Sigma English Workbook

NCEA Achievement Standard 1.7
Create a Visual Text

S. Battye and D. J. Wort

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1 Understanding the Standard

Achievement Standard 1.7 - Create a Visual Text AS90855

<u>Title</u> : Create a visual text.

Assessment : Internal   Credits : 3   Subfield : English   Domain : English Visual Language   This Version Published : 17 December 2010

Achievement	Achievement with Merit	Achievement with Excellence
• Develop and structure ideas in a visual text. • Use language features appropriate to purpose and audience.	• Develop and structure ideas convincingly in a visual text. • Use language features appropriate to purpose and audience with control.	• Develop and structure ideas effectively in a visual text. • Use language features appropriate to purpose and audience with control to command attention.

To pass this Standard, *Create a visual text*, you will have **developed and structured an original visual text**. Your teacher may select one of the following options for you to work on and present in class; a static image (e.g. a poster), an advertisement, a newspaper front page or story board, a moving image such as a video programme or PowerPoint™ display, a digital essay, graphic story or illustrated text, a podcast or online text (website or web pages), a dramatic presentation such as a devised role play, performance of a poem, or scene from a play. Your teacher will advise you on; the appropriateness of your choice of medium (e.g. video, paper, web based), your chosen method of report delivery, checkpoints for consultations on your progress, and deadlines. It is important to gain teacher approval for all your visual text choices as they may involve shared technology, scheduled use of resources and group work.

Skills Required for Success in this Achievement Standard

❑ **Developing and structuring ideas in a visual text** : involves creating an original text using your own and/or adapted material, featuring at least one central idea that is appropriate for this level and task.

❑ **Using language features appropriate to the purpose and the audience** : involves knowing what your *purpose* and message is, selecting techniques that relate to the *audience*, selecting some appropriate verbal and *visual language* techniques which support and develop your ideas and drafting or rehearsing and presenting your work with care.

❑ **Developing and structuring ideas convincingly in a visual text and using language features appropriate to the purpose and the audience with control** : involves reaching achievement, planning and reworking ideas appropriate to your intended *audience* and *purpose*, and using a range of appropriate *visual language* techniques as you draft, rehearse and present with confidence.

❑ **Developing and structuring ideas effectively in a visual text and using language features appropriate to the purpose and the audience with control to command attention** : involves reaching Achievement with Merit, planning your ideas, considering all presentation possibilities, considering unique ways of combining *visual language* techniques for maximum impact, showing evidence of making deliberate choices or crafting to create an effect on an audience and present the final product with a high level of quality and with confidence.

Determining Your Grade - Levels of Thinking

The grades Achievement, Merit and Excellence represent different levels of thinking. Consider the following two visual project tasks.

Visual Project Task Statement 1
Develop and structure ideas in the creation of a visual text using language features appropriate to a particular purpose and audience.

This statement requires only a simple level of thinking so the only grade available for a correct answer is Achievement.

The key words are *'Develop and structure ideas in a visual text. . .'*

Visual Project Task Statement 2
Develop and structure ideas effectively in the creation of a visual text using language features appropriate to a particular purpose and audience, with control in order to command attention.

The outcome to this visual project task can be met in a visual presentation by showing a simple or deep understanding. For visual project tasks like this the full range of grades (Achievement, Merit and Excellence) are available and your awarded grade will depend on the level of understanding you display in your visual presentation or product.

The key words are *'Develop and structure ideas effectively in the creation of a visual text.'*

Achievement Level Thinking

First you need to show that you understand the meaning of the term; develop ideas. Then you need that you show that you understand the importance of paying attention to details such as examples and evidence, that you can structure, order and organise your work logically as you choose and include appropriate, suitable *visual language features* in your presentation. Finally you need to show that you can identify the *purpose* or reason for the presentation or product and show how you can best communicate with your selected *audience*. You demonstrate that you are reading 'on the lines' in your interpretation of the task.

