



# Presenting: Moving Images

LEVEL 1 2 3 4 5

## Garden

**WHAT THE WORK SHOWS:** Short phrases, combined with simple animation techniques, create a tranquil garden experience.



In this work the students demonstrate:

- the ability to create and add to a simple background scene that builds during the video
- a developing understanding of video length needed to match the narration (or vice versa).

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

- Uses stop motion and real-time animation.
- Key movements kept well within the frame (the butterfly).
- Uses two narrators for contrast.
- Shows some awareness of voice expression to match the visual.

### THE LEARNING CONTEXT

The class had recently viewed samples of animated work by Winsor McCay (*Gertie the Dinosaur*). It reminded one student of the book *Harold and the Purple Crayon*, where a boy takes a purple line for a walk.

Some students showed interest in making a presentation where a drawing grows as the written text develops. Another group wondered if they could use their video camera to make a scene grow. After some experimentation, they established a simple process that involved the addition of line detail, and some real-time object movement.

### 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.

After the scene had been planned and the text written:

- Group: What part of the scene should we show first?  
One of the trees, and the grass.  
Not the animals first – we need to make a place for them to live.  
What about a tree, then some grass?  
But not all in the same place. We should use different parts of the screen.
- Teacher: I like the way you are trying to make things appear in different places. Will you be using colour?
- Group: We haven't talked about that.  
Colour would be good because ... it's more real.  
But what if we made the scene grow in black, then colour it when it's all there?  
Yes.
- Teacher: What about the seed falling? Do you think people would notice it?
- Group: Perhaps we could give that some colour, or use a real seed.  
A real seed would stand out with the black and white ...



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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 show 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:

- Experiment with garden sound effects. Do they add to the meaning and mood?
- Find other ways to move the butterfly smoothly, apart from thread controls.
- Use the same technique but consider the impact of using different views of the garden – e.g., a change of focus within a scene.

### REFERENCES

Johnson, Crockett (1981). *Harold and the Purple Crayon*. HarperCollins Juvenile Books.

McCay, Winsor. *Gertie the Dinosaur* [DVD]. California: Slingshot Entertainment.

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