



# Presenting: Moving Images

LEVEL 1 2 3 4 5

## Trees

**WHAT THE WORK SHOWS:** With a range of factual information, thoughts and vivid imagery, these students have created a very personal statement about the trees in their immediate environment.



In this work the students demonstrate:

- examination of exterior subjects, and selection of appropriate material for shots, during planning.

Conveys an idea by using visual and verbal features:

- Some effective framing to direct viewer attention (shot two).
- Varied shots – wide, medium, and close-up.
- Purposeful pan right to reveal another object (shot four).
- Narration makes interesting personal comments about trees from the students' perspective.

### THE LEARNING CONTEXT

As this class had previously made several short videos about objects inside their classroom, the teacher felt they were ready for the next step. A science unit on trees created a perfect opportunity to extend them and encourage their first independent filming experience in the playground.

From their study, they had recorded a number of facts about trees. Their task was to search for ways to illustrate these on film. The initial task was for each filming team to make simple sketches and take notes about possible locations.

As a class, they visited the different locations and listened to each team, as the possibilities were shared. They asked questions and gave feedback.

In small groups they planned filming storyboards, indicating the facts that were to be spoken.

After filming, they listened to each group read their tree facts as the video played. They were pleased with how they had hunted for images to show while their words were read. However, the teacher wondered what the effect might be if some narration included personal statements about trees. The class agreed that this could give them more life.

### 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, with the narration read aloud:

Teacher: What are some ideas we could share about the trees that aren't shown on the screen?

Class: Where they are.  
How big they are.  
Their names.  
Things we can do with trees.  
How old they are.  
Who planted them.

Teacher: We've got some interesting facts about the trees, but other pupils might like to hear what you like or think about trees. In your groups, discuss your thoughts, then choose some of these to share with the class.

After sharing, each group looked at their original narration and thought about what personal thoughts they could include. While experimenting with the new narrations, some groups found that they had too many words to fit the length of the video. Possible solutions were discussed, and in some cases, a factual segment of the narration was removed.



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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:

- consider what images could be shown within the same environment about children interacting with trees – would you need words for this?
- experiment with sound effects that suggest children are enjoying what trees have to offer.

### REFERENCE

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