Presenting: Static Images

LEVEL   1   2   **3**   4   5

Tatatau

THE LEARNING CONTEXT

Students were asked to design a static image in response to a text they had studied, suitable for inclusion in a calendar aimed at teenagers.

They were first asked to choose a short quotation which reflected a key idea from the text. A commentary was to accompany the image, explaining the choices made in its creation.

Before creating their own image, students were exposed to a range of images created by others, including peers from previous years. As a class they analysed the effectiveness of features such as dominant image, composition, frame, colour, font, and symbol to communicate an idea or mood.

Students were then asked to brainstorm possibilities for visually representing the idea behind their quotation. While drafting a rough layout, they were encouraged to experiment by changing or moving elements until they were satisfied these would work together to achieve the desired effect for the audience.

They were provided with a template to guide them in writing an explanation of their image. This included:
- the idea they wished to communicate
- the connection between the quotation and the image
- how the design elements contribute to the overall message and the intended effect of each selected feature.

Teacher-student conversations

Prior to final publication of the image, the teacher attempted to get Angelica thinking more deeply about the link between the idea she was trying to convey in the quote from the text, and the visual techniques she had chosen.

Teacher: Can you tell me what the main idea of the quote is?
Angelica: That you have to keep on at something if it is worthwhile – even if it's hard.
Teacher: OK, so it's the idea of perseverance. I'd like you to think about whether you've conveyed this clearly in the image. Think especially about your choice of visual symbols. Your symbols relate to the story but do they convey the idea of perseverance?

INTEGRATING VIEWING AND PRESENTING

Prior to drafting the static images, the class was exposed to a range of images and accompanying explanations including some produced by students in previous years. The teacher guided them through an analysis and evaluation of:
- the key idea/mood each student was trying to communicate in the image
- the choice of verbal and visual features
- the relationship between these features
- how well the image achieved its intended purpose for an identified audience.

WHERE TO NEXT?

To move Angelica toward the next level, the teacher might help her to focus on:

Impact
- Explore in greater depth how the visual elements, especially symbols, might better represent the key idea.
- Explore ways to make the verbal and visual features work more closely together.

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
http://www.tki.org.nz/r/language/curriculum/p40_42_e.php

REFERENCES

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

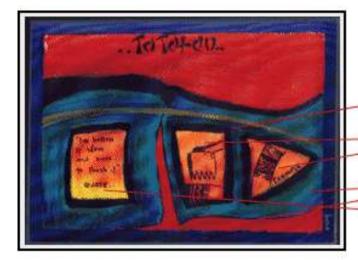Va'ai, Emma Kruise. *Tatatau*.

LEVEL 1 2 **3** 4 5

Tatatau

WHAT THE WORK SHOWS: Angelica's image includes some key elements which relate to the text, and a quotation which reflects an important idea. Although extremely well crafted artistically, the visual elements could be more closely aligned with the central idea.

Impact

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

- Uses a symbolic dominant image to represent the islands.
- Uses pictures that relate to the tattooing process.
- Uses colour symbolically.
- Uses a quote from the text which has some relevance to the image.

Student's explanation

My static image shows the idea that the traditional Samoan tattooing process [tatatau] is important and cultural. Although it doesn't show everything about the cultural importance it does give a simple understanding if you look carefully.

I want people to understand the importance of tatatau. I want them to understand the pain and suffering and the culture.

The dominant image in my static image is the leaves and the red blood background to show the feeling of pain and to give the image of the island.

The visual features I have used include banana leaves from Samoa and the tools they used for tattooing and an example of a tattooed leg to show the different designs.

I have used green for banana, red as a sign of blood/pain, blue to represent the ocean. Yellow for the sun and brown skin to show a Pacific Islander.

The quote I've chosen explains what the father was going through — it gives the reader the idea that to get this tattoo you have to go all the way, through pain and suffering.

Concept

Explains an idea to be conveyed.

- Begins to explain how the visual and verbal features combine to convey the idea.
- Uses some appropriate terminology to plan for and/or explain the techniques.

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Tatatau