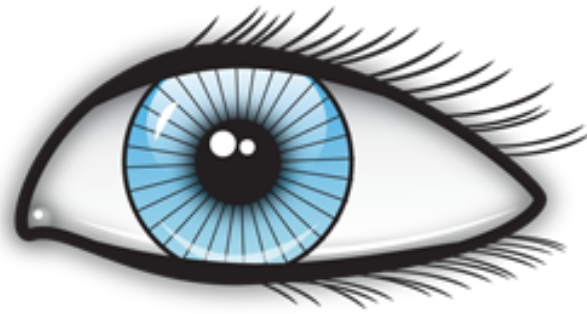


Level 2 English

Achievement Standard 91103 - Create a crafted and controlled visual text - 3 credits



Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">· Create a crafted and controlled visual and verbal text which develops, sustains, and structures ideas.	<ul style="list-style-type: none">· Create a crafted and controlled visual and verbal text which develops, sustains, and structures ideas convincingly.	<ul style="list-style-type: none">· Create a crafted and controlled visual and verbal text which develops, sustains, and structures ideas effectively.
<ul style="list-style-type: none">· Create a crafted and controlled visual and verbal text using language features appropriate to purpose and audience to create effects.	<ul style="list-style-type: none">· Create a crafted and controlled visual and verbal text using language features appropriate to purpose and audience to create convincing effects.	<ul style="list-style-type: none">· Create a crafted and controlled visual and verbal text using language features appropriate to purpose and audience to command attention.

Describe and Explain


Step 1: Building your vocabulary

Key words:

Abstract nouns can help you describe what you see and feel.

1. What is an abstract noun? _____

Find 5 examples and match them to an emoji:

Abstract noun	Emoji	What does it look/sound/smell/taste/touch like?
1.jalousy		
2		
3		
4		
5		

Step 2: Describing what you **see** and **feel**

Look at the images:

What do you think each artist is trying to show?

What makes you think that? (Think about colour choice, intensity of colour, size, thickness of lines, space)

What do you feel when you look at this images? Aim to explain why.

Annotate your responses around the images.

1.



2.



3.



Salvador Dalí

SALVADOR DALÍ SWANS REFLECTING ELEPHANTS

Step 3: Create

Describe an object in detail. Mind map everything about it. You might think about :

- the 5 senses
- how it makes you feel
- other things it is similar to

Compare what you have written to a partner's notes. What similarities/differences do you notice in your responses?

Step 4: Literal versus metaphorical expression of ideas

What does literal mean? _____

What does metaphorical mean? _____

Look and touch the different materials and describe them literally and metaphorically in a mindmap below:

E.g. wool literally - soft and fluffy; figuratively - a hug

How do they link to the topic of _____

Material	Definitely connects because...	Could connect because...	Does not connect at all because...

Which item is the best fit? Is it the perfect fit? If not, why not?

Could you add other items to make the perfect fit? How would you put them together?

Step 5: Creating the visual text. Ingredients of a successful visual text include:

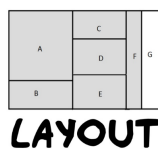


are - anything but words:

GRAPHIC
OR
IMAGE



DOMINANT IMAGE



LAYOUT

CONTRAST



SYMBOLS

LINES



BORDERS

COLOUR
Matters.



White Space.

White space is critical in helping highlight graphics and illustrations, throwing them into relief and creating visual interest to convey a vivid message, such as "Watch This Space".



Depth.

Most images are two dimensional, the effect may be three dimensional because of the impression of depth given by the placement of people, animals, objects, or words in the foreground in relation to the background "behind" them.

Proportion.

Size, which is relative, will help determine the dominant image and concept. The size of the different elements, and the ways these sizes are combined, will lead the viewer or reader to interpret them differently.



etc



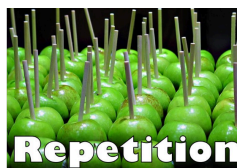
are - anything to do with words:

PERSUASIVE LANGUAGE



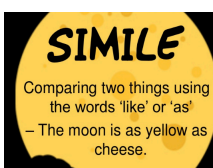
PERSONAL PRONOUNS

**SMOKING
NOT OUR
FUTURE**
WWW.NOTOURFUTURE.CO.NZ
nuthi here smokefree



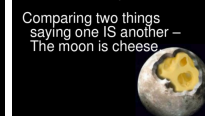
Repetition

PERSONIFICATION



Comparing two things using the words 'like' or 'as' - The moon is as yellow as cheese.

METAPHOR



Comparing two things saying one IS another - The moon is cheese

ALLITERATION



VEHICLE LEASING, FINANCE, MOT AND SERVICING

Neologism

Kumfs
new zealand



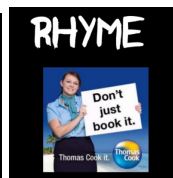
HYPERBOLE



Imperative



Think different.



Don't just book it.



PUN



IRONY

TESTIMONIAL



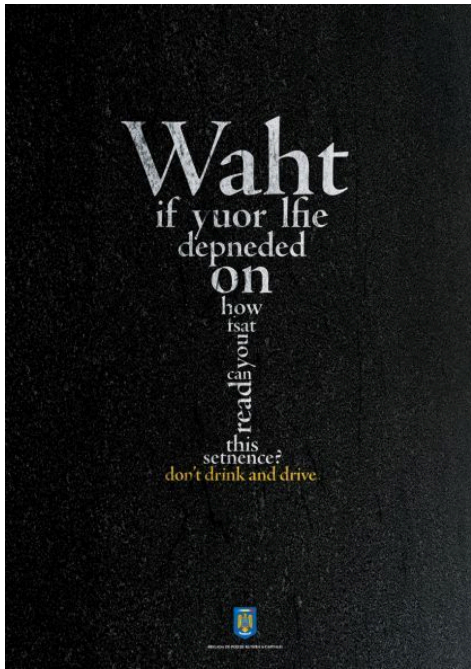
SLOGAN etc

Look at the following **slideshows** to learn about the use of colour, placement, image and font.

Composition: think about your selection of visual and verbal features (slide 21 onwards.) and about the impact of layout.

Step 6: Look at these examples of visual texts:

A.



B.



C.



