



# 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

## Where Do The Children Play?

### THE LEARNING CONTEXT

This static image was produced as a culmination to a small thematic study focusing on the impact of urbanisation on young people. The unit included the short story *Kingfisher Come Home* by Witi Ihimaera and the song lyrics “Where Do the Children Play?” by Cat Stevens.

The teacher guided the students to an understanding of the central idea of each text through close reading, paying attention to such language features as word choice, syntax, symbolism, and metaphor, and through analysis of characters and narrative structure.

The students then analysed and evaluated the effectiveness of several static images produced in response to literature by students in previous years. They focused on how visual features, such as dominant image(s), colour, symbol, composition, frame, and font, could be combined with verbal features, such as a title and the use of quotations, metaphors, and rhetorical questions or statements, to convey a significant idea or mood from a piece of literature.

The students then drafted a plan for their own poster in response to *Kingfisher Come Home* and “Where Do the Children Play?” Before they completed their final versions, the students peer-critiqued their drafts and conferenced briefly with the teacher. They based their discussions around the assessment schedule for the task (which was based on the progress indicators).

### Student-student conversations

The key conversations took place during peer critiques of the images. The teacher encouraged the students to look at each other's draft images carefully and, without prompting, explain to the creator:

- 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.

The teacher asked the students to use the strengths and weaknesses identified in the peer critiques to modify their images and to write the accompanying explanations.

### INTEGRATING VIEWING AND PRESENTING

Prior to the students drafting their static images, the teacher exposed them to a range of images and accompanying explanations produced by students in previous years. She guided them through an analysis and evaluation of each of the images, examining:

- the key idea/mood each student was trying to communicate in the image
- the verbal and visual features the students chose to use
- the relationship between the verbal and visual features
- how well the image achieved its purpose for an identified audience.

### WHERE TO NEXT?

To move Harriet towards the next learning step, the teacher could help her to focus on:

#### Concept

- Include, in her explanation, a statement that clearly articulates the key idea she is attempting to convey.
- Justify, in her explanation, the importance of that idea through closer reference to the text studied.
- Explain how the visual and verbal features target an identified audience.

#### Impact

- Explore, in other contexts, how visual features such as frame and font might also be used to help convey the message and mood.

Contexts for such learning could include:

- a viewing unit (for example, on advertising) in which identification and targeting of an audience is central
- literature studies that include explorations of how a central idea might be conveyed visually (including a deconstruction of the book cover).



LEVEL	1	2	3	4	5
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# Where Do The Children Play?

## 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)



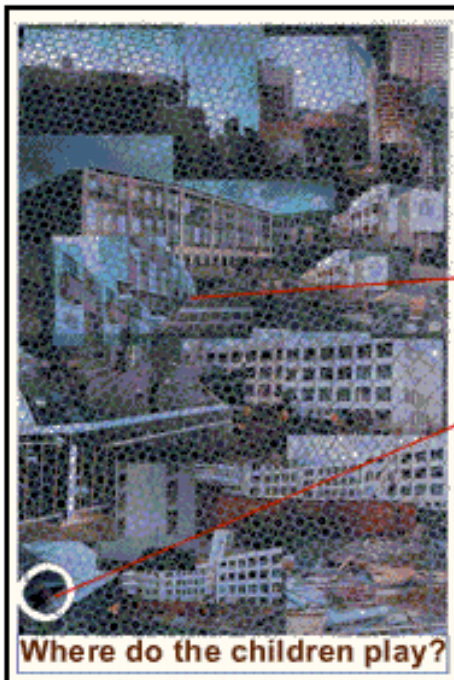
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## Where Do The Children Play?

**WHAT THE WORK SHOWS:** The best fit for this image is at level 5. Harriet has not justified the choice of the key idea to be communicated. However, her careful selection and composition of photographs in a collage and symbolic use of colour and netting combine effectively with the rhetorical question to communicate clearly a key idea from the work studied.



### Impact

Combines visual with verbal features effectively to develop and communicate the idea of urban encroachment onto green areas.

Juxtaposes consciously chosen photographs showing a realistic, bleak urban landscape and a small patch of grass.

Uses colours symbolically to emphasise the contrast between nature and the urban landscape.

Uses composition that accentuates the dominance of the urban landscape over the threatened patch of nature.

Places netting over the urban landscape to create a feeling of entrapment.

Uses a rhetorical question from one of the texts studied that links closely to the visual elements to communicate the key idea to the audience.

### Student's explanation

I collaged a number of photographs of buildings together and they became just about the whole image I created. I did include a very small piece of grass in the bottom left-hand corner. The photographs were used to make the image look real – this is happening all around us. The grass is struggling to survive in an environment full of concrete and buildings. The colours of the buildings are fairly drab and cold in contrast to the life and brightness of the green in the tiny bit of grass. I covered the whole image, except for the tiny piece of grass, with chicken-wire to give the effect of being enclosed, imprisoned.

### Concept

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

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



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## Where Do The Children Play?

Student's original work

