

Moving Pictures

by Ant Sang

Junior Journal 65

Level 2

Purple 2



The refresh of *The New Zealand Curriculum* is replacing the Learning Progression Frameworks and Literacy Learning Progressions by incorporating the learning for literacy and communication into the curriculum learning area progressions. To learn more about the refresh, visit [Refreshing The New Zealand Curriculum](#).

Overview

In this article, illustrator Ant Sang explains ways of showing movement in pictures.

A PDF of this article and an audio version as an MP3 file are available at www.juniorjournal.tki.org.nz

For information about related texts, see the introductory TSM “Exploring Movement”.

Learning Progression Frameworks

- Making sense of text: using a processing system
- Making sense of text: using knowledge of text structure and features
- Making sense of text: vocabulary knowledge
- Acquiring and using information and ideas in informational texts

Curriculum links

- English
- The arts



The New Zealand Curriculum

Key text features

“Moving Pictures” includes the following characteristics that help ākonga develop the reading behaviours expected at Purple and build their awareness of the features of non-fiction.

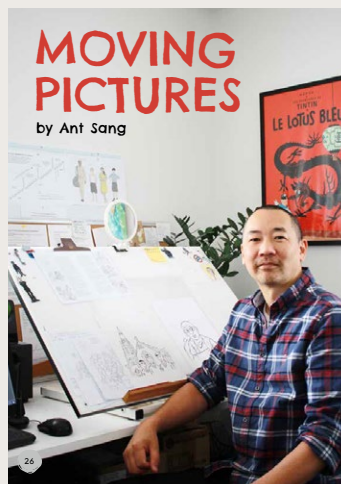
The structure of the text as an explanation with an introduction, a series of main points (explaining ways of conveying movement), and a conclusion

Design features typical of non-fiction: headings, illustrations linked to short sections of text, changes in typeface to indicate different sections, statements in parentheses to add further information

The conversational style, with Ant Sang talking directly to the reader using the first person (“I”, “we”) and second person (“you”)

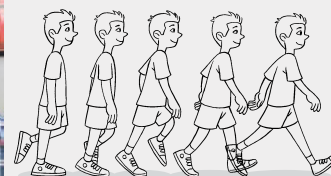
Some possibly unfamiliar topic-specific vocabulary (for example, “illustrator”, “movement”, “animated”, “individual”, “characters”, “Speed lines”, “travelling”, “Dust clouds”, “opposite”, “Jagged edges”, “blur”, “Distortion”, “ovals”, “stretched”, “Body position”, “exaggerate”, “suggesting”, “series”, “Multiple panels”, “moment in time”, “placing”, “imagine”), requiring ākonga to use their processing systems

A variety of sentence structures requiring students to attend to punctuation and linking words and phrases (such as “When”, “so”, “but”, “also”, “Now”, “If”, “or”, “Another”, “By”) and pronouns (“These”, “They”, “That’s”, “this”, “their”, “them”) to clarify connections between ideas



Ant Sang is an illustrator. He often illustrates comics. In this article, Ant explains how he creates “moving” pictures.

I love working as an illustrator. An important part of my job is showing movement in my pictures. When we watch cartoons on television, we see things moving. These are called animated cartoons. They are made up of lots of individual drawings that flash by one after the other – twelve to twenty-four pictures every second – so it looks as if the characters and objects are moving.



That’s how animated cartoons work, but there are also ways you can show movement in a single picture on a page. I’m going to tell you about some ways I show movement in my pictures.

Language features typical of non-fiction, for example:

- definitions and explanations
- cause-and-effect sentences, often using “if” (“If I make some more changes, I can ...”)
- noun phrases to provide extra detail (for example, “‘moving’ pictures”, “animated cartoons”, “opposite direction”) and some extended noun phrases (“individual drawings that flash by one after the other”, “single picture on a page”, “jagged edges along a person’s back”)
- inverted commas for key words (“moving” pictures, “speed lines”, “movement lines”)
- different forms of key topic words (illustrate, illustrator, illustration; move, movement, moving)

Possible reading purposes

What can ākongā expect to find out or think about as a result of reading this text?

- To find out how to make pictures look as if they are moving
- To think about the work of an illustrator.

Possible learning goals

What opportunities does this text provide for ākongā to learn more about how to decode, make meaning, and think critically about texts?

This text provides opportunities for ākongā, over several readings, to:

- draw on phonics knowledge to **decode** words and use other sources of information such as context, sentence structure, and knowledge of morphology to check for meaning
- **make connections** between the text and visual language features to track information (**summarise**)
- **ask questions** and look for or think about possible answers
- **monitor** their reading and, when something is unclear, take action to solve the problem.

English language learners, whose progress is being tracked and monitored through the ELLP Pathway also have opportunities to develop the following skills from the Pathway Stage 2:

- read for meaning from different text types
- use context to support working out the meaning of unknown words
- understand, interpret, and explain non-linear texts.