Merit Level Thinking

As well as doing all of the tasks identified for Achievement Level Thinking (above) you will need to demonstrate that the way your *visual text* has been constructed is convincing, i.e. believable, real, has impact and that the ideas link through the use of particular chosen language, structure or thought. You will also need to demonstrate control by carefully selecting *visual language features* and use presentation techniques that clearly communicate your purpose to an *audience*. In terms of your thinking you are reading 'between the lines' in your interpretation of the task.

2 Understanding the Standard

Excellence Level Thinking

As well as doing all of the tasks identified for Achievement and Merit Levels of Thinking (above) you will need to show that you can create an effective visual presentation or product which is clever, interesting and which offers a new way of examining a topic that will challenge an *audience* with its unique structure, and provide thought provoking messages that combine the most important elements and presentation techniques. Your presentation will be confident, creative, and effective throughout with every chosen visual technique enhancing your message with clarity and detail. You demonstrate that you have been reading 'beyond the lines' in your interpretation of the task.

Think PAMT : Purpose, Audience, Message and Techniques.

As you begin to develop a visual presentation or product you need to develop an ordered structure.

The Purpose for writing or creating a visual text can be :

To entertain; To inform; To express feelings; To persuade; To affect the reader's feelings; To pass on a message; To make contact; To explore an idea;

The Type of Audience for your presentation or product can be :

Children, Teenagers, Adult, Men, Women, Sports people, or people with an interest in a specific to a genre (type) of visual text.

The Message contained in your presentation or product can be :

Class distinction determines our treatment of others, The concept of beauty is created by big business, Animal cruelty must be exposed. (These are examples only, the topic is your choice.)

The Techniques can include : the use of imagery (e.g. metaphor), the use of visual language, (e.g. colour, layout, fonts), or the use of film techniques (e.g. close up camera work).

Training for English AS 1.7

AS 1.7 is a standard that you can work on throughout the year both in and out of class. It definitely relates closely to a number of other standards such as AS.1.2 Studied Visual or Oral Texts.

In the process of creating your visual text you first need to decide on the **purpose** of your presentation or product (e.g. to clearly convey a message) and determine the best **visual medium** through which to present this idea (e.g. poster, dramatic performance, video programme, podcast). Once you select a medium you will be able to find relevant language features to integrate into your presentation or product and as a result create an effective impact on your **audience**.

In the process of defining the exact purpose of your visual presentation or product you need to **choose**, with the help of your teacher, which **type of visual text** you are aiming to create, for example :

- a **static image** such as *poster*, *newspaper front page*, or *storyboard*
- a **moving image** such as *video* or *PowerPoint™*,
- a **digital essay**, **graphic story** or **illustrated text**
- a **podcast** or **online text** (*web pages*) or other **multimedia**
- a **dramatic presentation** such as *a role play, performance of a poem*, or *a scene from a play*.

In the course of creating your visual text you need to :

- Choose a **main idea** or **theme** you want to focus on and brainstorm different ways to present or express this idea.
- Develop a **Statement of Intent** in which you describe the **purpose**, **audience**, **message** and **visual techniques** (language features) you want to use in your presentation or product.
- **Plan** and **develop your ideas** by drawing quick sketches showing the layout and overall look.
- **Select visual features** from a range of aspects such as colour, size and shapes.
- Choose your **verbal features** carefully – they must go with the visual aspect of the image and help to reinforce the main idea.
- Review your use of **production features**.

Develop Reading and Viewing Experience

The key to achieving this standard is to read, view and watch a wide variety of New Zealand and world literature texts as you choose your focus for creating your visual presentation. You need to feel comfortable reading visual texts from all sections of the library, but especially in film and television programmes including short films, digital media including websites and podcasts, print advertising, and posters and drama (plays) sections. In addition, you could read a local suburban newspaper or one of the major daily newspapers paying attention to the layout of eye catching advertisements. Read magazines such the free online student newspaper *Tearaway*, as well as other teen magazines such as *Crème*, and those of

Get comfortable reading texts by starting with quality magazines.

interest to other audiences such as *Mana*, and *North and South* which will assist you greatly in expanding your knowledge of visual language features. Your school librarian or teacher can advise you about the appropriateness of texts for this standard. In terms of viewing examples of short films you can view examples of New Zealand films on the *NZ On Screen* website : www.nzonscreen.com/.

