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| Planning brief by | Leon Ewing |
| Date | January 2017 |

***Context***

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| Arts subject | **Media Arts** |
| Context | **AiR Summer School Media Arts Brief** |
| Title of activity/brief | **‘I’ll be in my trailer…’** |
| Overview | **Making**   * Understanding the construction of narrative in media production using the functionality of the storyboard in the iMovie trailer template.   **Responding**   * Critiquing and analyzing, and feeding that awareness back into production. |
| The big picture/ Enduring questions/understandings | Making the most available resources.  Familiarity with the phases of preproduction/production/postproduction/presentation. How media can be used in cross-curricular learning, and engaging the wider community in around a theme, or in communicating an idea or message. |
| Resources  *Resources include any PowerPoint presentations/videos /etc.* | * Ipad. |

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| **Activity** | **Learning** | **Links** | **Extensions** |
| The activity step by step | Explicit statement of the intended learning in terms of the Australian Curriculum: The Arts |  |  |
| **1. Warm Up/Show Example of previous work**  Inspiration  Discuss process.  Critically respond.  [as an active process] | Use [media technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=media+technologies) to capture and edit images, sounds and text for a purpose [(ACAMAM055)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM055)  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)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAR057) |  |  |
| **2. Demonstrate functionality of iMovie Trailer Template**  Using what is available  [Repurposing technology as a educational resource,]  Preproduction Production  Post production  Template Makes very clear convention in technical codes.  Ie how a ‘horror’ story is told.  How to tell a superhero story.  It offers you an a model if not an ideal  Credits [collaboration and role]  Story Board –  Story Construction Framing  Post production is done for you.  Editing, sound, graphics | Use [media technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=media+technologies) to create [time](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=time) and [space](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=space) through the manipulation of images, sounds and text to tell stories [(ACAMAM059)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM059) |  | **Handout:**  **Enduring:**  Use available resources in a creative way; limitation as inspiration…  How can you repurpose this template to tell other kinds of story’s  How can you use story to deliver a message, or bring about social change. |
| **3. Make/In groups begin making a trailer in iMovie**  Preproduction-  Story  Planning  Role  logistics  Production-  Shooting | Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, [story principles](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=story+principles) and genre [conventions](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=conventions) in images, sounds and text [(ACAMAM062)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM062)  Plan, produce and present media artworks for specific audiences and purposes using responsible media practice [(ACAMAM064)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM064) |  |  |
| **4. Show work in Progress/Respond**  Presentation/Analysis What works?  [Intention communicated well]  What doesn’t?  How could it be improved? | Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues [(ACAMAM070)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM070) |  |  |
| **5. Return to work**  Iterative production process informed by analysis.  Reshoot/complete | Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and [style](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=style) [(ACAMAM075)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM075) |  |  |
| **6. Show again**  Presentation | Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media [conventions](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=conventions), social beliefs and values for a range of audiences [(ACAMAR078)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAR078) |  |  |
| **7. Reflect**  Extension to the learning. | Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues [(ACAMAM077)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM077) |  | Using media production as a fun way to engage students in cross curricular learning! |

This is an excellent resource: <http://nofilmschool.com/>

I enjoy getting daily posts from them via <https://www.facebook.com/nofilmschool/>

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See other work at:

[www.LeonEwing.com](http://www.LeonEwing.com)

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