

# Teaching Media Arts with a sense of progression

In the Arts Curriculum students learn and are taught to be

- artists **making**
- audiences **responding**

## Media Arts Knowledge

In Media Arts students learn to use:

- Key concepts
- Technical and Symbolic Elements of Media Arts within established and emerging media conventions and technologies
- Story Principles
- Viewpoints\*
- Media Forms

## Media Arts Skills, Techniques and Processes

In Media Arts students learn and use:

- Three stages of production:
  - pre-production (including scriptwriting, storyboarding, sketching designs, planning, research)
  - production (including capturing, recording, directing)
  - post-production: (including mixing, editing, assembling, laying out, distributing)
- Critical thinking and creative processes
- Collaborate in creative teams
- Analytically respond to, and interact with context and audience
- apply key concepts, story principles, and media (symbolic and technical) elements
- design, produce and distribute and analyse media artworks
- learn and use the established and emerging techniques and practices for creating within different media forms, known as the media convention

### Knowledge and skills F-2

In this band students are introduced to Media Arts:

#### Representation and Story Principles

**Structure:** representing experience through the construction of stories and ideas

**Intent:** ideas from their imagination or experience

**Character:** the characteristics of fictional and non-fictional people such as story characters, newsreaders, presenters, actors

**Settings:** familiar, local and imagined environments and situations

#### Language and Media Elements

**Composition:** the selection and arrangement of images, sounds and texts to highlight and organise important features of an idea or story such as deciding what is in the frame, audio sequence and lay out.

**Sound:** loudness, softness, background noise.

#### Technologies

Capture images, sounds and text or a combination of these with available technology.

#### Audience

Identify themselves as an audience and recognise different audience groups and how meaning is made for and by an audience.

#### Viewpoints

##### Forms and elements

- What images will represent my story or the ideas in the song?

##### Societies and Cultures

- What images will I use to tell my traditional story?

##### Evaluations

- What images will I keep or delete?
- Which image interests me and why?

### Knowledge and skills 3-4

In this band students build on their knowledge, understanding and skills of Media Arts developed in F-2

#### Representation and Story Principles

**Structure:** using story structures and organising ideas to make clear meaning for an audience

**Intent:** conveying ideas about self, others and stereotypes

**Character:** the characteristics and portrayal of self and others in fictional and non-fictional roles identified often through physicality, the voice, costumes and props.

**Settings:** the familiar, local and imagined environments and situations for characters.

#### Language and Media Elements

**Composition:** the arrangement and sequence of images, sounds and texts to organise events in stories, relationships between ideas and focus on important features using framing, audio effects, editing and lay out.

**Time:** the order and duration of events and ideas

**Space:** the distance between objects, sounds or text, or the depiction of place

**Sound:** loudness, softness, background noise and sound effects

#### Technologies

Compose and edit images, sounds and text or a combination of these with available technology

#### Audience

Identify themselves as a target audience group; recognise the different interests of audience groups and how meaning is made for audiences.

**Institutions:** Individuals, Communities and Organisations

Understand purposes and processes to produce media artworks and recognise appropriate and inappropriate use of other peoples' images and works in the making of media artworks.

#### Viewpoints

##### Forms and elements

- What images will I use and in what order?

##### Societies and cultures

- What school event could I make an advertisement for?

##### Evaluations

- How well did you collaborate to make What is similar or different to my school / home?

### Knowledge and skills 5-6

In Years 5 and 6 learning in media arts builds on the experience of the previous band

#### Representation and Story Principles

**Structure:** organising ideas, using story structures and tension to engage an audience

**Intent:** communicating ideas and stories with a purpose

**Points of view:** the perspective of who tells the stories or constructs the ideas

**Character:** the characteristics of fictional and non-fictional roles portrayed through physicality, the voice, costumes and props.

**Settings:** the real or imagined environments and situations for characters and ideas

**Genre conventions:** the established and accepted rules for constructing stories and ideas in a particular style

#### Language and Media Elements

**Composition:** the arrangement and sequence of images, sounds and texts to support the purpose of communicating ideas or stories from different points of view using framing, audio effects, editing and lay out.

**Time:** the order, duration and depiction of events and ideas

**Space:** the distance and relationship between objects, sounds or text or the depiction of place

**Sound:** loudness, softness, ambient noise and music for effect

**Movement:** the way the eye discovers image or text, the suggestion of movement through sound, and the perception and depiction of moving action, the design of interactivity

**Lighting:** light, shade and colour for effect

#### Technologies

Compose, edit and produce images, sounds and text or a combination of these with selected media technologies

#### Audience

Explain a variety of audiences and purposes for which media artworks are made.

