The Arts (2002)

Years 1 to 10
Sourcebook Guidelines
(Part 7 of 12)

Note: The PDF version of this document has been split into sections for easier download. This file is Part 7 of 12.

Queensland
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Media — elaborations

Elaborations of the level statement for Foundation Level

Level statement
Students are becoming aware of media. They recognise and react to media experiences. Students demonstrate attention to media and explore ways to create and present words, sounds and still and moving images.

Content – Students engage in and respond to media using the following components:

Media languages   *Media technologies*   *Audience*   *Institution*   *Representation*

Students are becoming aware of media as part of their everyday lives by:
- recognising familiar still and moving images, sounds and words in the daily environment
- recognising technologies that they use to access media
- communicating personal choice and/or preference of media.

Respond to and demonstrate attention to the media languages:
- colour
- recorded spoken words, sound effects and music
- recorded still or moving images
- symbols and signs.

Recognise and react to a variety of media forms and experiences through:
- movement
- aural or visual recognition
- verbal or signed interactive response.

Media forms and experiences:
- print e.g. newspapers, greeting cards, advertising, picture books, junk mail, magazines, comics, signs, labels, illustrations, posters, photographs and brochures
- broadcast: e.g. television, radio and cable
  – projection: slides and film
  – digital: video, electronic games, computer software, cameras, e-cards, email and attachments, CD-ROMs and websites
- sites for experiencing media e.g. cinema, film festival, photographic exhibition, drive-in theatre, fast food restaurant, leisure centre or shopping centre.

Respond to and participate in making media:
- match, choose, sequence, and record words, sounds and images
- record images and sounds to represent a person, event, place, object or experience
- apply adaptive technologies to combine words, sounds and images.

Students may (with varying levels of support):
- use information technology software to add recorded sound or sound effects to images
- choose and/or create words or sounds to accompany images supplied by the teacher
- choose colours and icons to represent a group or school
- communicate a preference for a particular media, such as video or CD
- create and send e-cards or email messages with attached images
- alter images and/or words by scratching the surface of mounted film or slides
- use photographs or video images to create visual sequences through behaviour repertoires, such as catching the taxi to school
- match and/or sequence sounds, images and familiar symbols
- match recorded sounds with images of familiar objects
- match recorded voices with images of familiar people
- recognise media (symbols, logos, jingles, packaging) associated with fast food chains
- recognise themselves on video or computer screen
- recognise sounds that represent animals and/or physical objects
- recognise symbols from road signs or classroom weather charts
- reproduce patterns of images, words and/or sounds learnt in a media activity
- respond to soundtracks from familiar television programs or films
- respond to video images of themselves on a school camp
- sort different types of the media into likes and dislikes or familiar and unfamiliar
- use labels, captions and speech bubble cards, supplied by the teacher and/or themselves, to add meaning to images.

Examples of learning outcomes developed from the Level Statement for Foundation Level — Media
The interests and abilities of students may influence the choice of activities e.g. a group of students with high support needs or multiple impairments may use space differently or use a different space from other students.

F.1   Students participate in shared creation of media texts through combinations of images, sounds and words.
      Students choose words/sounds/images to create personal/supported media texts.
      Students use media technologies to create personal media texts.
F.2   Students recognise the media they interact with in their familiar environments.
      Students share their personal and familiar media with others.
      Students exhibit personal media in a presentation or display.
F.3   Students recognise everyday experiences represented in the media.
      Students become aware of media representations of real people, objects and events in their everyday lives.
      Students express preferences about media representations of people, objects and events.

Possible connections to other strands of the curriculum:
- Arts: Dance; Drama; Music; Visual Arts
- English: Cultural — making meaning in contexts; Operational — operating the language system; Critical — analysing and evaluating texts
- Health and Physical Education: Enhancing Personal Development
- LOTE: Sense of Self and Others
- Mathematics: Spatial Concepts and Visualisation
- Science: Energy and Change
- Studies of Society and Environment: Culture and Identity
- Technology: Information; Materials; Systems.

