



Presenting: Static Images

ACCESS THE ENGLISH EXEMPLARS ONLINE AT www.tki.org.nz/r/assessment/exemplars/eng/

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Officer Buckle and Gloria

THE LEARNING CONTEXT

This class focused on emotions and feelings as part of an integrated unit incorporating English, the visual arts, and health. The class explored picture books, discussing how the illustrators communicated the characters' emotions. The teacher asked:

- What colours has the illustrator used? Why?
- How are the characters moving? How do you know? How did the illustrator show this?

The students learned that colours can represent different emotions or states (for example, they can be "happy" or "mad").

The teacher shared several books from the series *Your Emotions and Your Feelings* (Hodder and Stoughton). These explore metaphors and similes based on different emotions. The students discussed the emotions and suggested others. They mimed them to each other, with the audience describing how the performers looked, and guessing which emotion they were representing.

The class discussed how images and texts can be combined to communicate emotions. The teacher asked, "How does the illustration match the words?" "If you were the illustrator, what would you choose to do and why?"

She questioned them about the features of book covers. "What colours stand out?" "What catches our eye?" "Why do you think the bear is the biggest?" She showed them covers with borders and discussed their significance. During shared reading of *Ready to Read* poem cards, the class discussed the borders and the size and type of the fonts on different cards.

When the teacher felt the students were ready, she asked them to respond to the story *Animals Scare Me Stiff*. They discussed the main themes of the book and then drew pictures of the main character. The criteria were that the colours reflect the character's feelings and the picture should be eye-catching. From this, the teacher found that they needed more guidance about size and dominant image.

The class repeated the exercise with the story *Officer Buckle and Gloria*. This time the criteria were:

- Show the relationship between Officer Buckle and Gloria.
- Make your image large and clear.
- Frame your image with an idea from the story.

The teacher asked:

- How will the audience know who the characters are? What are you going to dress them in? What colours will you use?
- How will you show the relationship between them? Do they like each other? How can you show this?

She then divided the class into ability groups. Whena hadn't had a lot of experience in producing static images, so the teacher felt that she should concentrate on the visual rather than the verbal features.

Teacher-student conversations

During drafting:

- Teacher: I see you've almost completed drawing Officer Buckle. How did you choose the colour?
- Whena: It's his uniform; it's sort of black.
- Teacher: Do you think the audience will know he's a police officer?
- Whena: I don't know.
- Teacher: Can you think of a way to show them?
- Whena: I can put a star on him!
- Teacher: Great idea!

After drafting:

- Whena: Gloria's got loads of makeup on so people know she's on stage. She's standing close to Officer Buckle.
- Teacher: Why is that?
- Whena: Because they're best friends. She's nearly touching him.

INTEGRATING VIEWING AND PRESENTING

Students need many opportunities to view and discuss a variety of static images. Illustrations, book covers, posters, advertisements, wordless texts, and greetings cards can all serve as good models and be incorporated into a reading programme. This teacher shared a variety of picture books with the class and the students viewed role-plays based on emotions. The class also viewed and discussed the features of a number of book advertisements in the school library.

Teachers can encourage their students to determine what creates impact. "Why do we like it?" "What features does it have?" Students can explore features of static images, such as the size, frame, colour, font, and dominant image.

Presentation activities help students to appreciate the ways in which they can combine verbal and visual features to convey their own ideas about literature.



Officer Buckle and Gloria

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 terminologies, and write letter and number forms legibly to present ideas.

English in the New Zealand Curriculum, pages 40 and 41
http://www.tki.org.nz/r/language/curriculum/p40_42_e.php

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 Whena towards the next learning step, the teacher could help her to focus on:

Concept

- Increase her use of terminology and provide opportunities for her to use these in her explanation (for example, being able to express in her own words the term "dominant image").

Impact

- Use colour to a greater extent to support ideas ("How do we know that they are friends?" "Is there any other way we can show this?").
- Use some text to support the main ideas (for example, a caption or speech bubble).

REFERENCES

Cole, Babette (2000). *Animals Scare Me Stiff*. London: Jonathan Cape.

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.

Ministry of Education (2002). *Ready to Read Poem Cards 2002*. Wellington: Learning Media. The poem cards, which can be ordered individually, are "Octopus" (item 26590), "Crab" (item 26591), "Màlò e Leilei" (item 26592), "Puddle Play" (item 26593), "Scarecrow" (item 26594), "Nanny" (item 26595), "My Flower" (item 26596), "Sleep" (item 26597), "Footprints" (item 26598), "Buzzy Bee" (item 26599).

Rathmann, Peggy (1995). *Officer Buckle and Gloria*. New York: G.P. Putnam's Sons.



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Officer Buckle and Gloria

WHAT THE WORK SHOWS: Whena has produced a simple composition that clearly shows the two main characters from the story and hints at the feelings they have for one another.



Impact

Uses visual and verbal features to convey the relationship between Officer Buckle and Gloria.

The two main characters are the dominant figures.

Their facial expressions show their emotions.

The colours chosen show Gloria's feelings.

Student's explanation

Officer Buckle is sort of black with a star to show he is an officer. Gloria is pink like a pig and orange, too, to show that she's happy.

She's wearing lots of makeup, because she's on the stage. The lights around the stage in my border are flashing.

They like each other.

Concept

- Understands that a simple idea can be conveyed visually.
- Describes an idea to be conveyed: the relationship between Officer Buckle and Gloria.
- Uses some terminology in her explanation.



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Officer Buckle and Gloria

Student's original work

