



MEDIA ARTS: YEARS 3-4

Section 1:
Representation

Section 2:
Codes and Conventions

Section 3:
Audience and Purpose

Section 4:
Layout

Section 5:
Responsible
Media Practice

Sample

Includes
Online
Media

By Lindsay Marsh



Contents

Teachers' Notes	4	Creative Media Production 2	34
Curriculum Links	5	Book Trailers 1	35
		Book Trailers 2	36
Section 1: Representation		Digital and Traditional Storytelling	37
Representation 1	7	Wayambek The Turtle	38-39
Representation 2	8	Dreaming Stories Go Digital	40
Representing Me	9	Mini Digital Story	41
Selfie Story 1	10	My Mini Digital Story	42
Selfie Story 2	11	Digital Comic Strips	43
		My Digital Comic Strip	44
Section 2: Codes and Conventions		Time Lapse Story	45
Framing 1	13	Storyboard Generator	46
Framing 2	14		
Experimenting With Framing	15	Section 4: Layout	
Angles 1	16	Newspapers 1	48
Angles 2	17	Newspapers 2	49
Experimenting With Angles	18	Newspapers 3	50
Time - Motion Blur	19	Newspapers 4	51
Time - High Shutter Speed	20	Desktop Publishing	52
Shot Types	21		
Experimenting With Shot Type	22	Section 5: Responsible Media Practice	
Lighting 1	23	Seeking Permission 1	54
Lighting 2	24	Seeking Permission 2	55
Experimenting With Lighting	25	Seeking Permission 3	56
Adding Text To Stills	26		
Experimenting With Sound	27	Answers and Additional	
Audio 1	28	Teaching Notes	57-60
Audio 2	29		
Section 3: Audience and Purpose			
Slide Show 1	31		
Slide Show 2	32		
Creative Media Production 1	33		

Teachers' Notes

What is Media Arts?

Media Arts is a new learning area in the Australian curriculum which asks students to make, view and respond to media artworks.

What are media artworks?

This book helps students to understand that media artworks come in many different forms. Media artworks might combine sound, image and text and might be created using a range of digital technologies. Media artworks might tell digital stories using traditional story telling principles. Media artworks have intended purposes and audiences.

What technologies might be used to create media artworks?

A broad range of technologies might be used to create media artworks. This book encourages students to use and investigate technologies such as: cameras, iPads, tablets or PCs to make their own media artworks. It leads them to examine a plethora of apps such as MovieMaker, Prezi, online storyboard generators and more.

Do I need access to technology to teach Media Arts?

To teach Media Arts in the classroom and maximise your use of this BLM, it is recommended that your students do have access to a range of technologies, such as a class camera, and have a secure connection to the internet. However, students can still use the book without this.

What else do I need to know about this book?

This BLM includes a number of visuals (predominantly photographs) which students are asked to annotate, analyse or use as inspiration to create their own work. All visual images provided in this BLM can be viewed in colour and in greater detail at:

www.readyed.net/media-arts-year-3-4/

Please Note: Type in the link into your browser exactly as shown above. If you have difficulty locating the web pages, email info@readyed.com.au and we will send you the link an an email.

Thank you for purchasing this resource, I hope that you have fun teaching Media Arts.

Curriculum Links

Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (ACAMAM058)

Elaborations

- creating a sequence of images, sounds and text or a combination of these to clearly establish the beginning, middle and end of a story or event
- taking a series of photographs that show themselves and their friends as comic superheroes and villains through setting, costume and body language
- constructing realistic representations of the classroom or other community locations and then constructing fictional versions of the same space
- experimenting with tension to create meaning and sustain representations
- considering viewpoints – forms and elements: For example – What images will use and in what order?

Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories (ACAMAM059)

Elaborations

- experimenting with the camera and framing the subject, using basic shot types, angles and lighting to control picture space
- experimenting with applying text to accompany still or moving images, such as credits in a title sequence, and selecting appropriate fonts, colour and length of time for display suitable to the purpose of the artwork
- practising recording sound on a variety of devices to explore volume, layering and the use of voice to create a sense of environment
- experimenting with ways of formatting and laying out a story using available software and appropriate text conventions for a front page news story

Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)

Elaborations

- storyboarding and filming a short sequence showing a conflict, selecting camera angles, lighting and costume to convey meaning without dialogue
- planning and scripting a radio advertisement for a school event with respect for the rules and image the school seeks to promote
- considering viewpoints – societies and cultures: For example – What school event could I make an advertisement for?
- seeking permission to take photos of class members to document a school excursion, for publication on the school intranet

Identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR061)

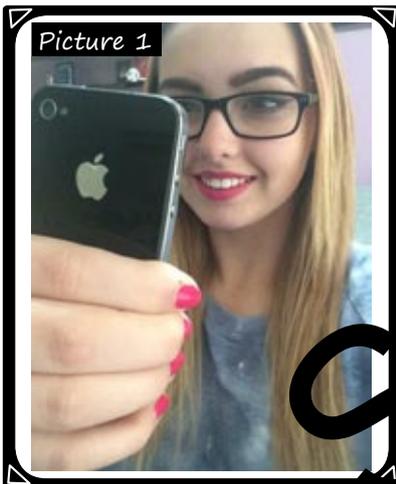
Elaborations

- identifying meaning and describing representations in media artworks from different social, cultural or historical contexts, for example, different ways traditional stories are retold using media technologies
- comparing media artworks made for different purposes using appropriate language, and identifying possible differences in audiences' interpretations
- considering viewpoints – evaluations: For example – What is similar or different to my school/home in a television representation of school/home?
- examining media artworks in their community and comparing these to other media artworks commemorating different people, times and cultures
- writing about and discussing with others the meaning of their own media artworks using appropriate language

1. In your own words say what you think a 'selfie' is.

2. Brainstorm what technologies could be used to take selfies.


BRAINSTORM



3. People took selfies in the past too! Look at the two pictures.

Picture 1 is a selfie taken in 2016. Picture 2 is a selfie taken in the 1900s!

Both females are using cameras to represent themselves. We can use cameras to represent our: emotions, where we live, when we lived, and give clues about our likes and dislikes.

4. Complete the T-chart to show what you think the selfies tell us about the females.



PICTURE 1	PICTURE 2

Framing 1 Activity

Go to www.readyed.net/media-arts-year-3-4/ to view the pictures online in colour and in more detail.

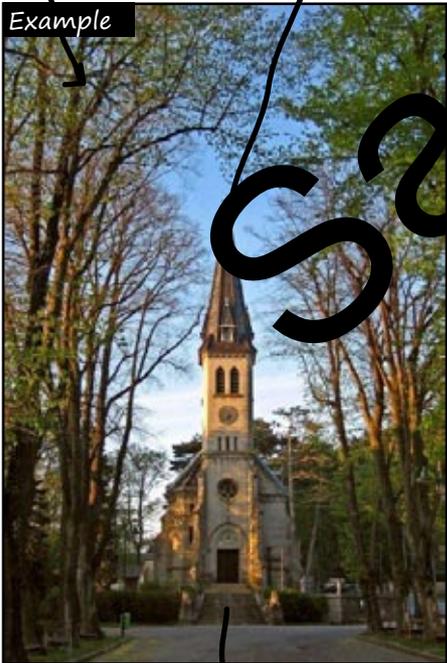
- ❑ You can frame an image by taking a photo through a: window; archway; tunnel; doorway; or overhanging branch. You can even use people to frame something or someone!

- ❑ Studying the example below. Annotate Pictures 1 and 2 in a similar way. Think about:
 - what is used as the frame;
 - where it makes us look;
 - how the frame affects space or time (this is tricky!).

The trees are the frame

The frame makes us look at the building. Frame centres the building.

Example



Picture 1



Picture 2

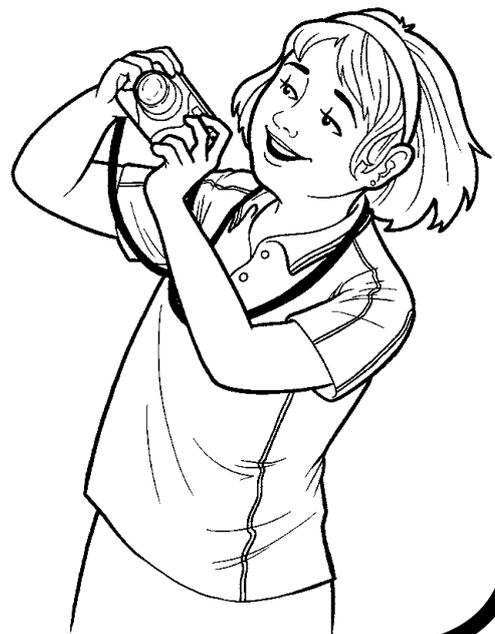


Frame makes building look further away than it actually is.

