Ready-Ed
Publications

MEDIA ARTS:
FOUNDATION - YEAR 2

Section 1:
Sound

Section 2:
Images

Section 3:
Photography

Section 4:
Responsible
Practice

Sample

**Includes
Online
Media**

CURRICULUM
LINKED

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Contents

Teachers' Notes

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

What are media artworks?
This book helps students to understand that media artworks can be created using a range of technologies to combine sound, image and text. 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 some media artworks?
A broad range of technologies could be used to create media artworks. This resource 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, you do not need access to technology, but to maximise your use of this BLM, it is recommended and beneficial that your students do have access to a range of technologies and have a secure connection to the internet.

What else do I need to know about this book?
This BLM includes a number of visuals. All visual images provided in this BLM can be viewed in greater detail at:

www.readyed.net/media-arts-foundation-year-2/

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.

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Curriculum Links

Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)

Elaborations

- exploring sound to communicate ideas, for example, creating sound effects to enhance the mood or main idea of a story

- experimenting with image, for example, retelling a story of the school day in a series of captioned images

- considering viewpoints – forms and elements: For example – What images will represent my story or the ideas in the song?

- experimenting with technologies to capture images, sounds and text

- exploring composition by selecting and editing images and/or sounds to create the characters in well-known stories or songs

Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055)

Elaborations

- experimenting with and managing a digital camera to capture still or moving images, for example, reviewing captured images, zooming in and out and deleting unwanted images

- experimenting with sound recording technology and found objects to create and record sound effects to support a story

- considering viewpoints – elements, content: For example – What images will I keep or delete? Which image interests me and why?

- practising using computer software to add captions to images to enhance meaning in a photo story

- trialling the selection and arrangement of images, sounds and text to organise important features of an idea or story

Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)

Elaborations

- capturing and sequencing images and text

to create comic books that retell familiar and traditional stories to share with the class

- considering viewpoints – societies and cultures: For example – What images will I use to tell my traditional story?

- collecting and sharing, with permission of the people involved, class stories and presenting them in the form of a class news bulletin

- creating, rehearsing and recording a radio play and seeking permission to share it with another class

- producing and presenting a media artwork for a particular purpose, for example, creating an advertisement that recommends appropriate behaviour when using cameras in the room

Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR057)

Elaborations

- identifying where they might experience media artworks in their lives and communities, for example, considering how media artworks sustain and communicate cultural knowledge

- considering viewpoints – societies and cultures: For example – What story is this media artwork telling? Who made this media artwork? Where is this media artwork from?

- identifying interests and preferences in media artworks they make and view

- identifying features in media artworks, such as shot types, for example, long shot, mid shot and close-up, and discussing what the shots tell the audience about the story

- discussing the roles of media artists and what permission means, for example, deciding on a class set of rules for using and creating images, sounds and text in media artworks

Recommended Resources:

microphone; sound leveller; recording device; materials to create sound effects; *We're Going on a Bear Hunt* story book

Curriculum Focus

Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054). Exploring sound to communicate ideas, for example, creating sound effects to enhance the mood or the main idea of a story.

Introducing The Worksheet

1. Read *We're Going on a Bear Hunt* by Michael Rosen with the class. Ask the children to think about how they can create the sounds described in the text, e.g. swishy swashy, could be created by moving long strands of grass or straw.

2. Children to then look at and discuss the six pictures and text on the worksheet (P8). Ask them to draw or write a description of how they could create the sounds of each picture. The first one has been completed for them.

3. Students are to then create the sound effects they have drawn/ described and use technology to record them. Recordings can be played back when the story is retold in class.

4. Students to discuss how the sound effects impact the retelling of the story.

Differentiation

Younger children will need support to do this activity. I would recommend doing this exercise as a group or a class activity, with help from adults in the room.

Year 1 children might manage to complete this activity independently or in small groups or pairs, but they will likely still need some support from the teacher. If examples are modelled first, students might be able to complete the next few by themselves.

Year 2 children should cope on their own but I would still recommend that they complete the task in pairs. Model the task first so that they know exactly what is expected of them.