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6 Language Features

Detail and Symbols

You need to know about **Detail** and **Symbols**. The shorter the text, the more small things count. It is literally true that a poet can spend hours choosing single word for a poem. Similarly a graphic artist will choose details when focusing on each frame in a graphic novel. A few details can give a lot of information that will be important for understanding a story or a poem. These details in turn can become part of a visual image of that story or poem. **Patricia Grace** is a major New Zealand novelist, short story writer and children's writer, of Ngati Toa, Ngati Raukawa and Te Ati Awa descent; she is also affiliated to Ngati Porou by marriage.

Consider Patricia Grace's skilful use of detail in the first lines of the story *Butterflies* :

The grandmother plaited her granddaughter's hair and then she said, "Get your lunch. Put it in your bag. Get your apple. You come straight back after school, straight home here. Listen to the teacher," she said. "Do what she say."

These few details give us a lot of information that will be important for understanding the story. The way the grandmother plaits the granddaughter's hair shows that she wants the granddaughter to be seen as tidy in her appearance and that she cares for her. Perhaps she is the main caregiver rather than her mother.

The simple repetitive instructions tell us that the girl must be very young. The apple in the lunch and the instruction to *"…come straight back after school"* also show the love that the grandmother has for the girl. In telling the granddaughter to *"Listen to the teacher"* and *"Do what she say"* the grandmother reveals her feelings about the importance of education for her granddaughter. The fact that the grandmother's own speech is ungrammatical makes the short passage poignant as we realise that she must have been deprived of a 'good education' herself.

As you develop your own visual presentation or product consider using details and symbolic images or language to enhance you presentation of ideas.

Task 2 Viewpoints - Using Details

1   Use the space below to make statements about the conflicted view of butterflies as described in the story, *Butterflies*. The young girl sees the (white) butterflies as pests to be killed because they destroy her grandparents' crop of cabbages. The teacher, however, has other ideas about butterflies and sees them as beautiful, harmless creatures in need of protection. Represent these two viewpoints and the situation the girl finds herself in.
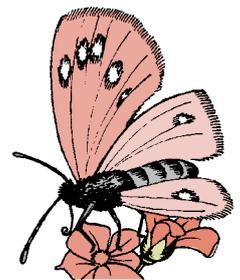
20 Key Components of Visual Texts

Visualisation

Never say 'It's been done before!' There is always a new and fresh way to look at the same thing.
You are limited only by your imagination.
Here are a number of ways the poster for the play or film of Shakespeare's *Romeo and Juliet* has been visualised over the years.

Plot, Structure and Character

There are five major components of visual texts that you need to be able to use in creating a visual production or product for AS 1.7

1. Plot :   The **story line** in short stories, novels, films, graphic novels and plays. The events that happen.
2. Theme :   The **key idea(s)** the writer promotes. e.g. In *'To Kill a Mockingbird'* - the idea that *racial prejudice is bad*.
3. Characters : Major and minor, heroes and anti-heroes or individuals as they are referred to in non-fiction texts.
4. Setting :   The **place** where the action takes place, the **time** (date, time of day, season, historical background) and the **social context** of the action, including such things as race, social status, wealth and gender.
5. Aspects of Language :   Ways of using language that make the text interesting and memorable e.g. *alliteration*.

Flat or Round Characters

We call the characters in a film, short story, novel, play or biography **flat** or **round**, depending on how much we come to know about them through the writing. If we only learn three or four facts about a person, they're flat. A writer will purposely supply much more information about a round character than a flat character. A playwright will often suggest aspects of a person's character and leave the actor to tease out more details in the course of acting the part using their own ideas.

Some writers **deliberately** use flat characters for effect e.g. in Action films. We don't learn much about the central character who can be a 'mystery' man or woman. Generally speaking a reading / viewing / listening **audience** loves to find out *why* and *how* people behave the way they do.

