



ABOUT THE PROGRESS INDICATORS

The matrix for Visual Language: Presenting: Static and Moving Images sets out progress indicators that illustrate the achievement objectives at levels 1 to 5 of *English in the New Zealand Curriculum*. The row titled **Concept** describes the students’ understandings of how visual language may be used to communicate. The row titled **Impact** describes the likely effect on a viewer of the static or moving images produced by the students.

USING THE PROGRESS INDICATORS

These indicators have been developed to help teachers to understand and evaluate their students’ progress and achievement in Presenting: Static and Moving Images. The indicators link closely with the annotations on the exemplars. Teachers can refer to the progress indicators to:

- form a judgment on the level where their students’ moving or static images best fit;
- annotate selected images on the basis of this judgment of “best fit”;
- help to inform their feedback to and conversations with students on their progress in Visual Language.

“Best fit” means the level where the static or moving images produced by the student predominantly sit: the student’s work does not need to meet all the progress indicators for that particular level.

PRESENTING: STATIC AND MOVING IMAGES

Student goals

Producing static or moving images should help students to understand:

- how to combine visual and verbal features to communicate an idea, a message, a story, or a mood;
- how to use visual language to move viewers in some way, for example, by persuading, delighting, informing, or frightening them;
- how visual language can be aimed at a particular audience.

Key questions for teachers

- What thinking about visual language is revealed by the static or moving images?
- What techniques have been used to communicate this thinking?
- How effectively have these techniques been used?

THE MATRIX FOR VISUAL LANGUAGE: PRESENTING: STATIC AND MOVING IMAGES

KEY ASPECTS OF LEARNING	PROGRESS INDICATORS				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Concept	Understands that a simple idea can be conveyed visually. Describes an idea to be conveyed.	Attempts to explain an idea to be conveyed (what and why). Explains the conventionally accepted meanings of the visual and verbal features used. Uses some terminology to plan for and/or explain the techniques used.	Explains an idea or mood to be conveyed. Attempts to explain one or more of the following points: <ul style="list-style-type: none"> • 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. Uses appropriate terminology to plan for and/or explain the techniques used.	Justifies the selection of an important idea or mood to be communicated. Explains one or more of the following points: <ul style="list-style-type: none"> • 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. Uses appropriate terminology to plan for and/or explain the techniques used.	Justifies the selection of an important idea or mood to be communicated. Explains clearly how the visual and verbal features combine to convey the idea or mood, help achieve the purpose, and target an identified audience. Uses appropriate terminology to plan for and/or explain the techniques used.
Impact	Uses visual and verbal features to convey a simple idea. <i>Examples</i> Static image: Uses body language or facial expressions to depict emotion. Moving image: Sequences shots and provides simple verbal links.	Uses visual and verbal features to convey an idea. <i>Examples</i> Static image: Uses appropriate colours in combination with verbal features, e.g., an imperative or a question, to convey a character’s feelings. Moving image: Uses a title to introduce a video and frames the shots.	Begins to combine visual with verbal features to convey an idea (or ideas) or mood. <i>Examples</i> Static image: Uses a symbolic dominant image in combination with colour, design, and appropriate verbal features, e.g., a simile, to convey an idea from a book. Moving image: Selects appropriate shots, e.g., a wide-angled shot, to establish the setting.	Combines visual with verbal features to clearly communicate an important idea (or ideas) or mood. <i>Examples</i> Static image: Composes an image by utilising different colours and words as well as quotations from the text to define distinct blocks, e.g., thirds or quadrants, to communicate several aspects of a book’s main characters. Moving image: Uses a dramatic voice-over and music in conjunction with appropriate images to convey a message.	Combines visual with verbal features effectively to develop and communicate an important idea (or ideas) or mood to an identified audience. <i>Examples</i> Static image: Composes an image by juxtaposing contrasting visual symbols in combination with a quotation from the text to communicate a key idea. Moving image: Uses cuts to juxtapose contrasting images to communicate an issue.

REFERENCES

Ministry of Education (1996). *English in the New Zealand Curriculum*. Wellington: Learning Media.

A reference section and a short glossary to support Presenting: Static and Moving Images can be found in the teachers’ notes distributed with the Visual Language and Oral Language materials.