Step 7: Creating your own visual text:

Think about the main themes and ideas that you identified in ‘Boy’ and ‘To Kill a Mockingbird’:

‘Boy’	‘To Kill a Mockingbird’
<ul style="list-style-type: none">● fantasy versus reality● poverty and crime● fatherhood and responsibility● family● friendship● growing up● potential	<ul style="list-style-type: none">● life in 1930s America (The Great Depression; segregation)● racism● good versus evil● family● education● prejudice● courage● The law● growing up● friendship

From the list, or your own ideas, choose one theme or message that speaks strongly to you:

Explain why - in a few sentences:

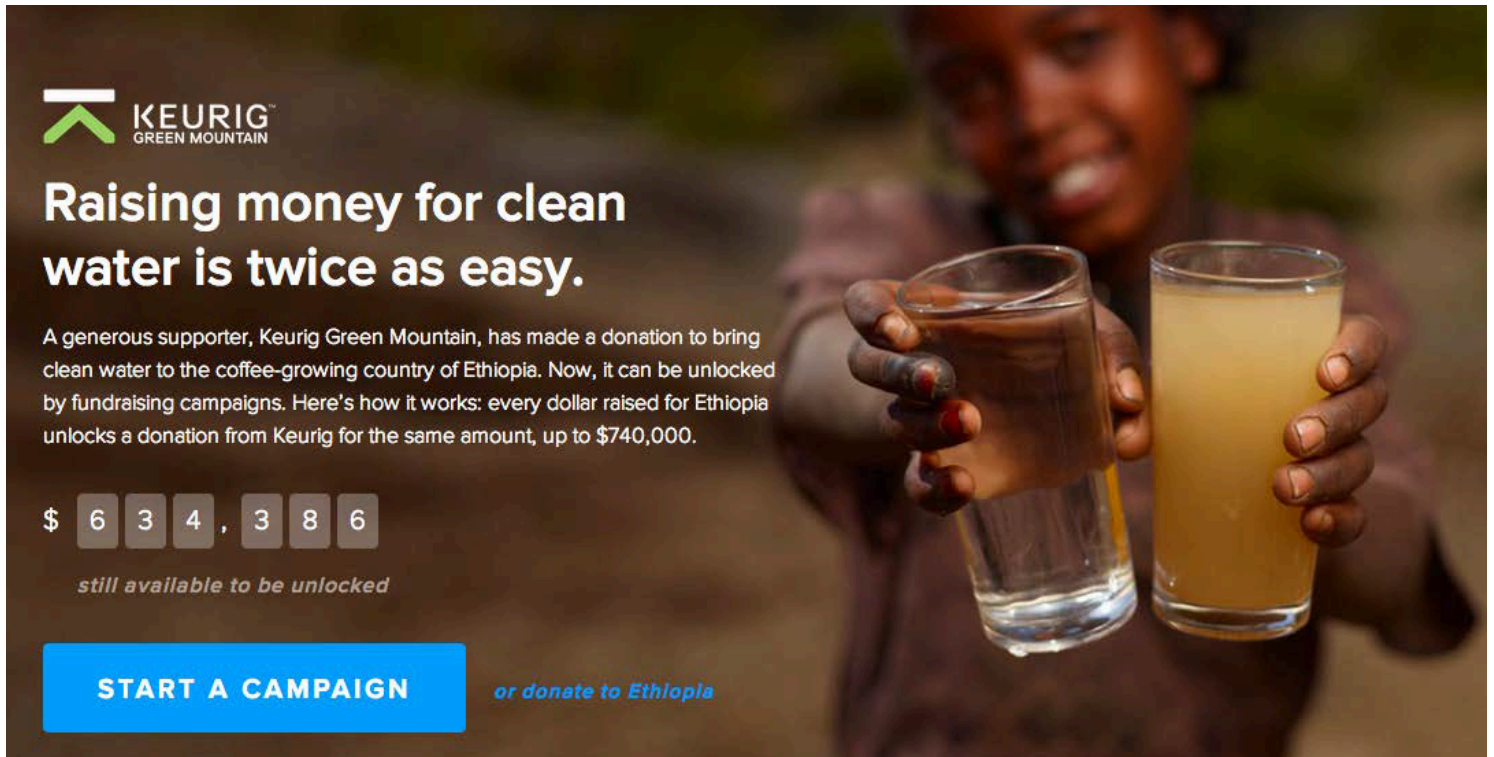
Select 1 or 2 quotations you could use in your visual text to support your message.

(Quotations containing figurative language can help to provide ideas for visual language)

It is **key** that **text** and **image** work **together**.

Found images can be used (from magazines and the Internet) however these need to be **manipulated** so that the final work is **original**.

Example:

The advertisement features a background image of a smiling woman holding two glasses of water, one clear and one yellow. The text is overlaid on the left side. The Keurig Green Mountain logo is in the top left. The headline reads 'Raising money for clean water is twice as easy.' Below it, a paragraph explains the fundraising campaign. A digital display shows the amount \$634,386. A blue button says 'START A CAMPAIGN' and a link says 'or donate to Ethiopia'.

KEURIG™
GREEN MOUNTAIN

Raising money for clean water is twice as easy.

A generous supporter, Keurig Green Mountain, has made a donation to bring clean water to the coffee-growing country of Ethiopia. Now, it can be unlocked by fundraising campaigns. Here's how it works: every dollar raised for Ethiopia unlocks a donation from Keurig for the same amount, up to \$740,000.

\$ 6 3 4 , 3 8 6

still available to be unlocked

START A CAMPAIGN [or donate to Ethiopia](#)

From looking at the main visual element of the advertisement we can get a sense that it is about water quality, but we need to read the body copy in order to find the main message/ idea being presented.

HOW DO I KNOW HOW MUCH VERBAL IS TOO MUCH?

A simple test is to take the verbal elements away; cover up the writing or turn off the music or voiceover and if you can still make sense of the text without those elements then you have the balance right. If you need those verbal elements then that's too much and you need to refine your visual techniques.

Visual text planning sheet

Topic:

Intended audience:

Ideas (the messages, themes etc that I want my audience to read in my text) and the quotation I could use:

Ways I want to show these ideas ie. use of colour, font, image:

Technique(s)
LITERAL

Technique(s)
METAPHORICAL

My intended effect (s)

Idea:

--	--	--	--

Sketch/draw your actual ideas here:

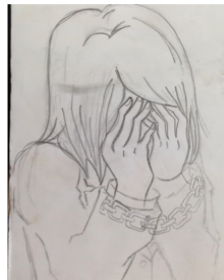
Step 8: How to refine an idea

Below is an example of how one student **refined** an idea for her visual text.