Possible links to cross-curricular priorities:
- Literacy: imitating sounds, vowels, consonants; communicating using personalised modes of communication; focused listening to verbal texts; sequencing images and words; aural recognition and initiation of sounds for communication; exposure to a variety of text types; use of technology for distant communication.
- Numeracy: temporal organisation; number order and sequence; patterning.
- Lifeskills: physical coordination activities; using technology to communicate through chat rooms, email and video conferences; community-based instruction through leisure sites such as shopping centres, cinemas and games venues; choosing leisure activities; recording events and celebrations; understanding and adapting to routine. Links to TAFE modules about work readiness and work education modules through workplace experience in media industries.
- Futures: using technologies that will support access to media arts; recognising cause, effects and consequences; learning that media is a recreational and vocational possibility e.g. film clubs.

Considerations for learning environments:
- Classroom: select the placement of furniture and equipment with regard to media activities; minimise visual and auditory distractions within the classroom and in the surrounding environment; choose equipment with attention to the functioning level of students — easily operated camera functions, cameras mounted on wheelchairs; avoid equipment with parts that can be easily detached.
- Wider community: workplace experience of media industries, such as video stores, newspaper/publishing companies and community radio stations; links to TAFE modules about work readiness and work education.

See 'Planning for learning and assessment' for further assistance and suggestions.

Support materials and references
The John F. Kennedy Center for the Performing Arts: www.kennedy-center.org
VSAarts, formerly Very Special Arts: www.vsarts.org

Sequence of core learning outcomes with elaborations — **Media Level 1**

Level statement

Students combine the elements of media languages, such as still and moving images, sounds and words to create meanings and communicate about their world, individually and with others. Students share their personal responses to the media with others, including their preferences. Students compare media representations with their personal experiences and recognise that media texts are constructions.

Core content

Media languages	*Media technologies*	*Audience*	*Institution*	*Representation*

• clothing
• colour
• facial expression
• gesture
• symbol
• music
• sound effects
• voice
• speech bubbles
• spoken words
• written words
	• cut and paste
	• draw and colour
	• record sound
	• write
		• familiar programming
		• recognition of self as audience
			• purpose
			  – addition of meaning
			  – communication
			• form
			  – familiar media in home, schools and local community
			• context
			  – home, school and local community
				• familiar people, objects, animals, places and experiences in real life

ME 1.1 Students combine images, sounds and words to communicate.

Combine images, sounds and words:
- use colour images and written words to express an emotion
- design symbols to give directions or information for a map or sign
- create collages of images, words, symbols and/or sounds to express feelings
- write captions, titles and speech bubbles to add meaning to an image
- record sound effects, spoken words or music to add meaning to images
- combine gesture, voice, facial expression and costume with sounds to represent a feeling or characteristics of a person or animal
- record sound effects, music and spoken words to portray a familiar environment or character
- use percussion instruments or found objects to re-create sounds such as thunder to accompany an original story.

Media texts that combine images, sounds and/or words to communicate:

Information texts:
- information books, invitations, postcards, greeting cards, signs, logos, messages, maps, emails, video and book covers, product packaging, radio news reports, swap cards, posters, messages, pamphlets, newsletters, radio, magazine and newspaper advertisements.

Narrative texts:
- rhymes, fables, fairytales, picture books, comic strips, video versions of picture books, audio books.

Other texts:
- photographs with captions, scrapbooks, titled drawings.

Students may:
- write captions for a family photograph expressing their feelings about the people and places recorded in the photograph
- create speech bubbles for a character from a magazine, drawing or photograph
- create postcards for a penpal using images, colour and words to express feelings about their experiences at home, school or in the community
- create packaging for their favourite toy, food, video or object
- create images of self in role as their favourite television or film character
- record narration for a picture book using sound effects, music and spoken words
- create images of family or self to produce a recount of an event or celebration
- record the sounds of a familiar environment and play them while showing images of the same environment
- create media texts that can be used in dramatic play, such as signs, menus for an imaginary café or product packaging
- create invitations, posters and leaflets for a school event or class celebration
- create 'media and me' boxes to communicate ideas about familiar media
- use websites and available software to create and send electronic greeting cards
- create new covers for a video, CD or book the class has shared
- create symbols for classroom routines and rules and collaboratively create a poster
- record short news reports describing events such as an excursion.

ME 1.2 Students communicate their personal responses to familiar media texts and experiences.

Ways to communicate personal responses:
- present thoughts and information about the media in oral and visual forms
- share a toy, wear a costume or sing a jingle that relates to a media text
- create drawings, collages and models of interactions with media.

