



Presenting: Moving Images

LEVEL 1 2 3 4 5

Rock Pools

WHAT THE WORK SHOWS: A simple set, storyline, and animation are combined to present an anti-pollution message.



In this work the students demonstrate:

- understanding that animation is an effective form for communicating an argument
- understanding that there can be multiple versions of one character (the fisherman) to suit the action
- a developing awareness of continuity between shots.

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

- Simple set made from everyday materials.
- Use simple props.
- Use wide-angle and close-up shots.
- Awareness of a safe title area – with the "Don't Pollute" message.
- Narration points cued.

THE LEARNING CONTEXT

The class had visited coastal rock pools as part of an investigation of people's interaction with the environment. Back in the classroom, positive and negative aspects of this interaction were discussed. The teacher knew that simply stating phrases such as "don't pollute" often had little impact or appeal. Groups talked about how such a statement could be presented more personally and compellingly.

The class viewed television advertisements for the way they present messages or slogans. They then discussed the effectiveness and impact of each advertisement.

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.

Discussion after viewing advertisements, and suggesting categories:

Teacher: What categories did we decide on for the "message" adverts?

Class: Short "plays", with people acting.
Still pictures on the screen with printed words.
"Plays" with drawn characters.

Teacher: What's a film word that we can use for that sort?

Class: Cartoons.
I think it's "animation".

Teacher: Cartoons are usually made by animation, but animation doesn't mean cartoons.

Later they decided to use simple animation to present their chosen "message".

Teacher: I'd like each group to experiment with ways that we might be able to show water in our animations. See if you can come up with three different ways, then make a list of the things that you would need to make that scene.

Patrick: Do you mean like cameras and stuff?

Teacher: Yes, we'll need our camera, but what would the camera be filming when you want to show water? We could use real water – but where would you do this? Are there other things you could do to suggest water?

They designed storyboards and filmed over a period of days. This group was already confident with a variety of video techniques.



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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 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:

- experiment with other ways to create the set, such as filming through a clear tank, or using a water trolley
- consider some possible solutions to the problem (sea pollution) – should the video share some of these? How might this be done?

REFERENCE

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