A. The initial idea was feeling a **lack of personal freedom in her life and within her family**. The student chose a recognised symbol to represent this; hands bound in **chains**.



B. After feedback from people in the class, she felt that this looked too much like she was trying to show a prisoner, which wasn't her idea. Her peers also suggested that the hands looked like they could belong to a slave. Again, this was too intense for the idea she was actually trying to represent. So the image was refined to this:



Here you will see that the chains remain, but there are fewer of them and the hands are less tightly bound by them. Also now the hands are covering a face. This time her classmates felt the image better related to her original idea and so she decided to refine her final image using colour and verbal elements.

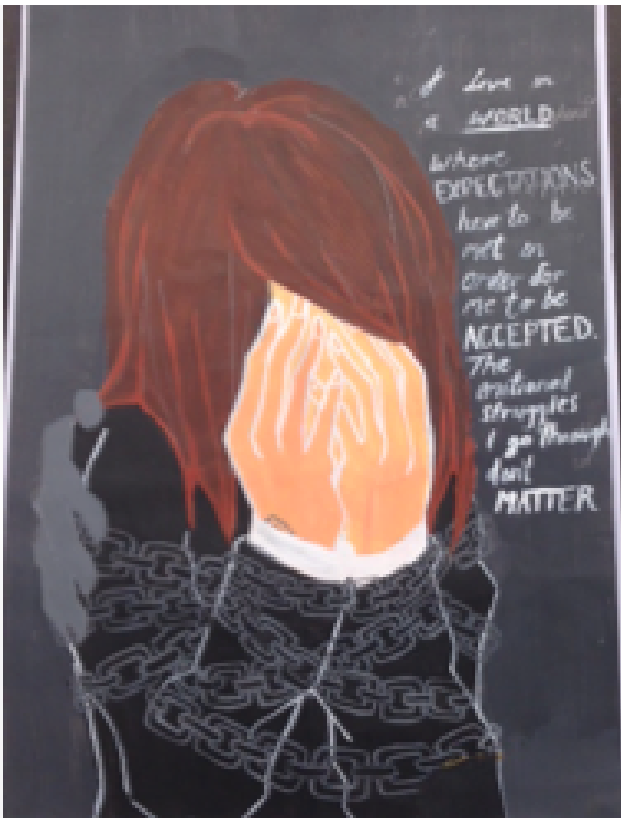
C. This is the final image that the student created:



You will notice that she has gone back to more chains but now they are enclosing her whole body and her hands are even more open. She has also added a dark grey hand onto the girl's shoulder, the colour of the hand gives it a sinister appearance.

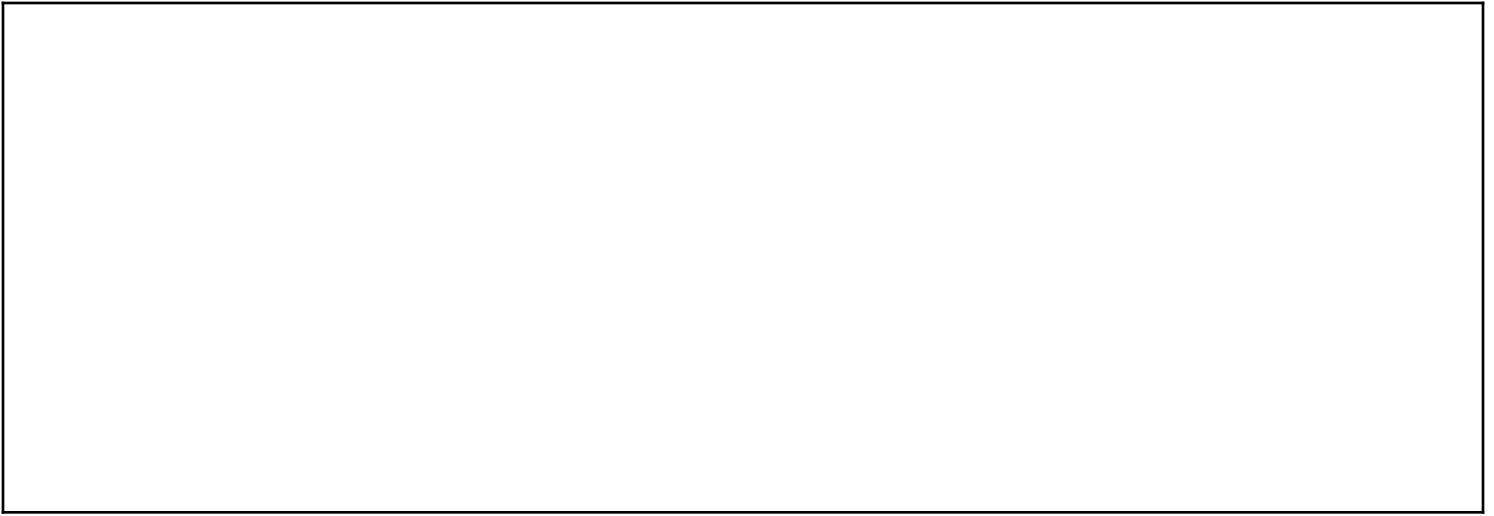
Combining visual and verbal elements effectively

This Level 1 student created a visual text that represents the IDEA of a lack of personal freedom in her life and within her family; feeling pressured by expectations. She has written too much because the words have turned the image into an illustration of the words. It is not too late for her to improve the image by more effectively combining the visual and verbal elements.



1. Ask her to choose at least one word that she wants to use (and no more than 5) to support her visual elements.
2. Get her to write these words on separate pieces of paper and experiment with placing them on different parts of the image.
3. From there she can decide which words best *add/layer meaning* to her idea. Then she should consider the best font and colour of the text.

