



Presenting: Static Images

LEVEL | 1 | 2 | 3 | 4 | 5

Goldilocks

THE LEARNING CONTEXT

The teacher introduced the students to some common visual features used to convey meaning in static images, such as colour, graphics, dominant image. She wanted them to understand that pictures can be used as well as words.

She used a shared book approach and read well-known folk tales such as Goldilocks and the Three Bears, The Three Little Pigs, Little Red Riding Hood. Her reasoning was that the students would be able to focus on the visual features better if they were not trying to follow an unfamiliar story.

They began by looking at the book's cover with the title covered. The teacher guided their observations to the dominant images and colours, and their associated meanings.

She also directed them to consider how the characters' body language gave clues about the story. She made a focus of introducing one element at a time. She introduced and used the appropriate vocabulary for these features.

After this discussion the title was revealed. Sometimes initial predictions needed to be revised.

Wherever possible the teacher directed their attention to links with the visual elements. Next the students discussed the title lettering and possible reasons for the choice of font. Finally the teacher read the story as a shared book.

The teacher decided they needed to develop associations for colours. *My Many Coloured Days* by Dr Seuss was read as a shared book. Students discussed the author's interpretations of colour and how colour could make people feel.

The class then went on a tour of the school grounds – identifying the colours of plants, equipment, buildings, and signs. They touched a variety of objects around the school, such as green leaves, red and yellow signs, brown soil, orange and blue playground equipment. They shared their knowledge of commonly accepted meanings of colours in signs and logos, and talked to each other about their own reactions to colours.

Back in the classroom the teacher read them more folk tales. The first reading was always uninterrupted. During subsequent readings she focused on the way visual and written features conveyed information and ideas, as in dominant image, graphics and illustrations, colour, and words (similes, imperatives, onomatopoeia, rhyme). They discussed how they could interpret what the author was saying about the characters and about the message or idea.

The next step was to identify the main events in the story. The teacher recorded these in a strip story, using simple sketches. In the box underneath each picture she wrote a caption. She put her students into small groups, gave each group an event and each student a role to act out. Returning to the strip story she asked for ideas about how the character for each event might have felt.

The students chose which character they wanted to use for their own response. The teacher modelled how to identify the events and the character, and to say how that character was feeling. For example, when Little Red Riding Hood visited her Grandma she was shocked to see how big Grandma's ears were. Students shared their ideas with a buddy and the teacher moved around the room, listening and making suggestions. She then modelled how to present their ideas as a static image, using graphics and illustrations, dominant image, and colours.

Students then planned their own response. The teacher conferenced with them about their plans.

She modelled recrafting her image, holding it up to check the visibility and effectiveness of the elements, and then changing and improving these. Students worked on recrafting their images and the teacher conferenced with them in small groups.

Teacher-student conversations

As Danielle planned her response to Goldilocks and the Three Bears, the teacher asked her about her dominant image.

- Teacher: Who's your character, Danielle?
 Danielle: Goldilocks.
 Teacher: She's a lovely big Goldilocks. You made sure she filled the page. It's good to have a big dominant image. What is she doing?
 Danielle: She's sleeping.
 Teacher: Yes, of course! I love the way you've drawn her eyelashes. Will you have room for the bed she lay down on?
 Danielle: Yes, it's baby bear's little bed. It's not very big so it will fit.

Danielle continued to work on her static image and then asked for advice about drawing the bed.

- Danielle: There's not enough room for the bed. I made her too big.
 Teacher: I can see that – her feet are right at the bottom of the page. How about you try using a bigger piece of paper? Can you think of a way you could draw a bigger bed and still use the Goldilocks you've got?
 Danielle: I could stick her on the bed.
 Teacher: That would be a good idea.

Danielle drew another bed on a larger piece of paper, cut Goldilocks out and positioned her on the bed. She then shared her draft with her group and glued Goldilocks into position on her static image.



LEVEL	1	2	3	4	5
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Goldilocks

INTEGRATING VIEWING AND PRESENTING

Students need many opportunities to view and discuss a variety of static images. Illustrations, book covers, posters, advertisements, wordless texts, and greetings cards can all serve as good models and be incorporated into a reading programme. This teacher shared a variety of picture books with the class and the students viewed role-plays based on emotions. The class also viewed and discussed the features of a number of book advertisements in the school library.

