



# Presenting: Moving Images

LEVEL 1 2 3 4 5

## Spring

**WHAT THE WORK SHOWS:** Careful shots combine with concise phrases for this personal interpretation of spring.



In this work the students demonstrate:

- a level of planning combining visual and verbal elements
- careful examination of the subject before filming, to find areas where the fresh yellow and green contrasted with the older wood
- understanding of beginning, middle, and end.

Conveys an idea by using visual and verbal features:

- Deliberate framing focuses attention.
- Purposeful pans reveal the next element.
- Short shots suggest the energy of spring.
- Wide shots at start and finish establish and re-establish the whole tree.
- Narration is timed to bridge two shots "sprouting, fresh, symmetrical", and enhances the continuity.

### THE LEARNING CONTEXT

The class had been thinking about the use of panning in video. In particular, they discussed and experimented with panning to direct attention towards something.

"Spring" was a school-wide investigation topic. This teacher wanted her class to share aspects of the season, using images from around the school.

The class had also been talking about how words and graphics can add meaning to each other. Groups had planned, filmed, and narrated, their videos. As usual, a reflection time was used to focus on the effectiveness of the presentations.

### 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.

After viewing their videos:

Teacher: What do you think works well in your video?

Group: I liked the way we slowly got closer to the flower. We didn't show it up close straight away. It was good how we made just one flower become important. I thought that the yellow looked even brighter because the tree was sort of dark.

Teacher: Has that got anything to do with spring?

Danielle: Yes! Yellow makes me feel bright and happy, and that's like spring when things wake up.

Erin: I think that our words were chosen carefully.

Teacher: Can you tell me more about that?

Erin: Because they shared what we were thinking. The kowhai flower reminded me of a dancer.

Teacher: Not everyone might have thought of that.

Erin: It's like what we talked about. We didn't have to say "kowhai". The picture did that. But I shared my dancer idea.

Teacher: Do you think other pupils might have used different words?

Group: Like Christmas decorations. Or a thinking hat.

What about a bell to wake us up for spring?

Teacher: Thank you for those thoughts. With all those good reasons, is there anything that you would do differently?

Danielle: When we said, "Spring is here", the picture is quite dark.

Teacher: Why not think about other ways you could have filmed your last shot. Perhaps the one you used is the best, but could you have done anything else? Have a think about this and see if there are any other possibilities.



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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 and experiment with filming positions that might give better colour to the last shot
- try other expression patterns and rhythms to deliver the narration
- think of other ways to suggest spring, through video.

### REFERENCE

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