



MEDIA ARTS: YEARS 5-6

Section 1:
Representation

Section 2:
Codes And Conventions

Section 3:
Audience And Purpose

Section 4:
Layout

Section 5:
Responsible
Media Practices

Sample

Includes
Online
Media

By Lisa Craig



Contents

Teachers' Notes	4	Section 3: Audience And Purpose	
Curriculum Links	5	Photo Stories	36
Section 1: Representation		Creating Your Own Photo Story	37
A Picture Is A Story	7	Infographics	38
Strike A Pose	8	Me In Infographics	39
Taking A Family Photo	9	The Art Of Interviews	40
Representation 1	10	Interview Planning Template	41
Representation 2	11	Podcast 1	42
Cultures And Societies 1	12	Podcast 2	43
Cultures And Societies 2	13	Horror Film 1	44
My Game Character 1	14	Horror Film 2	45
My Game Character 2	15	Opening Sequences	46
Designing A Video Game 1	16	Story Principles 1	47
Designing A Video Game 2	17	Story Principles 2	48
Designing A Video Game 3	18	Section 4: Layout	
Section 2: Codes And Conventions		Types Of Web Pages	50
Framing 1	19	Web Page Elements	51
Framing 2	21	Personal Web Page	52
Photo Assignment	22	Desktop Publishing	53
Power Relationships 1	23	Section 5: Responsible Media Practices	
Power Relationships 2	24	Seeking Permission 1	55
Framing A Relationship	25	Seeking Permission 2	56
Communicating Character 1	26	Seeking Permission 3	57
Communicating Character 2	27		
Genre 1	28	Answers	58-64
Genre 2	29		
Film Poster Design	30		
Documentary Making	31		
Sound	32		
Recording Audio	33		
Camera Movement	34		

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.

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-5-6/

Please Note: Type 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 in an email.

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

Curriculum Links

Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text (ACAMAR062)

Elaborations

- applying the conventions of an established genre to an ordinary everyday event to create humour, for example, a visit to the library as an action movie or lunch as a sports commentary on the radio
- exploring different power relationships and showing different perspectives on character by framing images, for example, representing a relationship from their school or community
- designing and drawing a game character for a particular genre, considering the appropriate costume, mannerisms and typical dialogue
- selecting combinations of media materials to represent the same person, location or idea in different ways, for example, using different music or sound effects to change the meaning of a story
- considering viewpoints – forms and elements: for example – How can I change the meaning of a story by adding or changing a soundtrack to my images? How can I use framing to demonstrate a power relationship?

Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text (ACAMAR063)

Elaborations

- creating a short digital sequence that uses camera angles such as close-ups and medium close-ups to focus on character relationships, power or mood
- identifying and applying the conventions and layout of web page design to engage and interact with a particular audience
- editing a chase sequence, adding music to heighten the action and tension
- considering viewpoints – forms and elements: for example – How can I change the meaning of a story by adding or changing a soundtrack to my images? How can I use framing to demonstrate a power relationship?

Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)

Elaborations

- designing a storyboard that reflects a key scene in a sequence; for example, an opening scene of a film that shows the important camera angles, transitions, edits, voice and soundtrack
- designing a navigational plan for a game, using multiple levels and obstacles; for example, creating and designing problems to be solved in order to progress to a new level
- presenting their media artworks using internet-based technologies, including social media

Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks (ACAMAR065)

Elaborations

- identifying story structures or particular technical or symbolic elements, such as shot type, sound quality, lighting or setting, that contribute to formation of genre in media artworks
- researching and comparing historical and contemporary media representations and explaining how context influences the characters, stories and values portrayed in the media artworks; for example, comparing TV representations of family
- discussing the role of media artworks in sharing cultural information about a group of people and their spirituality and enhancing the value placed on people and environment
- considering viewpoints – societies and cultures: for example – How are values demonstrated in this media representation? Can we judge a culture from popular media images?
- describing protocols about acceptable and unacceptable use of borrowed material in making and publishing media artworks

A Picture Is A Story Activity

Go to www.readyed.net/media-arts-year-5-6/ to view the pictures online in colour and in more detail.

Photographs can represent people, animals and/or objects at a particular place and time. Photos tell stories. When you glance at a photo, you may not understand the whole story it is telling. To find out more, you have to look more closely at the photo.

1. **First impressions** – what can you see in this photo?

