



Presenting: Moving Images

LEVEL 1 2 3 4 5

Bell

WHAT THE WORK SHOWS: Research into a local memorial is presented in a respectful, poetic manner. Using carefully framed shots, narrative and periods of silence these students have respectfully portrayed the memorial.



In this work the students demonstrate:

- an awareness of the importance of the bell as a central focus throughout
- an ability to clearly establish the scene.

Conveys an idea by using visual and verbal features.

- A variety of shot types and camera angles.
- The narration adds to the visual information.
- Uses a phrase from the classroom behaviour expectations chart – "treat others as you would be treated".
- Uses indirect and direct narrative.

THE LEARNING CONTEXT

The class was involved with a heritage study, and the school bell became a part of that study. They asked questions such as: Where did it come from? Why was it there?

After researching their questions, they decided that one group would use video to present some of the findings. The students had some previous experience of making short curriculum-related videos within the classroom.

Teacher-student conversations

These conversations show the students can:

- begin to explain an idea to be conveyed (what and why)
- explain the conventionally accepted meanings of the visual and verbal features used
- use some terminology to plan for and/or explain the techniques used.

During the planning stage:

Group: We've got quite a lot of information and thoughts about the bell. Do we have to tell everything we know?
The video will show what the bell looks like...
And where it is...
Could we have some silent parts, like when people stand quietly to remember someone who has died?

Discussing their storyboard with the teacher:

Teacher: Why do you have these shots where you look up at the bell?
Group: We want to show the bell as if it's looking over us... Like protecting us...
Teacher: Is there anything from our classroom "In this room we want to..." chart that has something to do with this?
Group: "Treat others as you would be treated," does because if we respect each other, they are more likely to respect us.
The bell reminds us about this, sort of. Be peaceful. We could put that bit in our video words too.
Teacher: Think about that. If you do decide to put that line in, where might it go?



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CURRICULUM LINKS

English in the New Zealand Curriculum

Achievement Objectives

Level 2: Viewing and Presenting Functions

Viewing: Reading visual and dramatic texts, including static and moving images, students should respond to meanings and ideas, identifying and describing the verbal and visual features.

Presenting: Using static and moving images, students should use verbal and visual features to communicate ideas or stories using layout, drama, video, or still photography.

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

WHERE TO NEXT?

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

- Discuss the effect of the series of shots where the bell is central, but from different positions (end of shot four, shot five, and shot six). The bell seems to change position suddenly on the screen (jump shot). Is this deliberate or accidental? How can you avoid this? The tilt (shot four) solves this for shots three and four.
- Discuss other techniques, including cut-away shots.
- Consider the value of having the bell ring. Discuss how this could be done, and where the sound would come in the video.

REFERENCE

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