

Power of Protest – STATIC IMAGE ASSESSMENT – ENGLISH

This term our focus is on power – who has power? What do they have power over and what can they do with this power? We have also looked at the nuclear protest movement in New Zealand and how participation in protests is supported through the creation and use of protest signs. You will be using your knowledge of protest movements in New Zealand as well as your own personal identification of an issue in New Zealand you think needs action and change, to create a powerful protest sign.

You can use your learning across the curriculum to identify your protest issue and create a static image based on the key ideas that have been raised for you..

You should 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 task

Choose an important issue in New Zealand to base your static image on and think about its central ideas. Select a main idea and brainstorm ways that this idea may be developed. Decide how you are going to build on your idea(s).

Brainstorm possible elements for your design. You might like to consider:

- images, colours, fonts, symbols that are appropriate to your text and the issue you have chosen
- mediums, for example, collage, photography, cartoons, paint that might be appropriate to represent your ideas and text
- suitable quotes/words that you will use to link and reinforce your visual ideas.

From your brainstorm select the ideas that you think will work best together. You will need a unified structure rather than a series of independent elements. Think about how you can make visual and verbal language features work together to achieve the effect you want.

Draft the layout of your static image. Think about the structure of your image and move the individual elements of your design around on the page to create the best possible effect. 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 your image.

Create a logo to support your protest 'organisation'

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. Remember to include your logo.

Techniques Word 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

Commentary/ explaining your image

Now that you have completed your image, the final part of your journey is a written essay where you will describe the visual text that you have created and explain the techniques that you have used and the reason that you selected them. Use the notes and the brief descriptions you have written in the previous sections to assist you in this and make sure you use a paragraph structure that you are confident in using.

While it is not necessary that you use this essay template, it is here to support you if you would like guidance.

Introduction: Identify the protest sign you have created. Describe the reason you created the static image and how you want it to effect your audience. List the 3 techniques you have used and will discuss in this essay (in the order you will discuss them). Link this to the purpose of the essay (Describe deliberate choices made when creating the static image)

BODY Paragraphs

The body of your essay is where the detail is found and is best contained in three points

1st Technique/2nd Technique/3rd Technique

	What you do	Possible ideas/sentence starters	Your sentences
T	State your point	The first /second/third technique I used in the image is	
E	Explain why it matters	I used this technique because...	
X	Develop using an example	For example... One instance of this is...	
A	Provide further analysis	Explain how this connects to the other examples/ evidence Bring the wider world/ society into this Explain the effect on the audience	
S	Explain how the example proves your point	Which shows how/ that... Demonstrating that... Highlighting how... Proving that... Illustrating how....	

ENGLISH ASSESSMENT TAAB

<p>Purpose and Audience 1</p>	<p>You are starting to develop an understanding of how to construct a text appropriate to purpose and audience</p>	<p>You are developing understanding of how to construct a text appropriate to purpose and audience</p>	<p>You are showing some understanding of how to construct a text appropriate to purpose and audience</p>	<p>You are showing understanding of how to construct a text appropriate to purpose and audience</p>
<p>Structure 2</p>	<p>You are starting to organise and develop ideas, verbal and visual techniques for a particular purpose or effect, using the characteristics and conventions of the text form.</p>	<p>You are developing understanding of how to organise and develop ideas, verbal and visual techniques for a particular purpose or effect, using the characteristics and conventions of the text form</p>	<p>You are showing some understanding of how to organise and develop ideas, verbal and visual techniques for a particular purpose or effect, using the characteristics and conventions of the text form.</p>	<p>You are showing understanding of how to organise and develop ideas, verbal and visual techniques for a particular purpose or effect, using the characteristics and conventions of the text form</p>
<p>Language Features 1</p>	<p>You are starting to develop use of a wide range of oral, written, and visual language features to create meaning and effect and to sustain interest.</p>	<p>You are developing understanding of how to use a wide range of oral, written, and visual language features to create meaning and effect and to sustain interest.</p>	<p>You are showing some understanding of how to use a wide range of oral, written, and visual language features to create meaning and effect and to sustain interest.</p>	<p>You are showing understanding of how to use a wide range of oral, written, and visual language features to create meaning and effect and to sustain interest.</p>

Accuracy in Writing	You have used a range of punctuation accurately most of the time. You have used full stops, capital letters and commas correctly. Other punctuation is evident.	You have used a range of punctuation accurately most of the time.	You have used a range of punctuation accurately most of the time and have started using these for effect.	You have used a range of punctuation accurately most of the time and have used these for effect.
Time Management	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.	You have submitted your assignment by the deadline.
Overall	Working towards	Working At Curriculum Expectation	Working Above	Working Beyond Curriculum Expectation