



Presenting: Moving Images

LEVEL 1 2 3 4 5

All in the Mind

WHAT THE WORK SHOWS: The thoughts and moods of a bicycle are revealed verbally.



In this work the students demonstrate:

- a developing understanding of condensed time – we don't see the bike coming out of the shed, or the rider getting on it
- use of imagery – the revolving wheel to represent time passing, the blocks of a wall to represent segments of time.

Communicates clearly an important idea(s) or mood by combining visual features with verbal features:

- Confident control of shots: the tilt down of shot one continues in the following shot; the pan right of shot four continues in the following shot.
- Use of darker, solid, and rectangular objects (staging) to emphasise the waiting mood.
- Careful shot composition – the final held shot, tree left of frame, empty field ahead, with the cycle entering the frame and proceeding as the camera fades out.
- Some sound (the gate slamming) retained for emphasis.

THE LEARNING CONTEXT

These students were used to planning and filming independently. In conjunction with a literature focus on how writers use paragraphs, they discussed the impact of links between consecutive filming shots. They found that it could be distracting to have one shot ending with movement (like a pan), and the next shot beginning with movement (such as another pan).

Another focus was that it was not always appropriate to replicate on video the real time taken to complete an action.

A number of groups set about planning short videos that showed an everyday object being used, as well as revealing its "thoughts".

Student conversations

These conversations show the students can:

- justify the selection of an important idea or mood to be communicated
- explain one or more of the following points:
 - how the visual and verbal features combine to convey the idea or mood
 - how the visual and verbal features help to achieve the 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.

During the planning stage:

Group: We've got the bike in the shed in this shot. Can we get to it being ridden, without taking up too much time?
 Film the field, then pan to Adam on the bike.
 Open the gate, show the field and hear the gate close, then the bike.
 Film Adam's face in close-up, then zoom out to show him riding the bike.
 Other people watching our film won't really know how far the shed is from the field.
 Looks like we only need two shots.
 What if the gate's open, then we show the field, and John comes into the shot from behind the camera?
 Then if we keep filming they will be getting smaller – like fading into time.
 That's a simple ending. Let's try that one and see how it works.



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CURRICULUM LINKS

English in the New Zealand Curriculum

Achievement Objectives

Level 4: Viewing and Presenting Functions

Viewing: Reading visual and dramatic texts, including static and moving images, students should respond to and discuss meanings, ideas, and effects, identifying the purposes for which the verbal and visual features are used and combined.

Presenting: Using static and moving images, students should combine verbal and visual features to communicate information, ideas, or narrative through drama, video, computer, or other technologies and media.

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 consider questions such as:

- What other titles could have been used? Draw up a Positive Negative Interesting chart for each.
- What other angles or camera positions could have been used to film the gate closing? (Perhaps from the bike's point of view, with the gate coming towards it?)

REFERENCE

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