



# Presenting: Moving Images

LEVEL | 1 | 2 | 3 | 4 | 5

## Scraper

**WHAT THE WORK SHOWS:** Images of a musical scraper, from part to whole, are revealed, combined with simple verbal links to other familiar objects.



In this work the students demonstrate:

- continuity from showing the same object in each shot
- a simple storyboard made before filming
- a four shot sequence, with shots of similar length
- a basic progression of beginning, middle, end.

Conveys a simple idea by using visual and verbal features:

- Held shots show the subject clearly.
- Initial close-ups show details.
- Final shot reveals the whole subject.
- Subject set up on a plain background to stand out clearly.
- Verbal comparisons with other familiar objects – "long stripey caterpillar", "two round wheels".
- Narration directly matches each shot.
- Natural sounds of the scraper being played.

### THE LEARNING CONTEXT

The class had been making short videos about common objects within the room. All students knew how to hold the video camera safely and confidently. This was the first time they had worked independently in small groups.

The teacher provided a number of musical instruments and asked groups to select one. They had to:

- decide which parts of the instrument they would show
- plan a storyboard consisting of four shots:
  - three held shots, about five seconds long, on different parts of the subject
  - a final shot of a group member playing the instrument live during the narration.

### 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 making a filming plan:

- Class: We can video us playing all the instruments.  
 Teacher: Each group has chosen a different instrument to video. Some instruments are large, others are small. Some are just one colour, some have a mixture of colours.
- Class: Yes, and some will be hard to see.  
 Teacher: Can we see this triangle very clearly if I put it here? [Places the triangle inside a box.]
- Class: No! It's hiding. We have to make sure it can be seen.  
 Teacher: I'd like each group to find places around the room where you could place your instrument, so it can be seen clearly when you look through the viewfinder. See if you can find more than one place, then we'll get each group to share their places.



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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:

- experiment with other camera positions, such as at floor level
- compose a group music accompaniment using scrapers (without any narration).

### 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.