



Presenting: Moving Images

LEVEL 1 2 3 4 5

Nature

WHAT THE WORK SHOWS: This is a succinct statement designed to promote discussion about genetic engineering.



In this work the students demonstrate:

- a concise, clear shooting script
- effective use of the available location, reinforcing the idea that genetic engineering has no boundaries
- an atmosphere of disquiet
- good understanding of shot set-up to suit the purpose, with a variety of filming angles.

Communicates and develops a key idea or mood by effectively combining visual features with verbal features for an identified audience:

- Purposeful use of a zoom in (which is consciously not continuous).
- The choice of an apple, with biblical connotations of temptation, adds to the impact.
- Deliberate camera movements to simulate unease.
- Brevity of shots to make a point.
- An extreme close-up for effect.
- A key prop (the fruit) is simply prepared.
- Deliberate use of black to create tension.
- The actor has clear instructions and does not take over the video.
- Effective use of silence concentrates our viewing.
- Short statements allow time for audience to think.

THE LEARNING CONTEXT

Class groups were engaged in producing a persuasive video on a contemporary issue. Particular emphasis was placed on what the audience might think after seeing the video.

Student conversations

These conversations show the students can:

- justify the selection of an important idea or mood to be communicated
- explain clearly how the visual and verbal features combine to convey the idea or mood, help achieve the purpose, and target an identified audience
- use appropriate terminology to plan for and/or explain the techniques used.

Working on the storyboard:

Group: The less we say, the greater the impact we'll make.
Like the "less is more" thing?
Silence creates a focus ...
Black would be good here [points to end wide shot eating apple], while we narrate, "genetic engineering".
Short phrases give the audience thinking time.



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CURRICULUM LINKS

English in the New Zealand Curriculum

Achievement Objectives

Level 5: Viewing and Presenting Functions

Viewing: Reading visual and dramatic texts, including static and moving images, students should respond to and discuss various meanings, ideas, and effects, describing how verbal and visual effects are combined for different purposes.

Presenting: Using static and moving images, students should use and combine verbal, visual, and dramatic features to communicate information, ideas, or narrative to an identified audience.

Levels 5 and 6: Viewing and Presenting Processes

In achieving the objectives of understanding and using visual language:

Exploring Language: Students should, using appropriate terminology, describe the conventions of verbal and visual language in several genres, and use them to create particular effects.

Thinking Critically: Students should identify and analyse the effects of combining verbal and visual features in different ways for a variety of purposes and audiences.

Processing Information: Students should select and interpret information from visual texts and present it effectively, using appropriate production technologies for different purposes.

English in the New Zealand Curriculum, pages 40–41

NCEA (National Certificate of Educational Achievement)

Achievement Standard AS 90059: English 1.8 Produce a media or dramatic presentation. New Zealand Qualifications Authority (2001).

Unit Standard 12418: Present a moving image using verbal and visual features. New Zealand Qualifications Authority (2003).

WHERE TO NEXT?

To move these students towards the next learning step, the teacher could encourage them to consider questions such as:

- If you were making this video for a much younger age group, or perhaps a different culture, would you make any changes? Why?
- Sometimes filmmakers use no narration or screen text, in order to "speak" to a wider audience. Might it be possible to create a no-speaking, short video about genetic engineering? Create a draft plan.
- Could there have been any way to make the lighting similar in the final two human shots? If you were able to film with the subject brightly or darkly lit, which would you choose, and why?

REFERENCE

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