2. Use the prompts given to help you to annotate the story of this photo. Feel free to add your own observations.

a. What does the girl's gaze tell you about how she is feeling?

b. What does the girl's body language tell you about what she might be thinking?

Picture 1



c. What does the girl's facial expression tell you?

d. To whom or what is your eye drawn to first? Why?

e. What camera shot has been used? How does that affect how you view and respond to the image?

f. At what angle has the photo been taken? What is the effect of this?

3. **Pair Up!** Tell a partner the story within this picture. Did you notice different things or were your stories similar?

My Game Character 1 Activity

- ❑ In your small groups, select a game character to work with. Think about your selection carefully. Your teacher will need to approve your selection.



Look at the game character that you have selected. Focus on: costume/clothing (colour of costume/clothing); gaze; body language; stance; facial expression; props/objects they carry or wear; male or female; age; possible strengths/weaknesses.

- Use your observations to help your group create the character's personality. Cut out and paste your game character in the space indicated below and complete the game character profile to share with the class.

Paste character here

Sample

ABOUT MY CHARACTER:

NAME OF CHARACTER:

CIRCLE!

MY CHARACTER IS GOOD / EVIL

MY CHARACTER IS POWERFUL / WEAK / VULNERABLE

MY CHARACTER IS A HERO / VILLAIN / VICTIM

Framing 2

Activity

Go to www.readyed.net/media-arts-year-5-6/ to view the pictures online in colour and in more detail.

- Annotate these pictures in the same way that you did in the activity on the previous page. Remember to think about:

colour

patterns

leading lines

camera angle

lighting



positioning

proportion

camera shot

sharpness of focus



Power Relationships 2 Activity

Go to www.readyed.net/media-arts-year-5-6/ to view the pictures online in colour and in more detail.

Media artworks represent power relationships through techniques. Look at the two annotated examples of media artworks that represent power relationships.

Text: Large font to communicate woman's power/ability.



Example 1 (1942)

Proportion and positioning: woman takes up most of the image suggesting her dominance and is centred to imply she is important.

Gaze: eyes look directly at the viewer showing woman is confident.

Body language: flexed muscles suggests woman is strong and powerful.

Background: girl's shadow cast on boy and wall creates sense of threat. Frames the boy.

Body language: boy with head bent. Arms across body for protection - looks vulnerable.



Example 2

Positioning: girls positioned on either side of boy creates feeling of entrapment. Girls in foreground look larger.

Girls' faces not shown draws focus to boy and his reaction and detaches viewer from girls emotionally.

Over to you

- Annotate to show how power relationships are framed in these images.

Sample



Picture 1



Picture 2

Film posters combine images and text to advertise upcoming films. They follow codes and conventions to capture the attention of potential viewers.

1. What information does this poster give you about the movie *Summer Daze*? Annotate the poster noting visual and text features that communicate information to the audience about the film. An example has been done for you.



genre of film

2. Use your preferred search engine to find a promotional poster advertising your favourite film. Which text and image features does it share with the poster in Question 1? How is it different? Record your response in the table below.

Name of film poster: _____

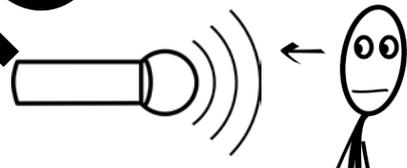
Similar features	Different features

Recording Audio Activity

Digital stories bring images to life with the addition of audio. Sound puts your imagination into gear and invites you to participate more actively in the story. It's important that the audio matches the quality of your presentation. There are literally hundreds of audio recording and editing apps you can download and install on your iPhone, iPad, laptop or PC. These programs enable you to:

- record a narration
- adjust the volume so that it remains at a constant level
- add background music / sound effects
- reduce unwanted noises

Be An Audio Troubleshooter Find solutions to share with the class for these common hiccups when recording audio. Complete the boxes with your own experience and research using your preferred search engine.

<p>① Popping Sounds Problem: Child holding iPad too close when speaking.</p>  <p>Solution: _____ _____ _____</p>	<p>② Microphone Squeal Problem: Feedback squeal.</p>  <p>Solution: _____ _____ _____</p>
<p>③ Unwanted Noises Problem: Child interviewing a person while dog barking nearby.</p>  <p>Solution: _____ _____ _____</p>	<p>④ Audio Volume Varies In Narration Problem: Children straining to hear audio in podcast.</p>  <p>Solution: _____ _____ _____</p>