Familiar media texts and experiences:
- collect and share media texts such as calendars, fridge magnets, community notices, newsletters, magazines, newspapers, junk mail, clothing labels, greeting cards, food packaging and websites
- display collected media texts and organise them to indicate personal preferences
- during a media walk around the school, community or shopping centre or while on a bus or bike ride to school, record the ways media texts are displayed
- question peers about when they engage with media experiences e.g. timeslots of children's television or radio programs
- share familiar and favourite media experiences
- experience a familiar text with and without sound or image to recognise the contribution that is added by each element.

Students may:
- describe where media texts can be found e.g. toy catalogues in letter boxes and/or stores and collector cards in food packaging
- share reasons for displaying media texts such as the class photograph
- sort media texts into categories e.g. familiar, unfamiliar, funny or action packed
- identify television advertisements that appeal and describe the reasons for their choices e.g. catchy or funny words, characters, images or sounds
- identify and share their favourite television programs and the days of the week they are shown
- participate in class responses to a shared viewing experience
- create diaries of the times their families watch television and what they watch
- create simple timetables of their media use throughout the week
- create drawings or write accounts of a recent media experience, such as a trip to the movies, watching a video with friends or playing a computer game
- identify sounds or images within a text that they consider add to the message or story being delivered
- list the reasons why people they know read, view, listen to and interact with media.

ME 1.3 Students describe the differences between their own experiences and media representations of similar experiences.

Media representations of everyday experiences:
- family and/or school excursions
- daily routines and meal time
- shopping
- holidays and celebrations
- neighbourhood and community
- community personnel e.g. emergency, law enforcement and health services
- school and playground e.g. children, teachers, classrooms and schoolyard
- children their own age in nursery rhymes, fairytales, fables and advertisements
- family relationship, types of families and gender roles in the family
- animals and their associated behavioural traits e.g. wise owl
- objects e.g. a flag with a skull and cross bones as a sign of danger.

Differences between media representations and their own:
- selected features and appeal accentuated e.g. holiday destinations
- designed to appear more attractive and satisfying e.g. toys in advertising
- manipulations of time for experiences e.g. a full school day shown in five minutes
- exaggerations of what is possible e.g. time travel and super powers
- ideas, thought, memories and objects are animated and revealed in images and sounds
- limited viewpoints represented e.g. replay of a sporting incident and close-ups
- everything that is viewed, seen, heard or read is selected by the producers.

Students may:
- recognise and describe experiences similar to their own that are represented in the media
- comment on how they remember an experience differently from the media portrayal, such as a community festival
- recognise that different media texts record and represent experiences in different ways e.g. radio with sound only and picture books with words and illustrations
- suggest how representations have been created e.g. discuss the roles of actors
- create and describe representations of their best friend or pet using words, images and sounds e.g. a titled photograph or drawn image
- compare representations of a specific person in different types of media texts
- compare the way products are represented in television or magazine adverts with the actual product
- collect representations of the community such as postcards, billboards and newspaper articles and compare them with personal images, memories and experiences
- use images, words and sounds to create representations of a guest speaker or class excursion and compare these representations with the actual experience
- create representations of exciting moments they have experienced and discuss whether the representation reflects the personal experiences successfully or realistically.

Sequence of core learning outcomes with elaborations — **Media Level 2**

Level statement
Students apply their understandings of media languages as they create media texts to communicate shared meaning to familiar audiences. Students work individually and with others to make selections about elements of media languages, such as still and moving images, sounds and words, and employ basic display techniques to familiar audiences. Students identify the way the media represents people, places and experiences in particular ways that relate to the nature of the form in which they appear.

Core content

Media languages	Media technologies	Audience	Institution	Representation

• camera frames
• composition
• costume/props
• make-up
• narration
• silence
• headline
• logo
• slogan
	• crop
	• display
	• print
	• record/capture still image
	• sequence
		• classification codes
		• position and location to reach familiar audiences
			• purpose
			  – information
			  – narrative as a form
			  – representation
			• form
			  – familiar media in society
			• context
			  – familiar social
				• familiar events
				• gender, occupational groups
				• unfamiliar places, objects and animals

ME 2.1 Students select and combine images, sounds and words in sequences to create media texts for familiar audiences.

