



Presenting: Moving Images

LEVEL 1 2 3 4 5

Factory Remains

WHAT THE WORK SHOWS: Using an onscreen presenter and voiceover, this video asks local residents to preserve evidence of the past within their environment.



In this work the students demonstrate:

- a clear purpose, and intended audience (the local community)
- a developing ability to select relevant material from an exterior setting
- a sense of introduction, development, and conclusion.

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

- Use of an opening shot that links the present to the past.
- Controlled use of pans and tilts to direct our attention.
- Shot continuity.
- Well-thought-out camera positions that help reflect the purpose (the milk tanker moving towards us emphasises its importance).
- Use an effective fade-in to begin and a fade-out to end.
- Presenter helps personalise the communication.
- Developing understanding of how a presenter can walk into shot or out of it.
- Additional information given verbally.
- Occasional questions that promote audience reflection.
- Some use of background sounds for atmosphere.

THE LEARNING CONTEXT

As part of their skill development before planning a collection of videos on the local area, the class looked at some examples of video presenters as they talked to the camera live, on site.

They identified two appropriate methods. Because they were editing "in camera", their experiments suggested that the first and/or last shot would be best for them to do this. If something went wrong, they would easily be able to film the shot again.

Teacher-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 a practice session with the director (Corban), presenter (Alice), and cameraperson (Vicki):

- Corban: If we use that bush as the background, it's more interesting than if it's all empty.
- Alice: Will it distract people?
- Corban: I don't think so because it's not waving around. If you film towards the bush and Alice stands here, I'll point at her when it's time to walk in.
- Vicki: Use this twig for the marker.
- Corban: Okay – Alice you stand by the marker so Vicki knows where you'll be in the frame.
- Vicki: Move towards the shed a bit. That's better. Put the marker there.
- Corban: Let's walk that through, then we'll film 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 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:

- Discuss whether more emphasis could have been given to why preserving our local history is important. What might be changed or added if this was to happen? Could this be done without changing the visuals?
- Discuss whether the title reflects the purpose of the video.

REFERENCE

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