



# Presenting: Static Images

ACCESS THE ENGLISH EXEMPLARS ONLINE AT [www.tki.org.nz/r/assessment/exemplars/eng/](http://www.tki.org.nz/r/assessment/exemplars/eng/)

LEVEL 1 2 3 4 5

## We Will Be Happy, Won't We?

### 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 Sarah towards the next level, the teacher might help her to focus on:

#### Concept

- Clearly identifying her key idea, in the explanation.
- Further develop her justification of that idea through closer reference to the text studied.
- Using appropriate terminology in her explanation.
- Including an explanation of all features used, e.g., the symbols within the question mark (and their implication of a journey); the use of the question mark to symbolise the detachment of a single person from the crowd.
- Explaining how the visual and verbal features target an identified audience.

#### Impact

- Experimenting further with font and frame to underscore the idea.

Contexts for such learning could include:

- a viewing unit, e.g., on advertising in which targeting an identified audience is central
- literature studies that include explorations of how to convey a central idea visually (including a deconstruction of the book cover).



LEVEL	1	2	3	4	5
-------	---	---	---	---	---

# We Will Be Happy, Won't We?

## 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)



# Presenting: Static Images

ACCESS THE ENGLISH EXEMPLARS ONLINE AT [www.tki.org.nz/r/assessment/exemplars/eng/](http://www.tki.org.nz/r/assessment/exemplars/eng/)

LEVEL 1 2 3 4 5

## We Will Be Happy, Won't We?

**WHAT THE WORK SHOWS:** In her response to "Kingfisher Come Home", Sarah conveys a mood of uncertainty and alienation with a symbolic dominant image. The message is supported with the strong, simple effects of collage, font, colour, and text.



### Impact

Combines visual and verbal features to clearly communicate an important idea or mood.

Use of a symbolic dominant image to communicate uncertainty.

Use of collage within the dominant image to suggest alienation.

Using colour symbolically to suggest emotion.

Use of symbols which suggest a journey and perhaps, alienation.

Use of font to suggest uncertainty.

Use of a quote from the text which links with the image to emphasise the idea of uncertainty.

### Student's explanation

My dominant image is a question mark of people because Matiu's life is full of misunderstandings of himself and his whanau.

I made the question mark full of people to show how isolated Matiu's family feels – even though they have moved to an area with more people, they feel more lonely and rejected.

The red background represents Matiu's love for his whanau back at Waituhi.

I used dashed letters in the words "Won't We?" to represent Matiu's uncertainty in everything he says."

### Concept

Begins to justify the selection of an important idea or mood to be communicated.

Explains how the visual and verbal features combine to convey the idea or mood.

Uses some appropriate terminology to plan for and/or explain the techniques.



# Presenting: Static Images

ACCESS THE ENGLISH EXEMPLARS ONLINE AT [www.tki.org.nz/r/assessment/exemplars/eng/](http://www.tki.org.nz/r/assessment/exemplars/eng/)

LEVEL 1 2 3 4 5

## We Will Be Happy, Won't We?

Student's original work