Introducing and reading the text

- This is a very practical text that invites hands-on interaction. This TSM suggests providing a brief introduction (as described below) then having ākongā read the text with a partner, using pens and paper to try out the techniques for themselves.

For English language learners, you could discuss the article before the whole-group session to build confidence with vocabulary and text features that may be unfamiliar. Use this discussion to highlight, feed in, record, and clarify key vocabulary (in English or in their first language). You can find further information about features of texts that may need support at ELLP or on the ELLP Pathway.

- Read the title, the author's name, and the introductory text (by the editor) in bold on page 27. Draw attention to the inverted commas for "moving" and use this to start a discussion about how a picture can "move". You could have some examples of comics that use similar techniques or create a simple demonstration by drawing a shape on a small notepad, moving it slightly in each picture, and then flicking the pages of the pad to show the image "moving".
- Then read page 27 together, clarifying that the "I" is Ant speaking directly to the reader. Use the illustration to build understanding of the contrast between conveying movement in an animated cartoon and a single picture.
- Together, read the headings on pages 28–31 to find out the techniques Ant is going to explain. Then, have ākongā work in pairs with pens and paper to read the explanations and try out the techniques. This will require ākongā to check their understanding and reread to clarify information, building comprehension and fluency.

Deliberate acts of teaching

How you can support individual ākongā (if needed).

- Prompt ākongā to draw on their phonics knowledge and other word-solving strategies as they read, for example:
 - when decoding:
 - » breaking words into chunks or syllables ("il-lu-stra-tor", "travel-ling", "an-i-ma-tion", "jag-ged")
 - » drawing on their knowledge of word structure (drop "e" from "place" to get "placing" and from "use" to get "using")
 - » drawing on their knowledge of variations in the sounds of letters and letter combinations ("article", "single"; "characters"; "opposite"; "noticed"; "exaggerate", "suggesting"; "imagine")
 - when working out meanings of words and phrases:
 - » recognising the root word ("movement", "distortion")
 - » using the diagrams and the context of the sentence and the surrounding sentences.
- Reassure ākongā that they may sometimes need to read more slowly, reread parts, and check aspects to build their understanding. Provide specific support, if needed, for example, pronouncing "jagged" with two syllables. Note anything you might want to follow up on later, perhaps as a mini-lesson or as an after-reading activity.

The rhetorical question "What are you waiting for?" (in the final cartoon) may need explicit teaching for English language learners.

Thinking, talking, rereading

You can revisit this text often, providing opportunities for ākonga to build comprehension, vocabulary, and fluency. **Select from and adapt** the following suggestions.

- Ask ākonga to share their responses to the article and the “moving pictures” they have created while reading.
- Create a summary table of the techniques and their effects. Prompt ākonga to notice the “if-then” structure of some of the sentences:
If I make more changes, I can ...
If I draw a dust cloud behind someone, it looks as if ...
- Encourage ākonga to think critically:
 - *What would it be like to be an illustrator? What sorts of skills would you need?*
 - *What is the difference between an illustrator and an artist?*
- Make links to traditional ways that Māori recorded stories in whakairo, moko, raranga, and tāniko.
- Provide opportunities for ākonga to explore the work of Ant Sang and other illustrators and find out more about them (for an example of Ant Sang’s work, see “The Race” SJ L2 May 2017).
- Ākonga could explain some of the techniques of adding movement to pictures to someone who hasn’t read the article.
- Support ākonga to find out how to become an illustrator. They could do a plus, minus, interesting activity to explore what the job is like.
- Ākonga could find examples of movement in other illustrations in this journal, for example, in the cartoon on page 5 of “Moving Your Body”, in “Bouncing the Beat”, or in “Super Huhu” – or in other Junior Journals.
- Encourage ākonga to create further moving pictures as suggested by Ant on page 32. They could add labels to their illustrations to show the techniques they have used.
- Ākonga could read texts presented in graphic format, such as “Torty” (JJ 48) and “Rua and Te Manu” (JJ 61), or texts from the library. You can find TSM about reading comics at <https://instructionalseries.tki.org.nz/content/download/42590/471492/file/ReadingComicsTSM.pdf>

Building language knowledge

As ākonga reread and discuss the text, note opportunities for explicit instruction and to explore language features in more detail. For example:

- discuss how ākonga worked out new vocabulary (or tried to)
- explore how the meanings of unfamiliar words and phrases are supported, including through explanations and definitions
- point out topic words that appear in different forms (illustrate, illustrator, illustration; move, movement, moving). Together, identify the root words and draw on (or build) ākonga knowledge of word structure to generate further examples (“explains” – explain, explanation; “animated” – animate, animation; “multiple” – multiply, multiplication). Do the same for words like “distortion”, “exaggerate”, and “suggesting”. Create oral or written sentences for some examples to clarify the meaning of the different word forms.
- compare the soft sound for “gg” in “exaggerate” and “suggesting” with the hard sound in “bigger” and “jagged”.

For English language learners, [SELLIPS](#) and the [teaching strategies](#) section of [ESOL Online](#) also have ideas for purposeful and relevant tasks.