



# Presenting: Static Images

LEVEL 1 2 3 4 5

## Hindmost Lamp

### THE LEARNING CONTEXT

This teacher introduced a response to literature as an opportunity to focus on the ideas in the texts the students were reading. She explained that they would first need to analyse the way these ideas had been conveyed both visually and verbally. To do this they would need to move beyond the content of the story and examine the message, theme, or atmosphere.

The next step was to communicate their understanding of this idea in a static image. To do this they would need to identify:

- the purpose
- the audience
- the visual and verbal features which would convey the idea, message, or atmosphere.

Students examined and analysed many different advertisements for popular food and drink, focusing on the way visual and verbal features were combined to convey meaning about the product. They looked at fonts, colours, logos, illustrations, dominant images, background, foreground, size and proportion, symbols, and types of language. The sessions involved teacher-directed close reading of the techniques, the effect of the features and the rationale behind them.

Students practised and applied a variety of techniques, including:

- layout and spacing of letters and words
- size and style of lettering
- using colour, contrast and shape with font to promote atmosphere
- combining visual and verbal features to reinforce an idea.

During the term the class read *Oliver in the Garden*, *Paul Hunt's Night Diary*, and *The Water Tower* as shared books. They discussed the ideas, themes and mood of the stories, and the way these were conveyed by the visual and verbal features, including:

- visual – colour, dominant image, lettering, depth, graphics, symbolism, atmosphere, layout, use of space, balance, background and foreground
- verbal – imperatives, questions, quotations, statements, metaphors, adjectives, onomatopoeia, cliché, idiom.

They discussed how these features can be combined to support and convey an idea or message. They also experimented with the language features.

The teacher then modelled responding with a static image to an idea in the story. She focused on two or three visual features and a verbal feature, according to the following criteria:

- The theme had to be identified.
- The dominant image should link to the idea.
- Graphics, symbols, colours, media, font should add information about that idea or atmosphere.
- Words should support the idea and get attention, drawing on the verbal features examined in earlier lessons.

Students were expected to make their own response to the story using these criteria, in a variety of media. The teacher modelled recrafting her work to improve and strengthen the link between the features and the idea or mood.

Students talked to each other about their work and made suggestions for recrafting. As they worked the teacher talked with them about their idea or theme, and the need to support this with a dominant image. She asked them about the balance of image and text, the colours, and the impact and relevance of the font. They were expected to take responsibility for their own recrafting and proofreading.

When they had completed their recrafting they made a published copy of their static image. They then wrote an explanation about their response to the story, focusing on:

- the purpose
- the intended audience
- the idea
- the techniques
- their rationale.



LEVEL	1	2	3	4	5
-------	---	---	---	---	---

## Hindmost Lamp

### Teacher-student conversations

Sarah wanted to show the idea of time passing in her response to *Paul Hunt's Night Diary*, so she consulted her teacher about ways to do this.

Sarah: I want to show that time passes by but I can't think how to do it.

Teacher: I think you have hit on the way to show time passing already when you said "time"! What can you use to symbolise time?

Sarah: A clock! I can use that to show that time just ticks by – it's a symbol too!

Sarah returned for further advice after trying to incorporate the clock face into her image.

Sarah: I can't get the clock right. It's supposed to be the dominant image but it just looks messy. It's just in there with all the rest and it doesn't really stand out and I don't want to make it any bigger because I want to show all the night objects in the story as well.

Teacher: You've used colouring pencil for the setting and night objects. Have you thought about using another medium for the clock face?

Sarah: I could make it and then stick it on top and then I'd be able to give it hands to show time passing.

She worked on this idea and returned, still dissatisfied with the effect.

Sarah: I've done that but it's still not right. What can I do to make it stand out?

Teacher: I can see what you mean. You have made colour a feature of your image, Sarah. Could you change the colours on the clock face to give it more impact? Why do you have yellow writing?

Sarah: Well it's the same colour as the hindmost light in the bedroom window. I've got it – I'll make the clock yellow.

Sarah went on to finish her draft, and then published her static image.