Obviously these recommendations can be adjusted to suit the needs of your specific class. Depending on students' ability to write, they could either write a description of the sound, a word to describe it, or draw a picture to describe the sound they have thought of.
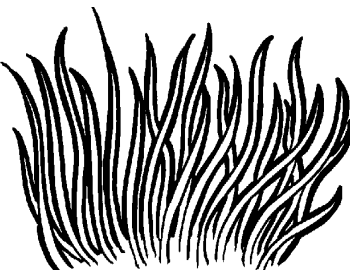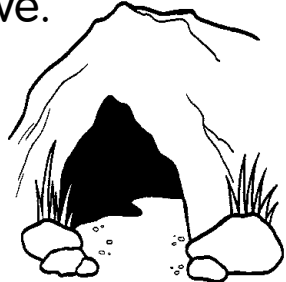
Extension

Children could act out the story adding sound effects as an adult reads the story. This could be filmed and shown to another class. It could also be turned into a radio play by recording an audio version.

❑ Look at the pictures. How would each picture sound? Draw or write how you could create these sounds. The first one has been done for you!

Long, wavy grass.	**A deep, cold river.**	**Thick, oozy mud.**
Sounds like:	Sounds like:	Sounds like:
ribbons waving through the air		
A big, dark forest.	**A swirling, whirling snowstorm.**	**A narrow, gloomy cave.**
Sounds like:	Sounds like:	Sounds like:

❑ Collect objects to create the sounds of the pictures. How will you record these sounds?

Recommended Resources:

version of the Dreamtime story *Girawu The Goanna*; device on which to view the story

Curriculum Focus

Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR057). Considering viewpoints-societies and cultures: for example- What story is this media artwork telling? Who made this media artwork? Where is this media artwork from?

Introducing The Worksheet

1. Watch a digital version of the Dreamtime story *Girawu The Goanna* with the children. Find your own version or try:
   https://www.youtube.com/watch?v=tWvoTZ Es8

2. Discuss with the children what they could see and hear as they were viewing the story. What did they notice about the story that is different to stories they watch at home?

3. Who do they think created the story? Why do they think the story was created?

4. What is the story about? Can they hear a voice telling the story? What can they tell us about the voice?

5. Can they hear music in the background? What kind of music is it?

6. Now turn off the sound and let the children watch the story. Discuss how important the sound is to the meaning. Do we need sound to tell a story?

7. Hand out the worksheet (P17) for the children to fill in based on the discussion that they have just had.

Extension

Children could watch a few examples of Aboriginal Dreamtime stories and compare them. Background information for students:
Aboriginal Dreamtime stories are important in indigenous culture. This is because they are passed down from one generation to the next and often pass on cultural beliefs, laws and rules. Traditionally these stories have been passed on orally but as time has progressed they can now be passed on digitally too.
Students may want to think about stories from their own culture to compare.

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❑ Watch *Girawu The Goanna* and then answer the questions.

1. What is this story about?

_____

_____

2. Who do you think made this story?

_____

3. Why do you think they made it?

_____

_____

4. Do you think this story is from England, Japan or Australia?

_____

5. How do you know?

_____

_____

6. Do you think the story needs sound to make sense?

_____

7. Why do you think this?

_____

_____

_____

_____

Sample
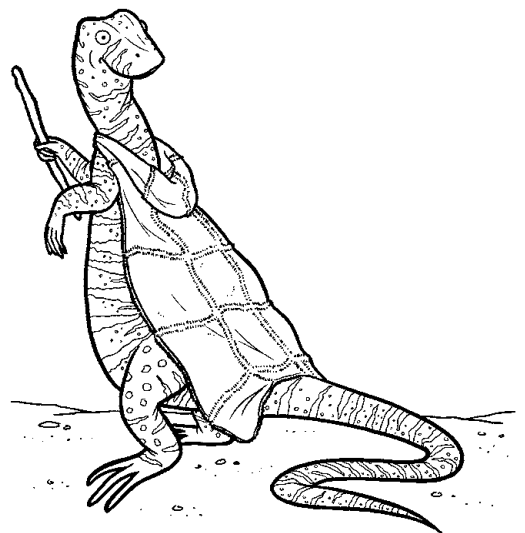
Recommended Resources:

scissors; glue; appropriate technology to show the story to the class (e.g. class computer or interactive whiteboard); appropriate technology for the children to create digital comic books (e.g. the app Chatterpix Kids available on Apple and Android); large A3 sheet of paper

Curriculum Focus

Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056). Capturing and sequencing images and text to create comic books that retell familiar and traditional stories to share with the class.

