

PAINT A PICTURE - STATIC IMAGE ASSESSMENT - ENGLISH

Setting and Context

This term our focus is on the Unknown or Unexpected - how we can respond when the unexpected happens. Over the term you have been exploring the issues being faced by various groups of people as they come to terms with Covid19. You will be using this understanding to create a Covid19 safety poster that has an audience of pre-school children.

This activity requires you to develop and structure ideas about safety procedures effectively in a visual text (poster) appropriate to the audience (pre-school children with limited reading ability) with control to command attention.

The poster needs to show the development of structured ideas, using visual and verbal language features such as colour, images, layout, slogans and body copy appropriate to the audience

Additional information

Before attempting this activity you should have deconstructed other visual texts. You should also be familiar with visual language features such as:

colour – symbolism, mood, impact

layout – balance, proportion, space, framing

shape – dominance, focus, how other elements or words fit around it

symbolism – use of symbols to represent ideas

lettering – upper/lower case, font, italics, bold, size

texture – symbolism, decoration.

Assessment Information

In this assessment activity you are required to create a static image. Ensure that the static image you submit for assessment:

- develops and structures your ideas
- is appropriate to the audience
- uses visual and verbal language features that are appropriate to the purpose and audience such as images, symbolism, colour, quotations
- uses visual and verbal language features with control to command attention.
- explain the choices you have made in regard to your static image

Assessment task

Introduction

This assessment activity requires you to create a visual text that develops and structures ideas that promote safety procedures for pre-school children. You will use language features appropriate to the purpose and audience.

You are going to be assessed on how effectively you develop and structure ideas in a visual text (a poster) that will increase awareness of and promote safe hygiene procedures for Covid19. Your controlled use of language features will be appropriate to a pre-school audience, will convey the importance of the 'Unite against Covid19' message and will command attention.

Task

Welcome to Strategic Designs. You work for one of the most prestigious graphic design companies in the country. The New Zealand Government has commissioned your company to create a poster which aims to show pre-school children the steps they can take to keep themselves and those around them safe. The visual text (poster) will be published on websites, in pre-school centers, displayed outdoors, on playgrounds and in homes around the country.

The poster may be completed using ICT software applications, such as Publisher and Photoshop or Postermywall.com, or physically using images, paper, glue etc. If creating as a physical poster, you will need to create a digital version to upload.

The brief

Your visual text must:

- include visual images and text that will appeal to pre-school children
- develop and structure the main idea from the Covid19.govt.nz publications
- use language features that are appropriate to the intended purpose and audience
- command attention
- include a short, relevant slogan or quotation that reinforces the ideas in the poster.

Develop and structure your ideas

Research articles on the internet and in the news for information to help you focus and develop your main idea. For example:

- Unite against Covid19 message – in particular their 6 Point Hygiene Plan for adults already posted around our environment
- articles and news items that may have prompted The New Zealand government to actively promote safe procedures and to commission Strategic Designs to generate this poster.
- Information about how pre-school children process images

The Covid19.govt.nz website has examples of persuasive safety posters that use a variety of slogans, depending on the audience. These may be useful for triggering your own ideas about the message of 'Be Safe' in order to promote responsible and safe behaviours. Note: You cannot repeat slogans or images that have already been used to develop this idea.

Brainstorm ideas about responsible behaviours and safety, for example the consequences of failing to wash hands, of sneezing, and of not staying home when unwell.

Build and develop ideas so they are credible, connected and structured to create a compelling and well-organised poster. This is done by building on an idea and adding details/examples that link to other ideas in a coherent, whole piece. Aim to produce a poster that tells a story.

Plan the visual text

Brainstorm possible elements for your design. You may consider the following:

- images, colours, fonts and symbols appropriate to your text
- mediums, such as collage, photography, cartoons or painting may be used to appropriately represent your ideas and text
- a short relevant slogan or quotation to reinforce the ideas in the poster.

From your brainstorm select ideas that will work best together. The poster needs ideas that are credible, connected, and structured in a well-organised and compelling manner. To achieve this you will need to produce a unified structure rather than a series of independent elements.

