



Presenting: Moving Images

LEVEL 1 2 3 4 5

Gumboots

WHAT THE WORK SHOWS: The advantages of gumboots are imaginatively shown through animation. The storyboard demonstrates a clear visualisation of the concept before set construction and filming began.



In this work the students demonstrate:

- that animation allows visual presentation of ideas that may not be easily filmed within the immediate environment
- how point of view can be changed – we see the detective moving along from an observer's viewpoint, and then the shoe from the detective's viewpoint
- the purpose of persuasive development – introduction, development and conclusion.

Communicates clearly an important idea or mood by combining visual features with verbal features:

- A variety of animation techniques – stop frame, tabs, and live movement (the magnifying glass).
- A variety of appropriate shots – held, pans, and tilts.
- Continuity of action – one shot shows a figure from above the waist, sinking, and the next cuts to ground level.
- Animated title is in keeping with the theme, and within a safe title area.

THE LEARNING CONTEXT

Students in this class were familiar with using animation as a presentation option. After looking at examples of persuasive writing, they decided to create a persuasive presentation. Each group chose the medium that would best suit their idea.

Teacher-student conversations

These conversations show the students can:

- justify the selection of an important idea or mood to be communicated
- explain one or more of the following points:
 - how the visual and verbal features combine to convey the idea or mood
 - how the visual and verbal features help to achieve the 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.

Group discussion while storyboarding:

- Teacher: Tell me about these two shots [the man with an umbrella walking into the shot from the right, and a close-up of the gumboots as they sink into the mud].
- Group: We thought that by having two shots, the usefulness of gumboots would be shown more dramatically. The umbrella is helping to keep him dry. That's the main idea of the first shot. But his boots are also helping him.
We had to match the action between the two shots. The man starts to go down in the first shot, and this movement continues in the next one.
- Teacher: Would the speed of the sinking man be the same in both shots?
- Group: It should be. But if it slows down a bit in the second shot, this might show that the gumboots are slowing down the sinking.
- Teacher: Perhaps you could experiment with the two shots to see what works best.



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CURRICULUM LINKS

English in the New Zealand Curriculum

Achievement Objectives

Level 4: Viewing and Presenting Functions

Viewing: Reading visual and dramatic texts, including static and moving images, students should respond to and discuss meanings, ideas, and effects, identifying the purposes for which the verbal and visual features are used and combined.

Presenting: Using static and moving images, students should combine verbal and visual features to communicate information, ideas, or narrative through drama, video, computer, or other technologies and media.

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 whether the advantages of gumboots are presented strongly enough, verbally and visually.
- Discuss the style of the video, which varies in some shots – does this help the viewer?

REFERENCE

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