



# Presenting: Moving Images

LEVEL 1 2 3 4 5

## Insects

**WHAT THE WORK SHOWS:** A clearly conceived idea is tightly edited to demonstrate why non-human life may survive in the future.



In this work the students demonstrate:

- a combination of cinema clichés and original style, for purpose and audience
- a suggestion of irony by the shooting technique of looking down on the insects.

Communicates and develops a key idea(s) or mood by effectively combining visual features with verbal features for an identified audience:

- All shots of "insects" are from above, but the video suggests that this point of view is ironic.
- Establishes the mood with a series of close-ups.
- Effective use of the three shot movement convention (drawing "gun" from holster, silhouette of the spun gun, close-up of pressing the trigger). Each shot is well framed showing awareness of the rule of thirds.
- Some use of non-linear editing tools such as:
  - slow motion – fly spray being drawn from pocket
  - dissolve – from moth to log
  - graphics track – opening titles
  - fade to black – after final shot
  - sound track – one for narration and one for music.
- Careful and rehearsed use of zoom out in shot ten (treading on the butterfly).
- The visuals often do the talking.
- Original eerie music helps create the mood and hints that something is about to happen during the title sequence.
- Use of a sound bridge to link shots.
- Simple narration is delivered tongue-in-cheek.

### THE LEARNING CONTEXT

The class had been discussing a variety of film genres. From their research, they compiled a number of likely characteristics one might expect to find in these genres.

With this in mind, groups planned short videos on self-selected topics, with references to a genre of their choice.

The teacher encouraged them not only to make a reference, but also to use it in a manner that added to the impact and theme.

### Teacher-student conversations

These conversations show the students can:

- justify the selection of an important idea or mood to be communicated
- explain clearly how the visual and verbal features combine to convey the idea or mood, help achieve the purpose, and target an identified audience
- use appropriate terminology to plan for and/or explain the techniques used.

During the planning stage:

Group: A Western showdown would work well. It's really the reverse of a shoot-out because bullets don't work on the insects.

People will think that drawing the spray out of the holster will lead to the baddy's death. But it doesn't. Being "good" doesn't help!

We could edit that shot in slow-mo too. That's another characteristic of some modern Westerns.

Teacher: An interesting twist. Do you have any others?

Group: We thought that a "boot grinding a fag into the dust" shot would also be ironic.

The insects are the survivors, not the humans. So this will have no effect on the insects. They won't be snuffed out.

Teacher: Have you thought about non-visual references?

Group: We're going to try a few guitar effects, perhaps with big "open spaces" wind instrument theme ...



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### CURRICULUM LINKS

*English in the New Zealand Curriculum*

#### Achievement Objectives

##### Level 5: Viewing and Presenting Functions

**Viewing:** Reading visual and dramatic texts, including static and moving images, students should respond to and discuss various meanings, ideas, and effects, describing how verbal and visual effects are combined for different purposes.

**Presenting:** Using static and moving images, students should use and combine verbal, visual, and dramatic features to communicate information, ideas, or narrative to an identified audience.

##### Levels 5 and 6: Viewing and Presenting Processes

In achieving the objectives of understanding and using visual language:

**Exploring Language:** Students should, using appropriate terminology, describe the conventions of verbal and visual language in several genres, and use them to create particular effects.

**Thinking Critically:** Students should identify and analyse the effects of combining verbal and visual features in different ways for a variety of purposes and audiences.

**Processing Information:** Students should select and interpret information from visual texts and present it effectively, using appropriate production technologies for different purposes.

*English in the New Zealand Curriculum, pages 40–41*

#### NCEA (National Certificate of Educational Achievement)

Achievement Standard AS 90059: English 1.8 Produce a media or dramatic presentation. New Zealand Qualifications Authority (2001).

Unit Standard 12418: Present a moving image using verbal and visual features. New Zealand Qualifications Authority (2003).

### WHERE TO NEXT?

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

- Ask whether they could portray the same message without referring to the Western genre.
- Consider other ways the narration could have been delivered for effect.
- Consider the effect of deliberately mixing genres.

### REFERENCE

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