression of the product, 5. Must be persuasive showing how it clearly benefits the consumer, 6. Must catch the viewer’s eye and maintain interest, 7. Pacing of the advertisements through camera shots and angles, 8. Strong combination of visuals and text, 9. May tell a story   **Definitions (p.226, Resource Lines)**  **Testimonial** – the endorsement of a product by a well-known/famous individual,  **Transfer** – shifting of qualities from one thing to another,  **Plain Folks** – talking down to the viewers in order to appear just like them,  **Bandwagon** – suggestion that everyone is doing it,  **Snob Appeal** – the association that if you purchase the product then you will be able to live a certain way,  **Facts and Figures** – the idea that statistics prove and support a point beyond a doubt,  **Hidden Fears** – the advertisement plays on the fears of the viewers,  **Repetition** – the constant statement of an idea to fix the image in the viewer’s mind,  **Magic Ingredients** – the idea that a product’s effectiveness is scientifically based,  **Weasel Words** – vague words used to mislead the viewer,  **Spin** – the attempt to turn negative evidence in to something that the public will view as positive,  **How to View Advertisements**   1. View the advertisement as a whole, example – your first impression, overall look, tone, possible target audience, 2. Narrow down the target audience, 3. Study the content of the advertisement to see what message the author is trying to send, 4. Study the language being used, example – key words or phrases, claims being made, is there a hidden message, 5. Explore the design elements – focal point, text, placement of items, 6. Summarize the main idea   **Poster and Visual Design Basics**  **Characteristics**   * It usually informs, entertains, and persuades * Has only a few seconds to do its job * Contains text and images that convey a feeling or mood and a message * Visually appealing combinations of text and images are what make a poster effective * Less is more! Don’t overload your poster with text and visuals.   **Audience**   * Most posters and visials are aimed a specific audience and your design must appeal to that group. * Posters designed for family are different from those designed for young adults * Know your audience—grab attention, but don’t offend people   **Tex**t   * Captions must grab attention and be short and snappy * The word should make the viewer think—shock, amuse, challenge * Letters and words should be easy to read from a distance * Contrast—yellow on white doesn’t work unless the yellow is outlined with a dark color * Avoid mixing many different fonts—it can create a messy appearance   **Images**   * Must be dramatic (not necessarily loud—subtle approaches may also work) * It should grab the viewer’s attention in some way * Visual placement is an important part of poster design * The image should reflect or enhance the theme of your poster   **Design**   * The most important information must stand out and should be placed in a strong position * Proofread and edit your draft very carefully * Spelling errors can be very embarrassing—it questions the credibility of everyone associated with poster   **Viewing and Representing Terms: Grade 9**  **Design Elements:** Creating effective visual images depends on the appropriate use of design elements and design principles.  **Design Element--Line**  1. Straight lines suggest order and direction.  2. Lines can direct attention to a specific location in a visual image ↵ → ↓  3. Thick lines are more powerful than thin lines  4. Vertical lines can stop eye movement |⎥ ⎜  5. Vertical lines also may show power and strength ( skyscrapers in a city skyline)  6. Vertical lines can also act as borders between ideas and concepts  7. Horizontal lines sometimes symbolize rest and relaxation (a beach with palm trees).  8. Diagonal lines are action oriented (A wind-surfer).  9. Jagged lines can suggest power or fear or confusion (lightning).  10. Curved lines suggest motion.  11. Objects created by simple line drawings are easy to recognize and can be an efficient way to convey a message.  **Design Element--Shape**  1. When a line turns or encloses an area, it creates a shape.  2. A shape is defined as an area that stands out from the space next to or around it because of a defined boundary (lines) or an implied boundary created by color or value (lightness/darkness) or texture.  3. Shapes are flat with only two dimensions: height and width.  4. The three basic shapes are: squares, circles, and triangles  5. Shapes can show almost anything.  6. Shapes can sometimes direct the eye movement of the viewer.  7. Simple shapes are remembered and understood more easily that complex shapes.  8. When shapes are balanced they create a feeling of harmony.  9. When shapes are not balanced they create tension.  **Design Element—Form**  1. The illusion of three-dimension forms having height, width, and depth on a flat sheet of paper.  2. Size can create a sense of depth. When things that are far away in a picture or drawing look smaller than things that are nearby. This is known are perspective.  3. When one object overlaps another, the object showing in full view seems to be in front of the other object.  **Design Element—Texture**  1. Texture is defined as the surface characteristics of a material that can be experienced through the sense of touch.  2. In visual images (collages etc.) actual textures such as cloth, sandpaper, small objects, natural items (grass, twigs, gravel, etc.), or any material may be used.  **Design Element—Colour**  1. Colour is used by artists to represent the way things really look and to create feelings in the viewer.  2. The effect of colour on the viewer can be stronger than any other design element.  3. The primary colours are red, yellow, and blue. They are not mixtures of other colours.  4. Mixing two primary colours results in a secondary colour  5. Many dark colours together can create feelings like mystery, sadness, menace, drama, fear and so forth.  6. Shades of blue can be calming and soothing. Reds and yellows are often exciting.  7. Light colours can create feelings of happiness, fun, warmth, closeness, and so forth.  8. Some colours are comfortable together while others clash.  **Types of Essays**  **Narrative Essay**   A narrative essay is a factual account of a real event told in story form.   The narrative point of view is normally 1st person   This informal (personal) essay is aimed a communicating an idea or making a comment about life or point of view on a subject.   Narrative essays sometimes involve people in some kind of internal conflict or struggle.   Most narrative essays are written in chronological order and they usually follow a typical story (plot) outline.   Narrative essays normally have a beginning (introductory paragraph), a middle (one or more body paragraphs), and an end (concluding paragraph).  **Personal Narratives**  **Characteristics**   * May be therapeutic as well as enjoyable * Uses narration usually 1st person to tell the story * Description and sensory details are used to help the reader visual the event or to convey a strong sense of place * The details must have a direct impact on the experience * It may contain dialogue * It often has a strong tone (excitement, humour, fear, regret) * It is usually organized in sequence—chronological order * The writing is informal   **People write personal narratives for the following reasons:**   * To tell something that caused them to have an insight into life that they believe is important enough to share with others * To relate an experience they think will be interesting simply because the facts, description, and narration will be new to the reader * To relate a personal experience that teaches a lesson or warns the reader, either directly or indirectly * To entertain the reader * To write about something that is very emotional, disturbing, or upsetting in order to get it off their minds   **Persuasive Essay**   The writer of a persuasive essay has one major concern and that is to convince the reader that his or her point of view is the correct one.   It may also be written to persuade the reader to take some action about the issue discussed in the essay. Newspaper editorials are good examples of this type of essay.   Persuasive essays must have a clear thesis (a statement of purpose or argument).   The writer must give several reasons (evidence) for his/her argument and several reasons why the reader should care about the topic.   The arguments in persuasive essay should be consistent.   Opposing evidence may be included, but it is usually countered with a more reasonable argument from the author of the essay.   Some persuasive essay suggest how the reader can take action over the issue (s) discussed in the essay. This is known as a “call to action”.   Persuasive essays are usually aimed at a specific audience and the tone of the essay must be suited to that audience.  **Expository Essay**   In an expository essay, the writer explains a subject or provides the reader with information.   The author’s purpose may be to explain an idea, to analyze a problem or a work of art, or to report on some event of topic.   The writer may explain a subject, using definition, example, comparison or contrast, and logical reasoning.   Expository essays may instruct the reader on how to do something.   The writer of expository essays speaks to the reader’s intellect by supplying facts and specifics.   This type of essay tries to be objective and is usually formal (less personal).   The author may give background information in order to explain how an event happened.  **Descriptive Essay**   Is a form of writing in which the author’s main task is to give the reader a clear picture of something. The writer re-creates and shares his impressions of persons, places, or experiences by giving concrete details. It presents a “word picture” of a person, place, object, or event.   Descriptive essays use vivid language and imagery so that the reader understands more than the literal meaning of the words and therefore can respond to the writing in a more sensitive manner. It appeals to the reader’s emotions through the five senses (sight, sound, smell, touch, and taste).   The description can sometimes create atmosphere, mood, tone, and so forth giving the reader a clear dominant impression about the topic or an emotional reaction to the subject described in the essay. | |