



Presenting: Moving Images

LEVEL 1 2 3 4 5

Red

WHAT THE WORK SHOWS: Using descriptions and similes, these students presented a video of familiar red objects. They explored objects for filming, discussed which ones to use, and then storyboarded.



In this work the students demonstrate:

- awareness of a beginning and end – showing a variety of paintbrushes and paint
- a developing understanding that a sequence can be about one idea (the idea of "red" and the word "red" provide continuity)
- some awareness that movement can be shown – moving paintbrush, rolling ball, spinning chair, opening lid, moving cursor.

Conveys a simple idea by using visual and verbal features:

- Camera movement reveals an object – pan left from the word on the ground, to the child with a red ball.
- Some attempts to surprise – "What do you think is inside?" (a red apple, the word "red", a red pencil).
- Verbal comparisons to other known objects – "like a chain-saw sound," "red chair spinning like a merry-go-round".
- Narration directly matches each shot (direct narration).
- Narration thoughtfully timed – e.g., the title sequence narration is not rushed, and for the last shot, "click" is timed to match the onscreen movement.

THE LEARNING CONTEXT

The class was investigating colour in their immediate environment. Video was one method used to present ideas, and red became the focus colour. From a large collaborative list of "what we could film", they selected some ideas.

They had made their own cardboard video cameras and practised holding shots in pairs, for a number of weeks prior to filming.

They shared phrases that personalised the associations with the objects to be filmed. In pairs they chose a red object and drew it on a piece of paper. Directed by the teacher, they decided on the sequence of objects by ordering the pieces of paper on the mat.

As they had used everyday objects, the teacher asked them to think of ways to surprise their audience. The idea emerged to click the mouse during the final shot of the computer, so that red paint spilled onto the screen. Another surprise was to open the lunch box and have another red object inside.

The students decided to have someone painting the word "red" for their title, and to include the word in each shot.

Teacher-student conversations

These conversations show the students can:

- understand that a simple idea can be conveyed visually
- describe an idea to be conveyed.

During a class discussion encouraging closer thinking about what to film:

Teacher: I wonder if we can have some of the objects moving while you film them?

Let's look at our plan. Are there any objects that you could show moving?

Class: The car can move.

But we can't drive it.

Throw the ball to somebody ... and ...

Bowl it.

Roll it along.

Do some bouncing.

Teacher: Let's see what happens if we film these ideas about how to move the ball.

Students took turns moving the ball in different ways, and filming it moving. They looked at their filming results. A simple chart (below) was made from their viewing and discussion.



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Red

	Filmer 1	Filmer 2	Filmer 3
<i>Throw ball</i>	missed it	only part of the ball	bad throw
<i>Cricket bowl</i>	ball too fast	blurry	only part of the ball
<i>Roll ball</i>	quite good	smooth	smooth
<i>Bounce ball</i>	camera jerky	camera jerky	camera jerky

After discussing this chart, they recorded their reasons for choosing to perform and film rolling the ball:

You can make the ball go where you want.
 The ball does not go too fast.
 The camera people took good pictures of the ball when it was rolling.
 The ball is easy to see on the concrete.

WHERE TO NEXT?

To move these students towards the next learning step, the teacher could encourage them to consider the following points:

- The importance of listening to the camera instructions – the camera person on the pan left shot (from the word "red" to a child with a red ball), paused the camera before the director said "Cut".
- The connection between the idea of red and mood or information – why are some signs red? What are some things that make you "see red"? Are we able to show any of these ideas with moving images?
- look carefully when filming to ensure there is nothing that shouldn't be there (e.g., legs in the background).

CURRICULUM LINKS

English in the New Zealand Curriculum

Achievement Objectives

Level 1: Viewing and Presenting Functions

Viewing: Reading visual and dramatic texts, including static and moving images, students should respond to meanings and ideas.

Presenting: Using static and moving images, students should present ideas using simple layouts and drama.

Levels 1 and 2: Viewing and Presenting Processes

In achieving the objectives of understanding and using visual language:

Exploring Language: Students should understand that communication involves verbal and visual features which have conventionally accepted meanings.

Thinking Critically: Students should show awareness of how words and images can be combined to make meaning.

Processing Information: Students should view and use visual texts to gain and present information, become familiar with and use appropriate technologies, and write letter and number forms legibly to present ideas.

English in the New Zealand Curriculum, pages 40–41

Te Whāriki

Strand 4: Communication

All of goals 2 and 3, and the associated learning outcomes for knowledge, skills, and attitudes.

Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa/Early Childhood Curriculum, pages 76–79

REFERENCES

Ministry of Education (1994). *English in the New Zealand Curriculum*. Wellington: Learning Media.

Ministry of Education (1996). *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa/Early Childhood Curriculum*. Wellington: Learning Media.