



Presenting: Moving Images

LEVEL | 1 | 2 | 3 | 4 | 5

Drink Bottles

WHAT THE WORK SHOWS: A series of paired shots, with a surprise ending, show and tell us about the familiar drink bottle.



In this work the students demonstrate:

- that the spoken statements add meaning to the visual element, and vice versa
- the ability to create a script using a simple identification and comment pattern that matches the paired shots (direct narrative)
- consideration of the audience – e.g., the humour of "nothing inside!"

Conveys a simple idea by using visual and verbal features:

- Objects filmed from different angles (front on, looking down).
- Filmed close to the objects so they take up most of the frame.
- Plain background makes the objects easy to see.
- Objects clearly visible within the frame.
- Appropriate shot length (long enough to focus on the objects, and to read the narration).
- Direct narrative enhances images.

THE LEARNING CONTEXT

As part of a focus on plastics, the class decided to investigate the types of drink bottle found at school. The teacher wanted to extend their filming skills by looking at objects from different positions, and the effect this had when the image was on the screen. She also wanted them to think carefully about their viewers and the purpose.

When they had discussed different ways to look at their bottles, each group filmed their plan.

After viewing of the completed videos, the class followed up on the idea of telling viewers what was inside the bottle. The teacher asked them to decide on:

- a phrase to describe a feature of the bottle
- a phrase to tell what was inside the bottle.

They then practised speaking their phrases as the completed videos played. They invited another class to look at and listen to their work, and provide feedback.

Teacher-student conversations

These conversations show the students can:

- understand that a simple idea can be conveyed visually
- describe an idea to be conveyed.

Before written planning:

- Teacher: What different ways can we look at a drink bottle through the camera?
- Class: At the side of the bottle.
Where the picture is.
Where the top goes on.
Underneath.
- Teacher: What do you think about filming a bottle two different ways?
- Student: We'd get more turns filming.
- Teacher: Think about a pupil from another school looking at your video. What might they think about seeing a bottle in different ways?
- Class: They might see more of the bottle.
You can't always see everything from the front.
They would learn more.
It might be boring.
- Teacher: But if we showed the bottle in interesting ways they might not be bored.
- Student: We could tell them what was in the bottle.
- Teacher: I'd like each filming team to decide on two different ways to look at their bottle. Be ready to tell us why you think these two ways are interesting. Sketch the two ways, then be ready to share your ideas.



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CURRICULUM LINKS

English in the New Zealand Curriculum

Achievement Objectives

Level 1: Viewing and Presenting Functions

Viewing: Reading visual and dramatic texts, including static and moving images, students should respond to meanings and ideas.

Presenting: Using static and moving images, students should present ideas using simple layouts and drama.

Levels 1 and 2: Viewing and Presenting Processes

In achieving the objectives of understanding and using visual language:

Exploring Language: Students should understand that communication involves verbal and visual features which have conventionally accepted meanings.

Thinking Critically: Students should show awareness of how words and images can be combined to make meaning.

Processing Information: Students should view and use visual texts to gain and present information, become familiar with and use appropriate technologies, and write letter and number forms legibly to present ideas.

English in the New Zealand Curriculum, pages 40–41

Te Whāriki

Strand 4: Communication

All of goals 2 and 3, and the associated learning outcomes for knowledge, skills, and attitudes.

Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa/Early Childhood Curriculum, pages 76–79

WHERE TO NEXT?

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

- Try a different first shot – of all the bottles, or of the bottle owners, or school bags in the cloak bay.
- Change the storyboard to visually reflect "nothing inside" (perhaps change the paired shots pattern and use three shots – the bottle, the lid, looking inside the bottle).

REFERENCES

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

Ministry of Education (1996). *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa/Early Childhood Curriculum*. Wellington: Learning Media.