Draft the layout of the poster. Think about the structure of the image and move the individual elements of your design around on the page to create the most compelling effect.

Focus on the purpose

The purpose of the poster is to influence and motivate pre-school children to engage in responsible and safe behaviours at all times. Keep this purpose in mind and make your visual and verbal language features work together to achieve it.

Ask yourself the following questions:

- How does the poster command attention?
- Is the main idea developed with details and examples?
- What will your audience remember and understand from the poster?
- What connections will they make between the text and imagery?
- What is the overall message this poster is trying to get across?

Be prepared to remove or change elements that do not work. Only when you are satisfied with your design should you move on to the final production of the poster.

Creating your image

Produce your static image. Use the techniques you decided on during the drafting process. Complete each element and apply each technique with control and care. Aim for consistency of style so that all the elements are integrated as a unified whole. Present your work for assessment together with a written/ oral commentary explaining the various choices that you have made.

Initial Plan/Brainstorm

Brainstorm possible elements for your design. You may consider the following

- images, colours, fonts, symbols appropriate to your text
- mediums, such as collage, photography, cartoons or painting may be used to appropriately represent your idea and text
- a short relevant quote from the text that reinforces the ideas in the poster

| Elements | Possible Ideas |
|----------|----------------|
| IMAGES | |
| FONTS | |
| SYMBOLS | |

| | |
|---------------------------------|--|
| | |
| QUOTE | |
| MEDIUM | |
| COLOUR/ WHITE SPACE/CONTRAST | |

Considering audience and purpose

The purpose of the static image is to highlight the key idea in the text through images and symbols to engage readers to read this text for themselves.

The overall message the static image is trying to get across

How will you communicate this purpose through verbal and visual language features?

How do you intend to target your specific audience?

Considering verbal and visual techniques

It is important that you carefully consider the effect each technique you use in your static image will have. Using the visual and verbal techniques bank below select the techniques you will use and the effect/impact it will have on your audience.

Ask yourself the following questions:

What techniques will I use to ensure my visual text commands attention?

How have I connected both my visual and verbal features?

What details and examples will I use to develop my main idea?

Techniques Bank:

| <i>Visual techniques</i> | | | |
|----------------------------|------------------------|------------|-----------------|
| layout | dominant/central image | contrast | colour |
| graphics/supporting images | font | repetition | symbols |
| framing /borders | White/negative space | | |
| <i>Verbal techniques</i> | | | |
| Metaphor/Simile | Cliche | Pun | Oxymoron |
| Quote | repetition | Hyperbole | personification |

ENGLISH ASSESSMENT TAAB

| | Working Towards | AT | ABOVE | BEYOND |
|----------------------|---|---|---|--|
| Purpose and Audience | You are starting to develop an understanding of how to construct a text appropriate to purpose and audience | You are developing understanding of how to construct a text appropriate to purpose and audience | You are showing some understanding of how to construct a text appropriate to purpose and audience | You are showing understanding of how to construct a text appropriate to purpose and audience |
| Language Features | You are starting to develop use of a wide range of written, and visual language features to create meaning and effect and to sustain interest | You are developing understanding of how to use a wide range of written, and visual language features to create meaning and effect and to sustain interest | You are showing some understanding of how to use a wide range of written, and visual language features to create meaning and effect and to sustain interest | You are showing understanding of how to use a wide range of written, and visual language features to create meaning and effect and to sustain interest |
| Time Management | You have not submitted your assignment by the deadline | You have not submitted your assignment by the deadline | You have submitted your assignment by the deadline | You have submitted your assignment by the deadline |
| Overall | Working Towards | AT | ABOVE | BEYOND |

Resources

Resources

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1. Publications – access to campaigns, promotions, posters etc).

<https://covid19.govt.nz/>

<https://covid19.govt.nz/resources/posters/>

Pre-school Children Posters

[Health and Hygiene Printables for Preschool, Pre-K](#)

<https://www.pre-kpages.com/products/hand-washing-routine/>