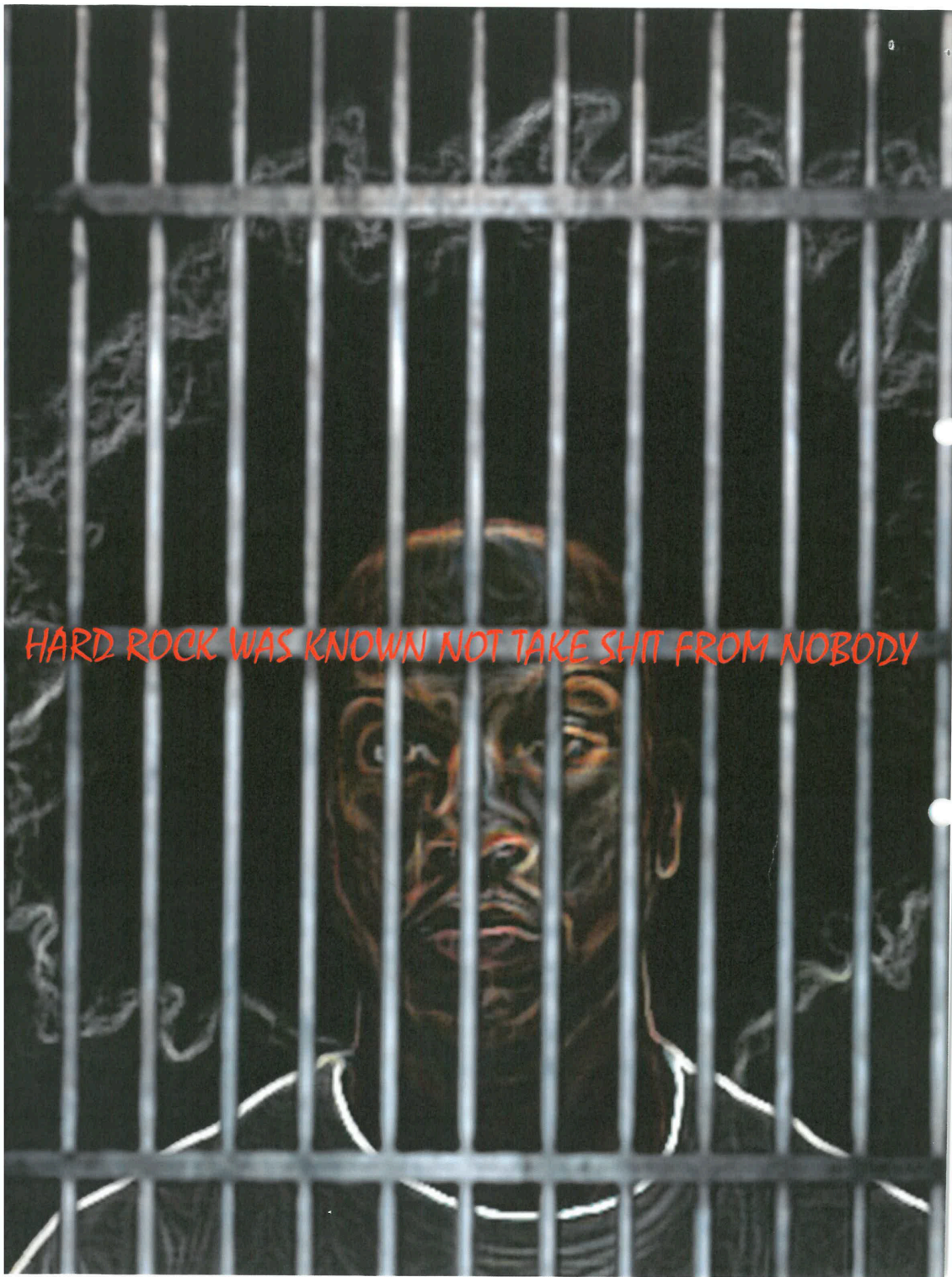
What words could she use? Add some ideas below:

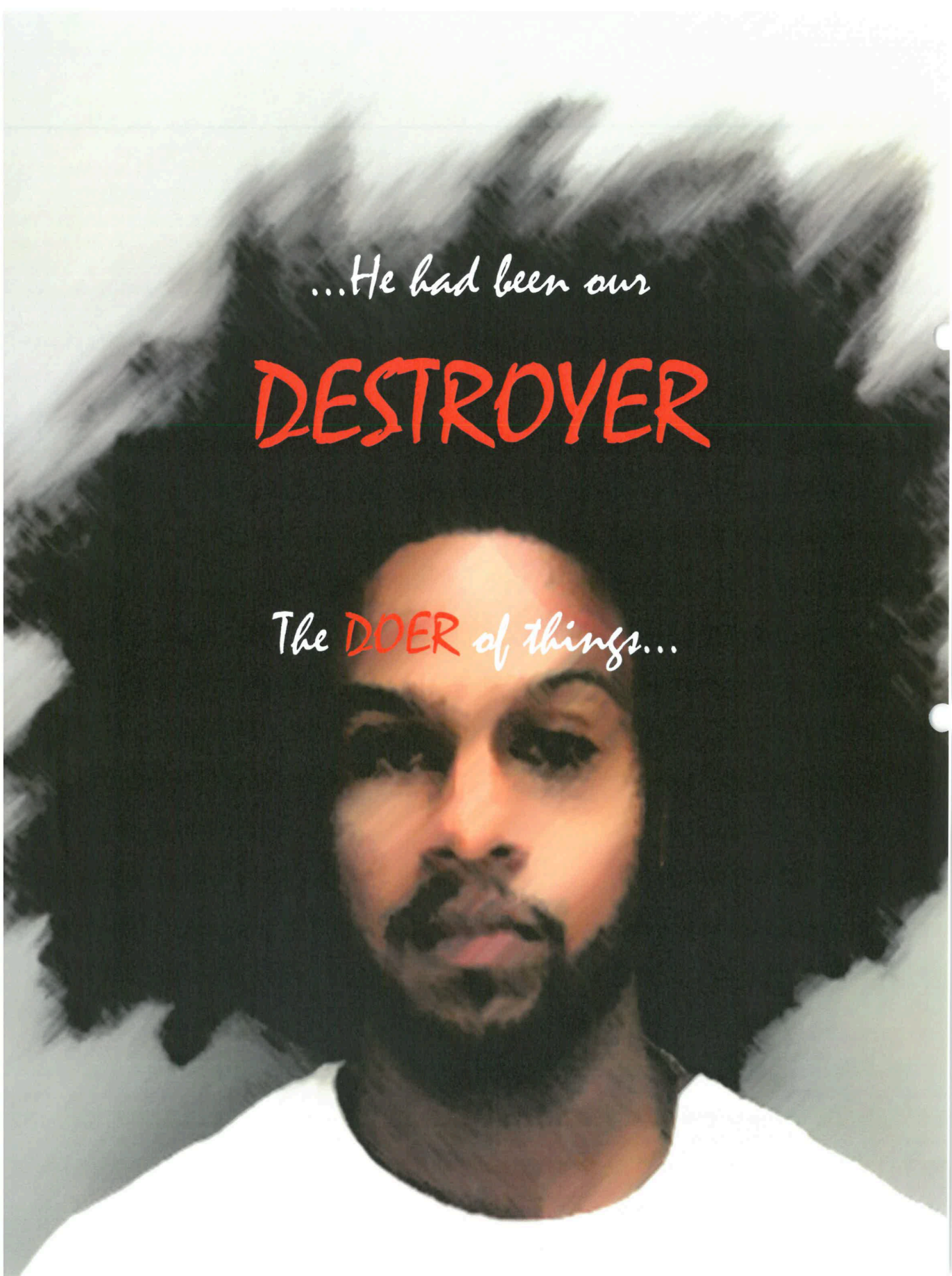


Step 8: Look at your ideas so far and discuss them with a friend/peer. Refine your image (if required) after discussion and feedback.

Step 9: Look at examples of Level 2 visual texts:

TEXT A:




A portrait of a Black man with a large, dark afro hairstyle. He is looking directly at the camera with a neutral expression. He is wearing a white t-shirt. The background is a light, neutral color. The image has a slightly grainy, artistic quality.

...He had been our

DESTROYER

The **DOER** of things...



