



Presenting: Moving Images

LEVEL 1 2 3 4 5

Driftwood

WHAT THE WORK SHOWS: Through soundscape and narration, a driftwood log is effectively identified as a waiting predator.



In this work the students demonstrate:

- some awareness of symbolism (the log represents a predator)
- exploring an exterior location to find suitable subject matter
- initial planning that indicates the use of visuals and narration.

Conveys an idea or mood by beginning to combine visual features with verbal features:

- A pan-left shot to set the scene.
- The rule of thirds to give balance to a frame.
- A soundscape adds to the mood.
- Narration is not continuous, allowing the soundscape create the mood from time to time.
- Cue points established so that the soundscape and narration are performed at the appropriate time.
- Some understanding of sound balance between music and narration.

THE LEARNING CONTEXT

With the beach at their back door, students searched for pieces of driftwood that suggested something to them. They had previously looked at clouds in a similar way. They were encouraged to view the driftwood from a variety of angles, imagining, and then verbalising and justifying their thoughts.

Groups then decided on a particular log or arrangement of driftwood. Sometimes they moved the pieces to strengthen the effect.

They planned the words and the shots, and then filmed.

After viewing their work, the class shared their ideas of what they could "see" in the driftwood, and the mood they wanted to create.

As a result they decided to experiment with sounds that could be made without instruments, to help create the desired mood of a selected video. During this process, the students found that with some of their sounds, it was no longer necessary to use all the original words.

After they had decided on the final structure of the soundscape, it was recorded on the board, then rehearsed. Other classes were invited to see the video and hear the live soundscape.

Teacher-student conversations

These conversations show the students can:

- explain an idea or mood to be conveyed
- begin to explain one or more of the following points:
 - how the visual and verbal features combine to convey the idea or mood
 - how they help to achieve the producer's purpose
 - how the visual and verbal features used show some awareness of audience
- use appropriate terminology to plan for and/or explain the techniques used.

After viewing their work:

- Teacher: How have we shown others what we saw in the driftwood, with our imagination?
- Class: The videos we made.
The pieces of the log we showed in our shots.
- Teacher: Did we just use pictures?
- Class: We've got words too.
- Teacher: What else do films and videos sometimes use to help us understand or think about what's going on?
- Class: People talk to each other.
There might be noises like when a plane crashes.
And people shouting at the league.
- Teacher: Let's listen to the sound from one of your videos while the camera was filming at the beach. What can you hear?

[The video is played with sound on.]

- Class: Wind blowing.
Some counting for the shots when we filmed.
You can hear the waves a bit.
- Teacher: Is the sound very clear?
- Class: It's a muddle!
- Teacher: Could we make sounds to help people feel the mood you are showing and speaking about? In your groups, talk about the ideas you saw in the logs. What mood do you want to create?



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CURRICULUM LINKS

English in the New Zealand Curriculum

Achievement Objectives

Level 3: Viewing and Presenting Functions

Viewing: Reading visual and dramatic texts, including static and moving images, students should respond to and discuss meanings and ideas, identifying and describing the effects of and links between verbal and visual features.

Presenting: Using static and moving images, students should use verbal and visual features to communicate information, ideas, or narrative through layout, drama, video, or still photography.

Levels 3 and 4: Viewing and Presenting Processes

In achieving the objectives of understanding and using visual language:

Exploring Language: Students should identify important features of verbal and visual language and use them to create particular meanings and effects.

Thinking Critically: Students should show identify and discuss ways in which verbal and visual features can be combined for a particular purpose and audience.

Processing Information: Students should view and use visual texts to retrieve, interpret, organise, and present information coherently; use appropriate technology, including fluent handwriting, for effective presentation.

English in the New Zealand Curriculum, pages 40–41

WHERE TO NEXT?

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

- What other filming angles could be used to make the natural shapes even more menacing.
- How to avoid shadows of the filming team in some places.
- How to use simple technology to record the soundscape so that it doesn't have to be played live.

REFERENCE

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