### INTEGRATING VIEWING AND PRESENTING

Students need many opportunities to explore, view, and discuss a variety of static images and to be encouraged and guided in practising these visual techniques. Throughout their classroom programmes, teachers will find images, illustrations, wordless texts, advertisements, posters, logos, signs, and symbols that can serve as useful models for students.

Students should also be given opportunities for close reading and discussion of selected picture books and texts that show how these features of static images support, reinforce, and convey ideas and themes. Sophisticated picture books may also be used.

Students need opportunities to apply and practise these features. They will then develop an appreciation of how to convey their own ideas about literature.

### WHERE TO NEXT?

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

#### Concept

- Using appropriate terminology, explain more about the meaning of the visual features, e.g., the reasoning behind the graphic elements.
- Explain in more detail how she combined the verbal and visual features to help convey her idea, achieve the purpose, target her audience, e.g., the link between the use of yellow, the clock face and the idea of time going past at night.

#### Impact

- Experiment with visual features to increase the impact, e.g., present the dominant image in another medium while retaining the link to the verbal and visual features.

This could be done by:

- Identifying the criteria for features which need to be developed.
- Modelling these features and discussing the process.
- Exploring static images and responses to literature that exemplify these features. Regular conferencing with Sarah while she is planning and developing her response to literature will help her focus on the features she needs to develop.



# English: Visual Language

## Presenting: Static Images

LEVEL	1	2	3	4	5
-------	---	---	---	---	---

### Hindmost Lamp

#### CURRICULUM LINKS

*English in the New Zealand Curriculum*

#### Achievement objectives

##### Level 3: Viewing and Presenting Functions

**Viewing:** Students should respond to and discuss meanings, ideas, and effect, identifying the purposes for which the verbal and visual features are used and combined.

**Presenting:** 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 features 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

#### REFERENCES

Beames, Margaret (2000). *Oliver in the Garden*. Auckland: Scholastic.

Crewe, Gary and Woolman, Steven (1994). *The Water Tower*. Flinders Park, South Australia: Era Publications.

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

Twinn, Michael (1992). *Paul Hunt's Night Diary*. Swindon: Child's Play International.



# Presenting: Static Images

LEVEL 1 2 3 4 5

## Hindmost Lamp

**WHAT THE WORK SHOWS:** Sarah's very intricate response to *Paul Hunt's Night Diary* has a three-dimensional effect. Colour is a major feature, drawing the eye immediately to the words "Hindmost Lamp". This establishes a connection between the idea and the visual and verbal features.



### Impact

Begins to combine visual and verbal features to convey an idea or mood.

- Dominant image – the central clock face with moving hands links the words, and the bedroom light indicates that it is night time.

Layout – the eye is led from the night sky, moon, and stars to the house with its burning night light, to the clock, and to the words.

- Colours – yellow links the elements conveying information about the passage of time.

Graphics – give information about the setting and events in the story.

- Words establish the time of day and link to the idea of the passage of time.

### Student's explanation

I wanted to promote this great sophisticated picture book to anyone who is inquisitive about night and wants to know about time passing by.

I wanted to show a great book in action.

Time passing by at night is the big idea in this story. I wanted to show a full picture of *Paul Hunt's Night Diary* with all the objects in the book in their correct places, and to show time passing at night.

I used the words "Hindmost Lamp" to represent the glowing light in the window of the cottage as it says in the book "High summer sunset. The last light burns in the bedroom."

I made my lettering yellow and in capitals to represent the glowing light of words as it says "Hindmost Light". I included a clock with moving hands to represent the time going past. I also did the clock in yellow to bring it out of the picture as the dominant image.

### Concept

- Explains an idea to be conveyed.

Begins to explain how the visual and verbal features:

- help achieve the purpose
- show some awareness of audience

convey the idea:

- – explaining that the words indicate the scene is set at night
- – explaining that the dominant image shows time passing.

- Uses appropriate terminology to explain the techniques.





# Presenting: Static Images

LEVEL	1	2	3	4	5
-------	---	---	---	---	---

## Hindmost Lamp

Student's original work