Teachers can encourage their students to determine what creates impact. "Why do we like it?" "What features does it have?" Students can explore features of static images, such as the size, frame, colour, font, and dominant image.

Presentation activities help students to appreciate the ways in which they can combine verbal and visual features to convey their own ideas about literature.

WHERE TO NEXT?

To move Danielle towards the next learning step, the teacher might encourage her to focus on:

Concept

- Develop the idea, e.g., move from the idea that Goldilocks went to sleep on baby bear's bed to drawing conclusions about her personality, which can be conveyed in her static image.
- Use terminology to explain her techniques, e.g., dominant image (expressed in her own words), background.
- Use a verbal feature to support her idea, e.g., a statement or simile.

Impact

- Use visual features to increase the impact of the image, e.g., include more characters and objects in the background to set the scene.
- Record a verbal feature in legible writing or use a suitable font on the computer.

This could be done by:

- Identifying the criteria for features which need to be developed.
- Modelling these features, and discussing the process.
- Exploring models of static images and responses to literature that exemplify these features.
- Conferencing regularly with Danielle while she is planning and developing her response to literature, so that she may retain her focus on the features she needs to develop.

CURRICULUM LINKS

English in the New Zealand Curriculum

Achievement objectives

Level 1: Viewing and Presenting Functions

Viewing: Reading visual and dramatic texts, including static and moving images, students should respond to meanings and ideas.

Presenting: Using static and moving images, students should present ideas using simple layouts and drama.

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 terminologies, and write letter and number forms legibly to present ideas.

English in the New Zealand Curriculum, pages 40 and 41

Te Whāriki

Strand 4, Communication.

All of goals 2 and 3, and the associated learning outcomes for knowledge, skills, and attitudes.

Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa/Early Childhood Curriculum, pages 76–79

REFERENCES

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

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Seuss, Dr. (2001). *My Many Colored Days*. London: Red Fox.

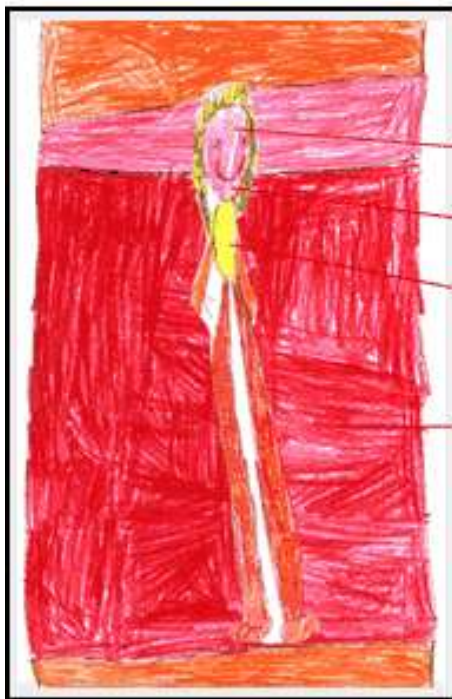


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Goldilocks

WHAT THE WORK SHOWS: The arresting colours Danielle chose for the background of her response to the story of Goldilocks and the Three Bears have a powerful impact and attract attention. Goldilocks appears totally at ease, spread out on baby bear's bed and smiling in her sleep.



Impact

Conveys a simple idea by using visual features.

- Dominant image of Goldilocks, sound asleep.
- Graphics show that Goldilocks is sleeping in a happy and relaxed manner.
- Colour is vibrant and attracts attention.
- Background places the character in her setting and gives information, e.g., Goldilocks is on baby bear's bed.

Student's explanation

Goldilocks is sleeping in baby bear's bed because she had a long walk from her house.

I drew her like this so she's on a bed sleeping. She's asleep with her eyes closed. See her eyelashes? And her arms and legs are long like that because it's comfortable like that.

She's smiling because she's warm in bed.

I used red and pink for the bed.

To stand out and because Goldilocks has yellow for her hair because there was no gold colour.

It's the ends of the bed.

Concept

- Describes an idea to be conveyed.

Understands that a simple idea can be conveyed visually:

- identifies how graphics can be used to convey meaning, e.g., Goldilocks is asleep and comfortable.
- explains that colour is used to gain attention and give information.



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Goldilocks

Student's original work