His eyes

Empty

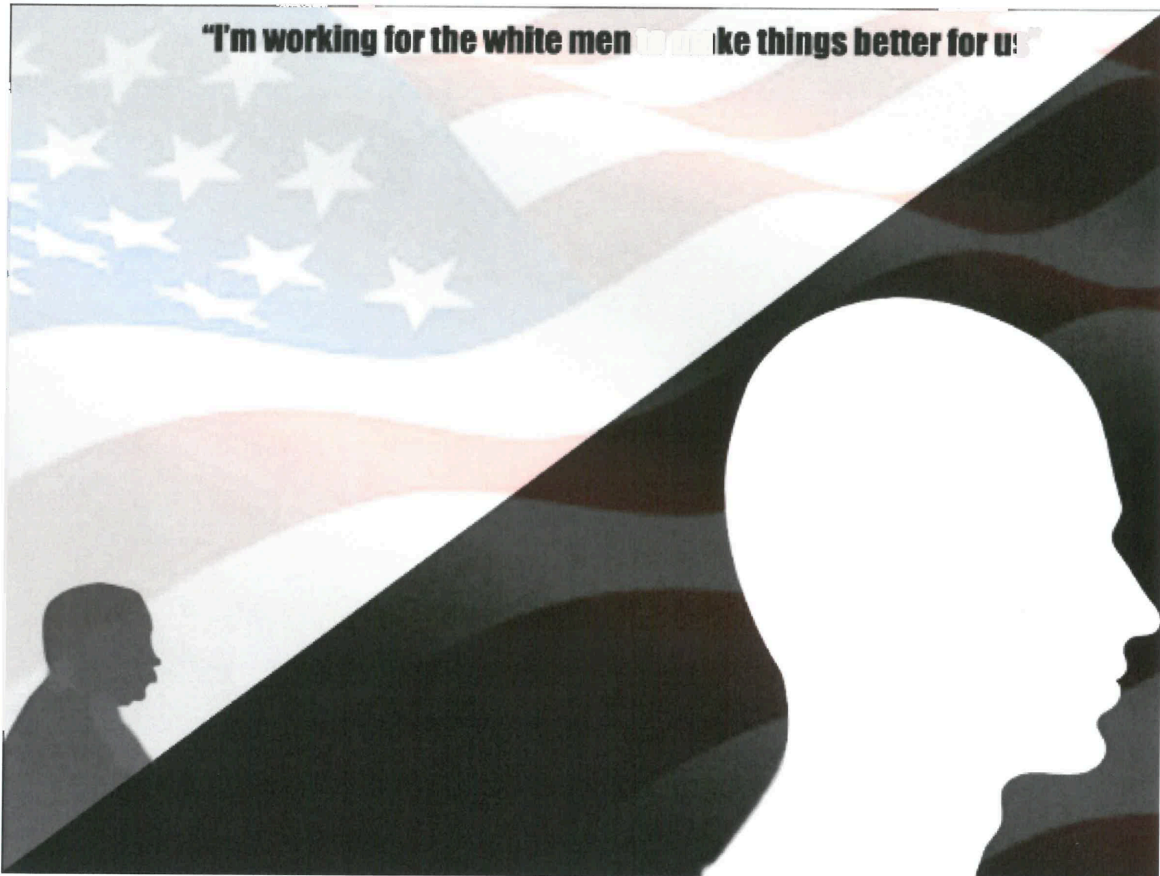
Like

KNOT

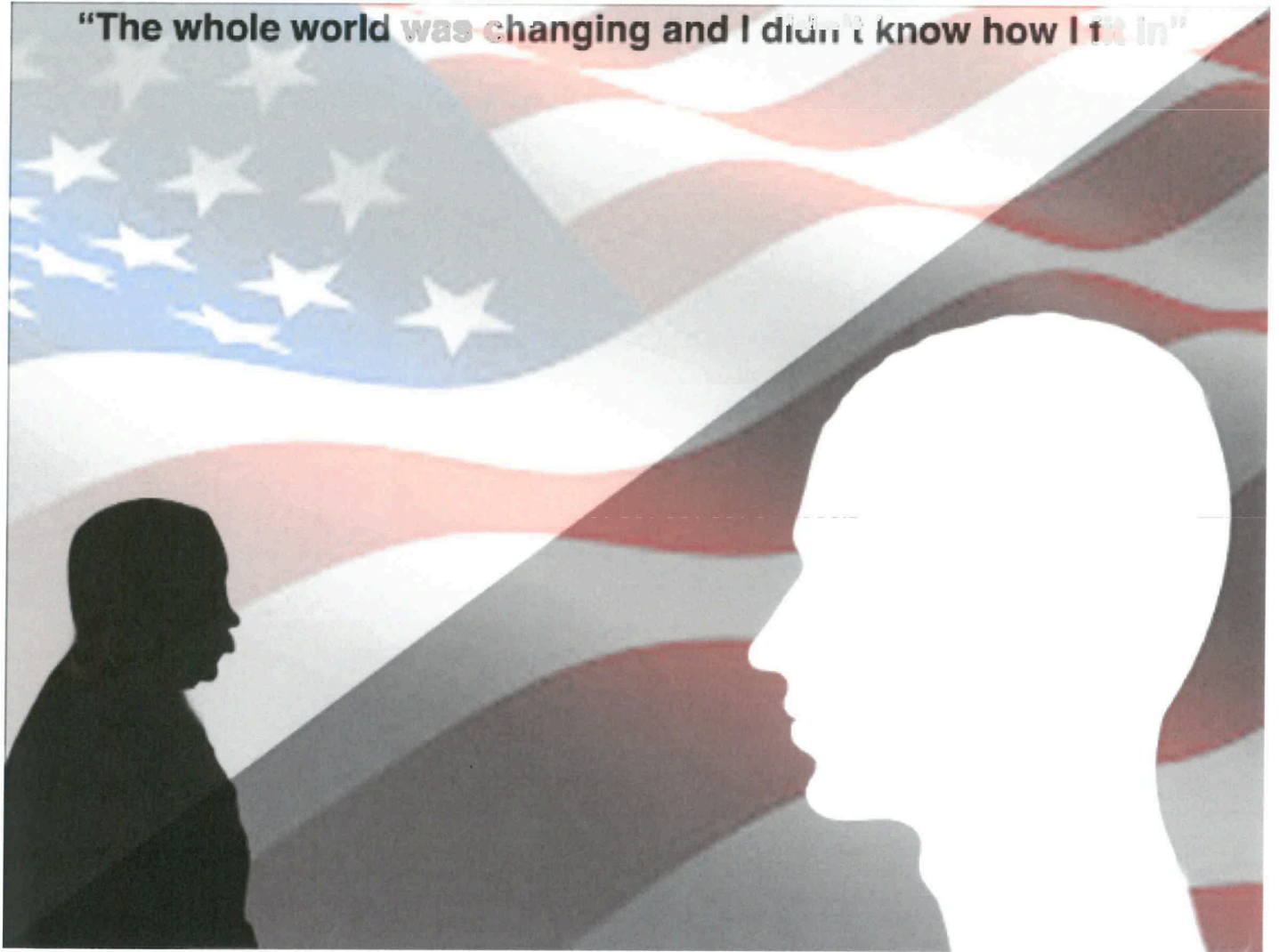
HOLES

In a fence

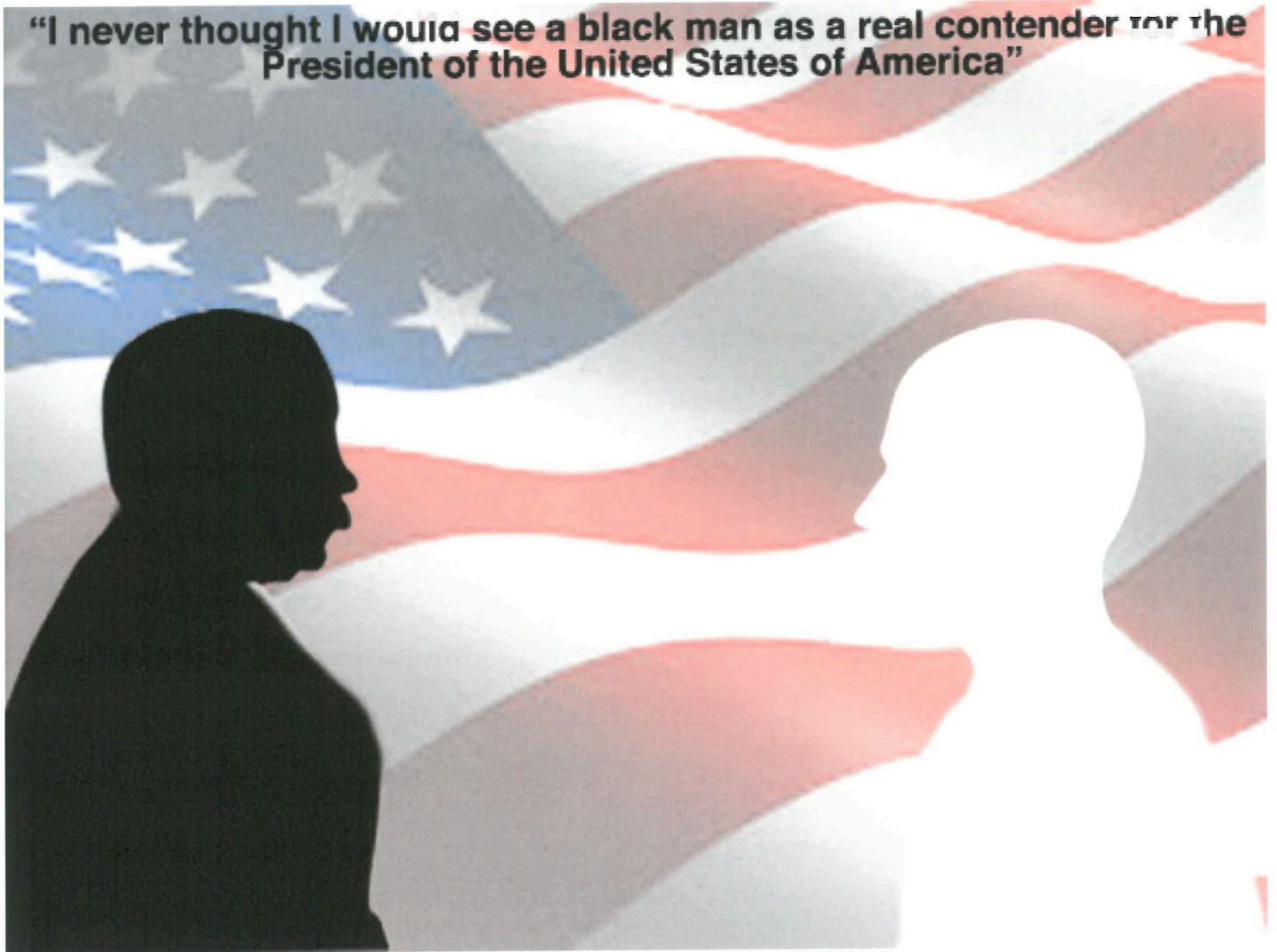
Text B:



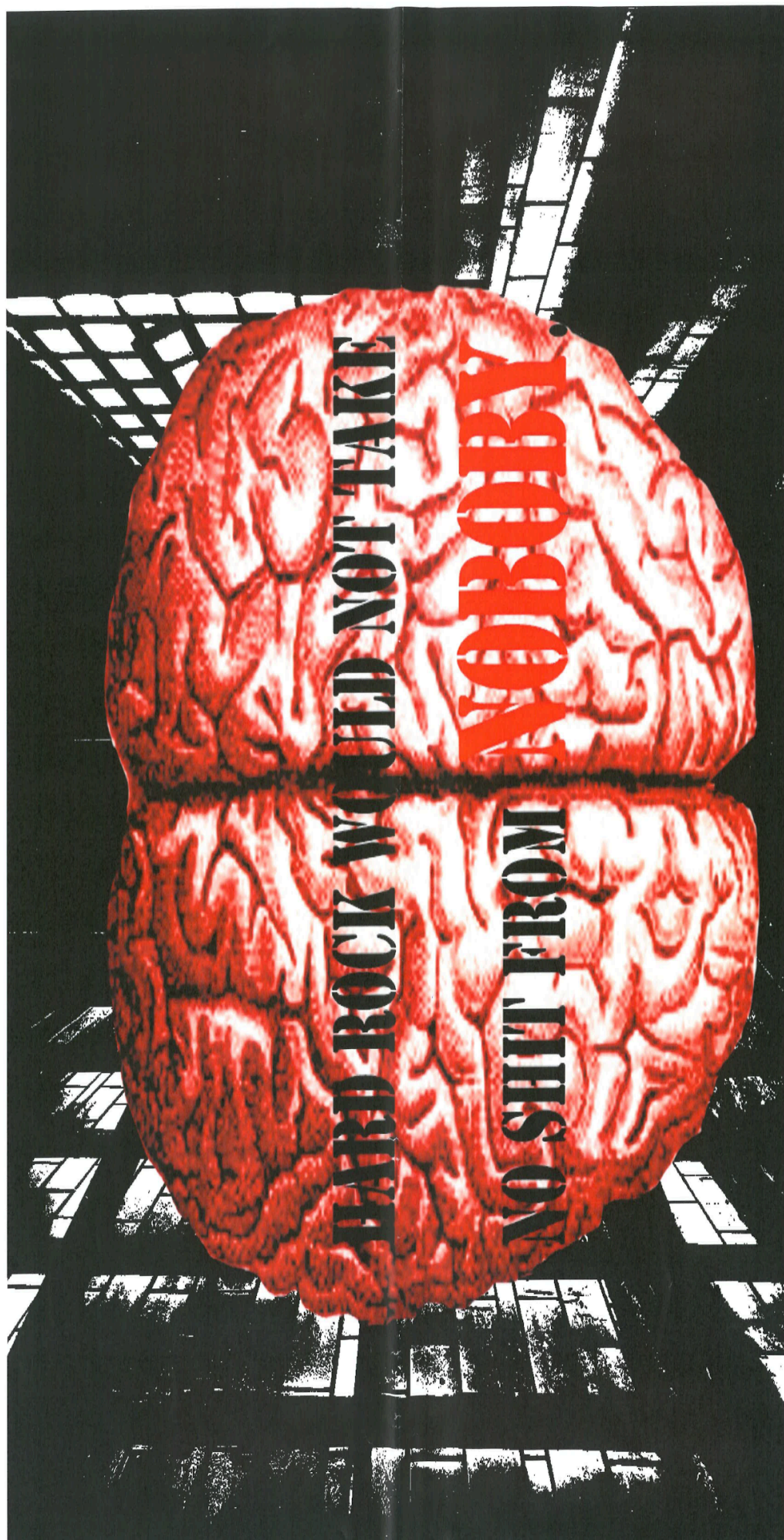
"The whole world was changing and I didn't know how I fit in"



"I never thought I would see a black man as a real contender for the President of the United States of America"



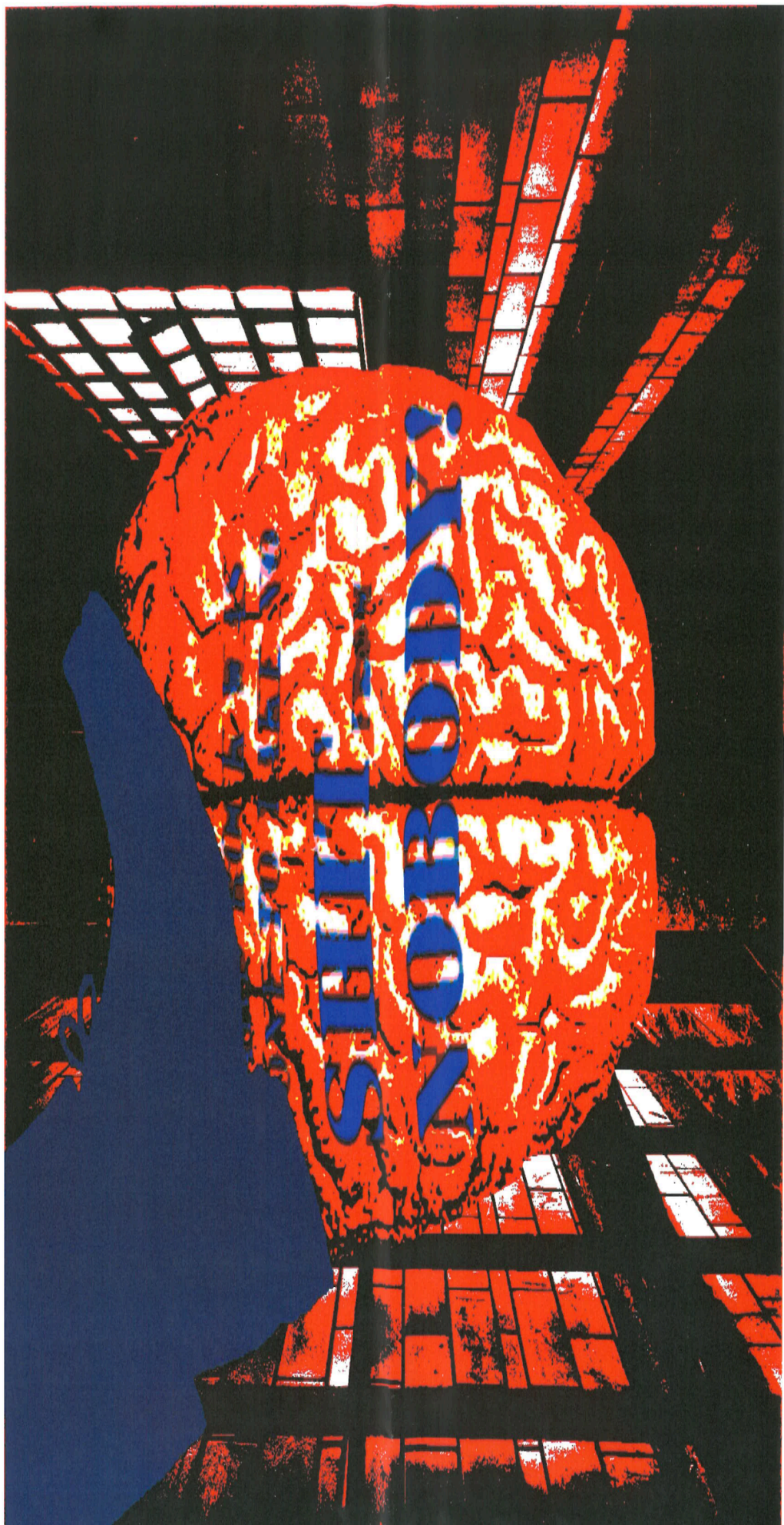
Text C:

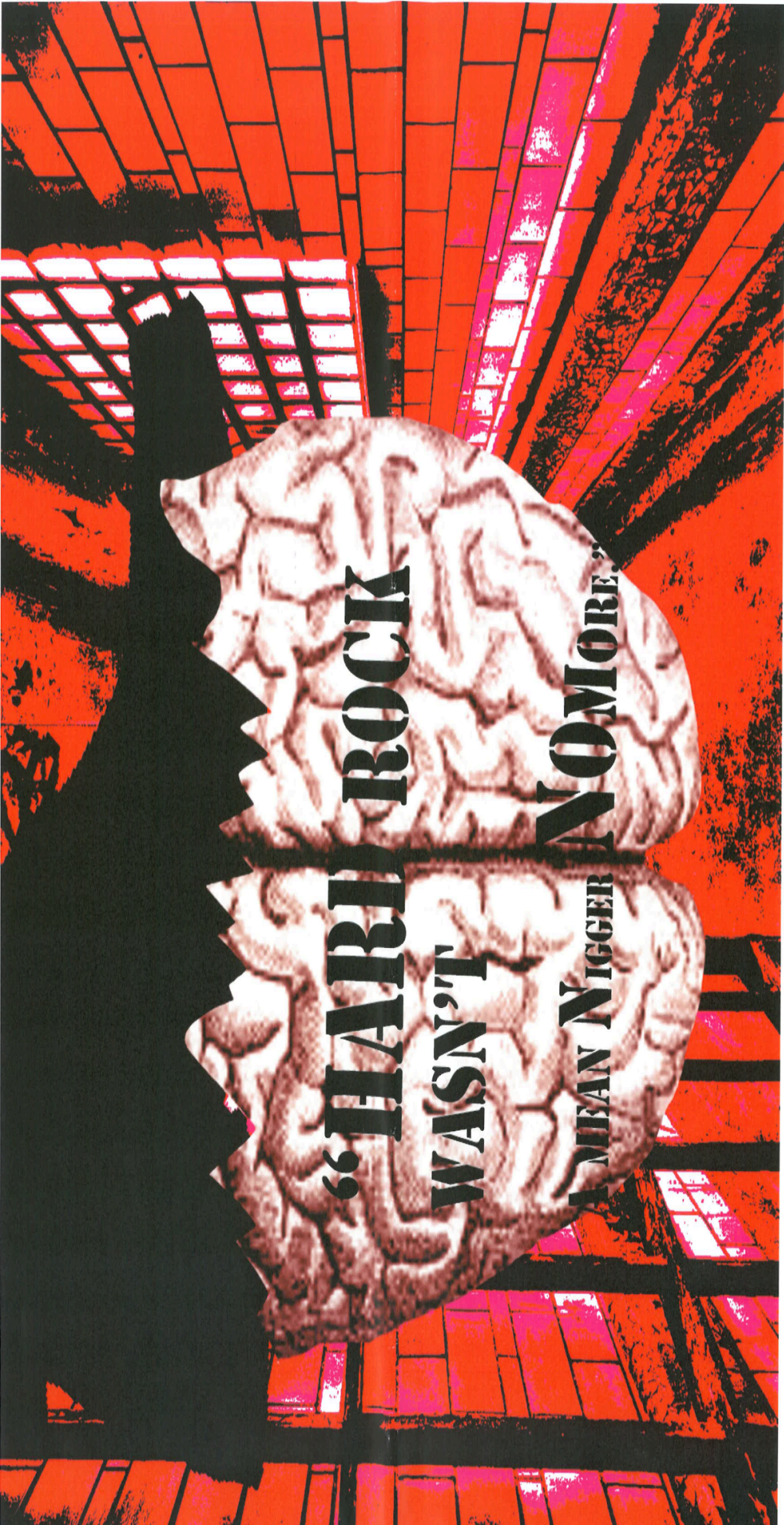


HARD ROCK WOULD NOT TAKE

NOBODY.

NO SHIT FROM





**“HARL
ROCK**

WASN’T

I MEAN NIGGER

NOMORE.”

Step 10: Peer Feedback

Speaking Card A - you asking a peer about your own work	Speaking Card B - a peer asking you about your work
<ol style="list-style-type: none">1. Tell me what you think my visual text is about.2. What techniques do you think support this idea(s)?3. What is one feature that stands out to you?4. Why did it stand out?5. Is there anything unclear on my text? (e.g. a technique that does not seem to connect to my idea(s))6. Do you think my visual and verbal features (words and images) work well together? (e.g. is my image(s) an illustration of the words or do the 2 work together to enhance my idea(s)?7. Do you have any suggestions that would help to make my ideas clearer?	<ol style="list-style-type: none">1. Tell me what you are trying to show/ say in your visual text.2. How have you developed your basic idea?3. Tell me about the different elements you have included to add layers of meaning to your basic idea.4. How have you integrated those different elements so that they work together?5. What specific techniques have you used to show these ideas?6. What grade do you think your visual text would get at the moment? Why do you think that?

Next steps:

- How effective is my idea? Is it clear to my audience?

- What do I need to edit? How am I going to do this?