Introducing The Worksheet

1. Watch the story *The Three Little Pigs* with the children on the smartboard or using other appropriate technology. You can select an appropriate version of this popular story to suit your class or try: **https://www.youtube.com/watch?v=HtHjB...Rm..**

2. Handout the worksheets (P27 & P28). Ask the children to work in groups to retell the story, using the pictures from the first worksheet and the words from the second worksheet.

3. They should cut out the pictures and stick them in the correct order on a large A3 sheet of paper.

4. The students should then cut out the words on the second worksheet and turn them into speech bubbles. They should stick them onto each picture in the appropriate places. This activity should create lively group discussion.

5. If appropriate, some children could create their own words to retell the story.

6. Ask a representative from each group to present their comic book to the class. Alternatively the whole group might wish to get involved in doing this.

Differentiation

Younger children can use the words provided. Year 1/Year 2 children could use their own words to retell the story. Give support with reading the words where needed.

Extension

More able students should create/recreate a digital comic book of this story using appropriate technology.

The children could add more speech bubbles and pictures to 'fill out' their comic books and make them more exciting. They could add their own verbal/recorded sound effects when retelling it to the class.

The children could split into groups and act out their comic books for the class. This could be filmed and shown to another class or performed at assembly.

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❑ Cut out the pictures from the story *The Three Little Pigs* and put them in the correct order on a blank A3 sheet of paper. Add speech bubbles to create a mini comic book!

❏ Cut out the words that retell the story. Turn them into speech bubbles. Glue them onto the pictures to create a *Three Little Pigs* comic book. Use your own words to tell the story in the blanks.

Aaahhhhhhh hot water!	Little Pig, Little Pig, let me come in.	No, I will not let you in big bad wolf.
This is easy to blow down.	Little piggies, your time is up! Let me come in.	I am going to come down the chimney little piggies. Yum yum.
Do not panic. My house will never fall.	Brother, let us in. The big bad wolf has blown our houses down.	I will huff and I will puff and I will blow your house down.
Brother, let me in. The big bad wolf has blown down my house.	How strange. I can't blow this house down. It is built too well.	We're not afraid of the big bad wolf – tra la la la lah…

Recommended Resources:

computer or smartboard to view advert; to create a slideshow, the Apple app Shadow Puppet Edu*;* Slideshow Maker and MovieMaker are suitable.

Curriculum Focus

Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR057). Identifying features in the media artworks, such as shot types, for example, long shot, mid shot and close-up, and discussing what the shot tells the audience about the story.

Introducing The Worksheet
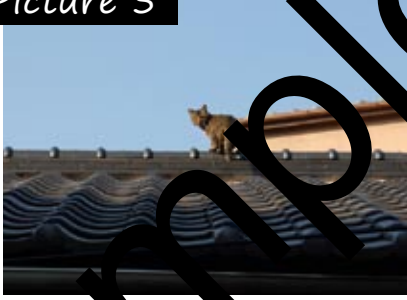
1. Show the children the advert for Tourism Australia. Go to: **https://www.youtube.com/watch?v=vUF7ja9eh_s**

2. Discuss the main three shot types in the ad: long shot, mid shot and close up. Ask the children how these shots make them feel. Is anything else making them feel this way (e.g. music)?

3. Pause the video on a few different examples of each shot type (long, mid and close up) and get the children to discuss what they think this shot is trying to tell or show them.

4. Does the video make them want to visit these places in Australia? Why?

5. Ask the children if they can take these shots (close up, mid and long shot) of the same object/scene using the digital camera, print them off and paste them on to the worksheet.

Extension

As an extension activity some children could make their own 'advert' for Australia. This could be anything from a slideshow of a few pictures of Australia, to a radio advert or a T.V ad. This activity could also be done as a project over a period of time.

❑ Tick to identify the shots.

Picture 1

❑ close up
❑ mid shot
❑ long shot

Picture 2

© Noaa sanc0181, CC by 2.0

❑ close up
❑ mid shot
❑ long shot

Picture 3

© Noaa sanc0181, CC by 2.0

❑ close up
❑ mid shot
❑ long shot

Picture 4

❑ close up
❑ mid shot
❑ long shot

Picture 5

❑ close up
❑ mid shot
❑ long shot

Picture 6

© hiromitsu morimoto, CC by 2.0

❑ close up
❑ mid shot
❑ long shot

❑ Below, paste your own examples of shots taken with the class camera.

close up	mid shot	long shot