



# Presenting: Static Images

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LEVEL 1 2 3 4 5

## We Are Changing Day To Day

### THE LEARNING CONTEXT

This static image was produced after a small study of the impact of urbanisation on young people. The unit included *The Kingfisher* by Witi Ihimaera and the Cat Stevens song "Where Do the Children Play?"

Students were guided to an understanding of the central idea through stylistic aspects such as word choice, syntax, symbolism, and metaphor, along with analysis of character and narrative structure.

They analysed and evaluated the effectiveness of several static images by previous students. The focus was on how to convey a significant idea or mood from a piece of literature, by combining:

- visual aspects – dominant image, colour, symbol, composition, frame, font
- verbal aspects – title, quotations, metaphor, rhetorical question, statement.

Students then drafted a plan for their own poster in response to one of the works. Before completing a final version, they peer-critiqued all drafts and had a brief conference with the teacher. These discussions were based on the assessment schedule for the task (which was based on the progress indicators).

### Student-student conversations

The key conversation in this secondary classroom took place during the peer critiques. Students were encouraged to carefully read each other's draft images and, without prompting, explain:

- the key idea/mood they thought was being conveyed
- how they thought the visual and verbal features helped to convey that idea or mood
- how well the image met the criteria in the assessment schedule.

They were then asked to modify their own images, according to the strengths and weaknesses identified in the peer critique. They were also to write the explanation to accompany the final image.

### INTEGRATING VIEWING AND PRESENTING

As noted, the students were exposed to a range of images and explanations 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 Rebecca toward the next level, the teacher might help her to focus on:

#### Concept

- including in her explanation a statement which states clearly the key idea she was attempting to convey
- justifying, in her explanation, the importance of that idea through closer reference to the text studied
- explaining how the selected visual and verbal features target an identified audience.

#### Impact

- exploring in other contexts how visual features such as choice of font, might also be used to help convey the message/mood.

#### Contexts for such learning could include:

- a viewing unit, for instance on advertising, where identifying and targeting an audience are central themes
- literature studies which include explorations of how a central idea or important character trait, might be conveyed visually (including a deconstruction of the book cover).



LEVEL	1	2	3	4	5
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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 features 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.

#### Level 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  
[http://www.tki.org.nz/r/language/curriculum/p40\\_42\\_e.php](http://www.tki.org.nz/r/language/curriculum/p40_42_e.php)

#### NCEA (National Certificate of Educational Achievement)

AS90059: English 1.8 Produce a media or dramatic presentation.  
 New Zealand Qualifications Authority (2001).

Unit Standard 12417: Present a static image using verbal and visual features.  
 New Zealand Qualifications Authority (2003).

## REFERENCES

Ihimaera, Witi (1995). "Kingfisher Come Home". In *Kingfisher Come Home: The Complete Māori Stories*. Auckland: Secker and Warburg.

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

Stevens, Cat (1999). "Where Do The Children Play?" On *Tea for the Tillerman*. Made in New Zealand, licensed in Australia: Universal-Island Records. (Reissue)



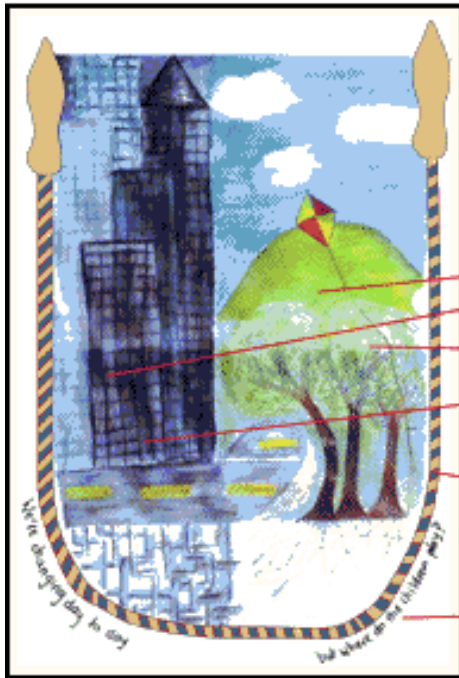
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**WHAT THE WORK SHOWS:** Rebecca has made effective use of contrasting and balanced dominant images, symbols, colour, and frame to communicate effectively a key idea from the text.



### Impact

Combines visual with verbal features effectively to develop and communicate an important idea or mood to an identified audience.

- Contrasting balanced images which symbolise key aspects of urbanisation and nature.
- Symbolic colours emphasise the contrast between nature and urban landscape.
- Composition reflects the encroachment of the urban landscape onto nature.
- Skipping rope reinforces the idea of play.
- Rhetorical question links to the visual elements, to communicate the key idea.

### Student's explanation

I used the dark/ black colours representing the new, technological side of the image to show a gloomy, polluted atmosphere and the lack of natural growth.

The brighter colours such as green and yellow are used on the other side to help convey the image of health and growth.

These effects continue high into the sky and below ground to emphasise that our actions affect more than we see.

The skipping rope frames the image as it symbolises playing and the importance of having space to play.

The road is literally being rolled onto the grass suggesting in time there will be no green space left at all.

### Concept

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



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Student's original work