**Institutions:** individuals, communities and organisations

Identify purpose and processes to produce media artworks and consider individual ethical behaviour and the role of communities and organisations in regulating access to media artworks.

#### Viewpoints

##### Forms and elements

- How can I change the meaning of a story by adding or changing a sound track to my images?

- How can I use framing to demonstrate a power relationship?

##### Societies and cultures

- How are values demonstrated in this media representation?

- Can we judge a culture from popular media images?

##### Evaluations

- What cultural images can or cannot be used when making and publishing my artwork

### Knowledge and skills 7-8

In Years 7 and 8 learning in media arts builds on the experience of the previous band. It involves students making and responding to media arts independently, with their classmates, teachers and communities. They explore media arts as an art form

#### Representation and Story Principles

**Structure:** developing ideas and story structures through media and genre conventions to shape understanding and experience for a particular audience

**Intent:** imagining and communicating representations within a local context or popular culture for a specific purpose

**Points of view:** perceiving and constructing stories and ideas from different perspectives.

**Character:** the characteristics and motivations of fictional and non-fictional subjects portrayed through their physicality, voice, costumes and props and/or acting

**Settings:** the real or imagined environments and situations, and their relationship to characters and ideas

**Genre conventions:** the established and accepted patterns for constructing meaning in a particular form or style

**Media conventions:** the established techniques for creating within different media forms

**Language:** Technical and symbolic elements

**Composition:** the arrangement, weight and focus, of components in images, sounds and texts that are sequenced to communicate ideas and stories using juxtaposition in framing, audio effects, editing and lay out.

**Time:** the experience and construction of time through the ordering, duration, and depiction of action, ideas and events,

**Space:** The depiction of place and environment through the relationship between subjects, objects, sounds or text and the surrounding or negative space in a two or three dimensional context

**Sound:** and selection of sounds, ambient noises, voices and music for effect

**Movement:** the navigation of images and text, the perception and depiction of moving action, and the creation of movement through sound, rhythm and editing.

**Lighting:** intensity and direction of light, shade and colour for texture, focus and mood

#### Technologies

Plan, control, edit and produce images, sounds and text or a combination of these with selected media technologies, processes and equipment.

#### Audience

Examine the ways in which audiences make meaning and how particular audiences engage, interact and share different media artworks.

**Institutions:** individuals, communities and organisations

The local and cultural contexts shaping purpose and processes to produce media artworks. The role and ethical behaviour of individuals, communities and organisations making, using and sharing media artworks, and the associated regulatory issues.

#### Viewpoints

##### Forms and elements

- What elements define a genre?
- How can I create mood and setting through images/sound/framing?

##### Societies and Cultures

- What features have been omitted or exaggerated in a stereotype? What are the differences between the private sector and the public sector television programming?

##### Evaluations

- How are media works changed when viewed outside a cultural context?
- How effective is my image construction in terms of making meaning to me and to others?

##### Philosophies and Ideologies

- What ideological or political perspectives are evident in my artwork to engage a particular audience?
- What established behaviours or conventions have influenced the design of my artwork for a particular audience?

### Knowledge and skills 9-10

In Years 9 and 10 learning in media arts builds on the experience of the previous band. It involves students making and responding to media arts independently and in small groups, with teachers and communities. They explore media arts as an art form through representation, manipulation of genre and media conventions and analysis of media artworks.

Students refine and extend their understanding and use of structure, intent, character, points of view, settings, genre conventions and media conventions in their compositions. They extend the use of time, space, sound movement and lighting as they use technologies. They analyse the way in which audiences make meaning and how audience interact with and share media artworks.

*Check ACARA for Knowledge and Skills for Years 9-10*

# Teaching Media Arts

## Media Arts Technical and Symbolic Elements

Technology

Audience

### Story

Relationships

Place/setting

Time

Action

Intent

### Gestural language of Media Arts

Body contact	type, position of contact, touch
Proximity	space between objects and between people
Orientation/body position	how bodies relate to other bodies
Appearance	face and body shape, hair style, complexion/colouring, clothing, jewellery/accessories, make up, props
Head nods	angle, tilt and number
Facial expression	eyebrows, eyes, shape and position of mouth, nostrils
Kinesics	movements of head, arms, hands, legs, feet
Posture	the ways a person stands, sits, lays
Gaze and eye movement	where and how gaze is directed

### Symbolic Elements

There are five semiotic systems in total:

1. Linguistic
2. Visual
3. Audio
4. Gestural
5. Spatial

*Michèle Anstey and Geoff Bull*

What's the spatial and gestural symbol system?

What viewpoints questions do you want the audience to ask?