Sample

- In pairs or small groups, use your own camera to take high and low camera angle shots. Paste your best below. Jot down notes about:
- what angles are used;
 - where the camera is placed to take the photograph;
 - space, distance and size (this is a tricky one!).

Sample



There are three basic shot types: a close up; a mid shot and a long shot. As a class come up with definitions of the three basic shot types that you all agree on.

Study this example to help you to answer the questions and complete the task below for Picture 2.

Picture 1



- i. What shot is this? A long shot.
- ii. How do you know? The shot includes a large proportion of the setting in the background.
- iii. Using a ruler and a pencil, crop this image to turn it into a close-up shot. Complete the T chart to show how cropping changes your response to the photo.

CROPPED

UNCROPPED

The new cropped close-up shot of the man working makes me focus on the man and the work he is doing. I think about what he is fixing.

This photo makes me feel a little nervous and edgy. I think about the man falling when I look at this photo.

Picture 2



- i. What shot is this? _____
- ii. How do you know? _____

- iii. Using a ruler and a pencil, crop this image to turn it into a close up shot. Complete the T chart to show how cropping changes your response to the photo.

CROPPED

UNCROPPED

There are lots of weird and wonderful ways to create sound effects. Radio and TV are two media forms that rely on sound effects.

1. Draw lines to match the sound effects with the techniques that could be used to create them.

Sound Effects

- horses galloping
- walking through mud
- rain
- moving bicycle
- fire crackling
- bat flapping wings
- footsteps
- moving airplane or motorbike
- magic
- wind howling

Techniques

- spinning the tyre of a bike positioned upside down
- salt falling on tinfoil
- altering the speeds on an electric fan
- blowing down a panpipe or narrow glass
- twisting rinds inside a watermelon
- clapping sticks played in a rhythm
- rustling a bag of potato chips together with sticks snapping
- opening and closing of an umbrella
- shoes tapping on a table
- wind chimes

2. Can you think of two more examples of sound effects and techniques used to make them? Write them below.

Sound Effects

Techniques

Extra: In small groups, use technology to make and record some sounds and play them back. Maybe you will use the recording device on your iPad; smartphone; tablet; laptop or another media device. Keep these recordings so that you have your very own sound catalogue to use in future creative media productions!



- ❑ This is someone's plan for a short slide show! It is about a colonial building in Western Australia called Cockman House. Students made this slideshow using the *Windows MovieMaker*.

Slide 1



Voice over: Members of the Cockman family lived in Cockman House until 1987. (fade)

Slide 2



Voice over: After this time it was purchased by the City of Wanneroo and turned into a public museum. (fade)

Slide 3



Voice over: At the back of Cockman House is a cart. This cart tells us that the Cockman family would have kept horses and lived at a time before the invention of the motor car.

Sound effect: horses hooves. (fade)

Slide 4



Voice over: Cockman House has two chimneys. Why do you think the house needed chimneys?

Sound: fire crackling. (fade)

- ❑ Digital storytelling is the practice of telling stories using available media technologies. Such as:

- smartphones ● apps ● tablets ● iPads ● digital cameras
- laptops ● PCs ● digital voice recorders

Digital stories might combine: sound, photographs, pictures, videos, music, text and narrative voice to tell a story.

Traditional storytelling is the practice of telling a story not using computer-based tools.



- ❑ Indigenous Australians have used traditional storytelling techniques for thousands of years to pass on their Dreaming stories orally from one generation to the next.

Dreaming stories are stories which explain Indigenous Australians' beliefs, attitudes, laws and behaviours.

As technology has become a greater part of our lives, digital versions of Indigenous Dreaming stories have been created.



- ❑ Comic strips are stories told using graphics. They usually include some text in caption boxes or speech and thought bubbles. They are different than graphic novels because comic strips are shorter and can be followed as a series over many weeks. Digital comic strips are created and published online.

Look at the example of a comic strip below.



- ❑ Answer these questions:

Who do you think the intended audience of this comic strip is?

What is the intent/purpose of this comic strip?

Where might this comic strip be published to reach its audience?
