



Presenting: Moving Images

LEVEL 1 2 3 4 5

Cattle

WHAT THE WORK SHOWS: The interdependence of farmer, stock, and land is tightly presented. The work shows a developing awareness of combining visual and verbal features – the narration makes us think differently about the visuals.



In this work the students demonstrate:

- visual and verbal elements being planned together
- an awareness of perspective – everyday farming life is shown from a different point of view; the cattle are filmed to fill the screen
- an awareness of location.

Conveys an idea or mood by beginning to combine visual features with verbal features.

- Insert and cutaway shots (the trough and the mud) add interest and detail.
- Visuals provide continuity for the narration.
- Some visual/verbal allusions:
 - trough water as glass
 - grass as life
 - cattle as land owners
 - hills as money.

THE LEARNING CONTEXT

Many students in this class were able to film independently and use the video camera in locations away from the school. They were used to making short presentations that reflected a number of curriculum areas.

This video was made as part of a social studies investigation into how the environment can influence the way we live.

Teacher-student conversations

These conversations show the students can:

- explain an idea or mood to be conveyed
- begin to explain one or more of the following points:
 - how the visual and verbal features combine to convey the idea or mood
 - how they help to achieve the producer's purpose
 - how the visual and verbal features used show some awareness of audience
- use appropriate terminology to plan for and/or explain the techniques used.

Discussion about looking at things from another point of view:

Teacher: What are some things around us that we experience almost every day?

Group: Each other.
The hills.
Rain!

Teacher: All the animals.

Teacher: What animals in particular?

Group: Our pets.
Cattle.
Sheep.

Birds, even if we don't always see them, we can hear them.

Teacher: I'd like you to select something about this environment that you know very well, then share what it might say, or think about the area. Remember how we talked about "point of view" when we looked at *ET* and made our cat videos. Let's see what happens when we look at things around us from a different point of view.

[Some students had filmed short sequences as if a cat was doing the filming. These reflected what the cat might see, rather than what it was thinking.]



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CURRICULUM LINKS

English in the New Zealand Curriculum

Achievement Objectives

Level 3: Viewing and Presenting Functions

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

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

Levels 3 and 4: Viewing and Presenting Processes

In achieving the objectives of understanding and using visual language:

Exploring Language: Students should identify important features of verbal and visual language and use them to create particular meanings and effects.

Thinking Critically: Students should identify and discuss ways in which verbal and visual features can be combined for a particular purpose and audience.

Processing Information: Students should view and use visual texts to retrieve, interpret, organise, and present information coherently; use appropriate technology, including fluent handwriting, for effective presentation.

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:

- Think about an alternative final shot – describe several, and explain the advantages of each.
- Consider the main idea of the video. Do the visual and verbal elements maintain and develop this?
- Discuss how else the cattle might have been filmed, to make them appear important (dominant image).

REFERENCE

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