Major Characters are most often well rounded characters. It is their actions, reactions, problems and conflicts that intrigue us and make us want to find out more. They are usually stronger, better or wiser by the end of the text than they were at the beginning. When this doesn't happen for example in the Shakespearean tragedies such as *Romeo and Juliet*, when the hero dies, there is often a moment when the central character sees what a big mistake they have made and we see it too.

Minor Characters are either only briefly present in the text or are there to support a major character by creating scenes where we can see the major character in action. These characters can be **Mouthpiece Characters** whose job it is to inform us about the major character's behaviour. They can be old and wise, an outsider or someone who has a special gift. A minor character can often appear to be 'flat' but they will be contrasted or compared with the major character and seen in conflict or through their relationships with that person. For example in *Romeo and Juliet* the minor characters of *Benvolio* and *Mercutio* contrast strongly with *Romeo* but we see aspects of them both in *Romeo's* character. *Romeo* is 'developed' as a character through his relationship with minor characters *Friar Lawrence* and *Tybalt*. They are still an important part of the story telling.

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25 Static Image - A Graphic Story

Task **12** Brainstorm a Static Image

1   Use this template to begin planning a static image. As you brainstorm the elements that will make up your image, refer to the Five Key Elements of Static Images on page 3 to remind yourself of the particular elements.

Lettering

Symbols

The Idea

Human
Figures

Colours
for Meaning

Lines

Colours for Mood

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Task **37** Study a Script - continued

SPIKE :	Mighta been.
MS GIBBONS :	"A blow for freedom of speech," you said.
SPIKE :	You can't pin this on me. Where's the evidence?
MS GIBBONS :	Where you left it in fluorescent pink half an hour ago on the Principal's car.
SPIKE :	Not me.
MS GIBBONS :	"Creepy Crispin Eats Cockroaches." How is that "a blow for freedom of speech," pray tell?
SPIKE :	The people gotta know the truth.
MS GIBBONS :	What's that got to do with cockroaches, Spike?
SPIKE :	Work it out for yourself, Ms Gibbons.
MS GIBBONS :	Your aim would be what? To go where no tagger's gone before?
SPIKE :	My aim is to get out of this hole as fast as possible. Can I go now?

Battye, S. (2005). *Tagged.* Auckland, New Zealand : in *New Audition Scenes and Monologues from Contemporary Playwrights* edited by Roger Ellis.

2   Complete these questions on the text :

a)   What is the plot of *'Tagged'* mainly about?

b)   The purpose of *'Tagged'* is most likely what? E.g to educate, to entertain, to provoke a reaction.

c)   The intended audience for *'Tagged'* is most likely (children, teenagers, adults - choose one) :

d)   Key characteristics of Ms Gibbons are (age, attitude towards her job) :

e)   Key characteristics of Spike are (age, interests, attitude, gender) :

f)   Another character mentioned in the script is (name, job, attitude) :

g)   The scene is set in the past / present / future (choose one) and in one location or setting which is :

71 A Dramatic Presentation

Task 39 The Rehearsal Script - continued

The Script	The Techniques
	Fa Movement Gesture Mime Props Costume Body Language Eye Contact Facial Expression Movement / Gesture Movement Facial Expression Eye Contact Body Language Costume Props Mime Gesture Move

Task 40 Alternative Dramatic Presentation - Perform a Scene from a Play

1a) Memorise your script, rehearse and perform the play including all elements. Take responsibility for the provision of your own costume elements and props. Be sure to start and finish on a freeze frame to show when you begin and end your scene.

b) Receive feedback from your peers and teacher and incorporate comments into an improved performance.

Task 41 Alternative Dramatic Presentation - Present a Poem

1 As an alternative to performing your own scene or a scene from a play you could present a poem (solo or group activity).

a) Memorise the poem and use the Rehearsal Script template on pages 70-71 to write your own presentation instructions.

b) Ask your teacher for guidance about the exact length of the piece. You may need to find ways of extending the text.