Select images:
- frame images with viewfinders made from cardboard tubes and food packaging
- crop magazine images with scissors to create a close-up from a long shot
- reduce and enlarge images on a photocopier or with computer software
- compose images within a frame by using a mouse to click and drag
- frame images by zooming in and out with a camera lens or computer software
- record/capture images by drawing, scanning, downloading, photographing, videoing.

Select sounds:
- live sound, recorded sound, silence, music, sound effects, tone of voice.

Select words:
- size, shape, colour, font, typeface, effects, borders, graphics
- titles, captions, headlines, symbols, logos, slogans, jingles, voice.

Familiar audiences:
- self, peers, family, school community, local community, children their own age.

Combine images, sounds and words to create media texts:
- big books, picture books, flip books, storytelling, brochures, cartoon strip, basic storyboards, instructional pamphlets, photo stories, posters, radio reports, magazine ads, newsletter articles, greeting cards, audiovisual presentations.

Create sequences:
- sequence a set of drawings into a basic storyboard, label the shots and write accompanying text
- order and sequence images by alphabetising or using pattern cards
- sequence by applying understanding of cause and effect
- complete a sequence of images and words by using text innovation as a strategy
- cut, drag and paste images into a sequence using basic software.

Students may:
- create visual or auditory sequences that provide instructions for a set of procedures, such as a recipe, steps to assemble an object or play a game
- create comic strips recounting events in a television program or video
- create photo stories that represent events from a recent class excursion
- produce simple animated sequences of a rocket launch by creating a flip book and a suitable soundtrack to accompany the sequence
- create and record sound sequences to accompany images from picture books
- rearrange a sequence of images and apply different text to change the meaning
- present simulations of a journey into space
- create visual and oral representations of a self-created story
- describe the sequence of events involved in a playground incident in the form of a radio report, using the school's playground behaviour policy
- sequence images and information about their family by height and mass
- sequence the events in a fairytale that contains three elements, such as The Three Bears, Billygoat's Gruff and The Three Little Pigs
- record enactments of a fairytale with a series of digital photographs
- keep a reflective journal that records the care and growth of a plant in images and words
- create a poster for the library explaining how to borrow a book
- create a basic five-frame storyboard that describes a trip to the shops
- create basic storyboards for television advertisements that sell food
- describe and illustrate the steps involved in a visual art technique
- create posters showing their daily routines on a school day
- create a series of drawings and words to represent a class story originating from a verbal game, such as 'I went shopping …'.

ME 2.2 Students use display techniques to present media to a familiar audience.	
Elements of display techniques: • purpose and target audience • space — perspective, plane, area with layout and positioning within the space • balance — symmetry, asymmetry, radial, axial, diagonal, informal • proportion — size and scale of images and fonts • visual dominance or focal points using borders, colour, light and position on page, screen or display space • contrast — image or font contrasted with background, diversity of material • mode of delivery — 2D, 3D, print, digital, still or moving image, static or mobile • harmony — rhythm, sequence, pattern • aesthetic appeal — arranged in a balanced and harmonious way. **Present media to a familiar audience:** • display cabinets, screen savers, photo albums and scrapbooks • shopping centre displays and community noticeboards • school — parade presentations, loud speaker broadcasts and noticeboards • newsletters, flyers and homepages • images framed and hung at home or school, PowerPoint presentations • covers — video, magazine or newspaper front pages.	**Students may:** • position images and words for effective and attractive display • utilise the display space effectively to create a focal point • use written text to inform the viewer about the images on display • create displays that explain the content and purpose of their subject • create interactive or tactile class big books for the school library • create posters or covers for a class big book • present their photo stories or picture books for others to view • identify the use of design elements in original calendars • create CD or video covers using appropriate display techniques • select display spaces and locations appropriate for familiar audiences • use classroom and school noticeboards to display posters of school excursions • create scrapbooks to display their favourite things • create displays for learnings in Science, SOSE, LOTE or HPE • create displays of healthy foods for the school tuckshop • create packaging to market foods they like.
ME 2.3 Students identify ways in which representations are created in media forms.	
Ways representations are created: • use of colour, costume, physical characteristics and setting to build up information about characters as stereotypes • elements of a soundtrack e.g. sinister laugh, scary music • spoken or written words e.g. character's name or advertising slogan • choice of camera shot e.g. close-ups of facial gestures • composition within the frame e.g. placed in foreground or background • make-up e.g. villain with scar. **Representations and media forms they are created for:** • families and events in photo albums • heroes, heroines and villains in comics and posters • settings of time and place in fairytales and videos • familiar events in advertisements and newspapers • gender roles in shopping catalogues and adverts • familiar and unfamiliar environments in travel brochures and calendars • occupations in picture books and television programs • objects and animals in cartoons.	**Students may:** • collect and identify advertisements (television, newspaper, magazine and radio), comics and fairytales that use stereotypes • explore characterisation of toys, animals and objects in films and marketing merchandise • describe how a character is physically created in a particular media form e.g. actor — make-up and costuming in children's programs • compare representations of a character across a limited range of media forms and genres, such as heroes and villains in picture books, videos, comics and cartoons • identify sounds that are easily recognised by audiences and identified with a particular meaning e.g. siren for danger • identify the different ways images, words and sounds are used to tell stories in newspapers and on television or radio • describe differences between advertisements depicting a similar person, place, animal or object • list the characteristics of a person or place represented in an adventure film or documentary • identify and compare the different ways stories are told in newspapers and on television.

Sequence of core learning outcomes with elaborations — **Media Level 3**

Level statement

Students apply their knowledge of media languages to construct, individually and collaboratively, intended meanings for specific purposes. They deliberately select and combine a wide range of media languages, tools and processes to construct meaning for particular audiences. Students utilise techniques associated with audio/visual presentation and particular media forms to present media to a specified audience. Students apply their understandings of media languages and technologies to examine how representations are constructed for audiences.

Core content

Media languages	*Media technologies*	*Audience*	*Institution*	*Representation*

• body stance, movement and proximity
 • camera angles and movements
 • graphics
 • soundtrack
 • voice-over
 • caption
 • font
 • written dialogue
	• interview
	 • layout
	 • manipulate
	 • storyboard
		• categories applied to audiences — age, gender, culture, income, marital status, hobbies and occupation	• purpose
			  – advertisement
			  – entertainment
			 • form
			  – print, broadcast, video, photographic and digital
			 • context
			  – commercial and non-commercial
				• age and ability/disability
				 • settings — time and place
				 • unfamiliar events

ME 3.1 Students combine and manipulate media languages and technologies to construct intended meanings.

Combine and manipulate media languages:
- change size, shape, colour, font, graphics, effects, position on page
- create headlines, captions, slogans, jingles and dialogue for images
- use specific tone and expression for narration, voice-over and dialogue
- combine props with facial expression, gesture, body stance and movement
- repeat and contrast images with other images or words and sounds
- place images or sounds in a different time, place or context.

Combine and manipulate media technologies:
- select, delete and/or add words, sounds and images
- control volume and input by fading in and out on a tape-recorder or computer
- control audio pick-up by changing distance of subject to microphone
- add music to words or images to indicate time or place
- combine recorded live sound with music and sound effects from record libraries
- select or change sequence and order
- zoom, tilt, pan or track with a camera to match music or soundtrack
- use scissors and glue or mouse to change position on page, product or screen
- select, delete, add or change position of objects and subjects within the frame
- apply effects such as overlay or colour to alter the original image
- create layers of images with image manipulation software.

Students may:
- change the sequenced order of frames on storyboards or comic strips to create different versions of a narrative
- create new speech bubbles or captions for a series of images to tell a different story or change the character's role in the story
- record soundtracks for a visual sequence to create a particular mood or feeling
- create postcards, posters and weather reports for a real or imaginary place
- create brochures about the positives of healthy eating or the negatives of junk food
- create magazine or radio advertisements that promote specific features of a toy or object
- document a school event offering the audience only one perspective
- create posters or audiovisual presentations about the positive aspects of the school
- use make-up, costumes and props to create imaginary stereotypical and non-stereotypical characters such as a superhero/heroine
- adopt roles as characters from a television program, picture book or video game and present another side of the story in an interview
- make changes to news reports such as modifying headings, story position and photo captions
- reposition articles, headlines and photographs on a front page or magazine cover to emphasise some stories more than others
- film dramatic re-enactments of an event from the local community's past to offer a particular perspective
- manipulate digital images of the school to portray it as a different place
- produce a real estate web page promoting a property for sale.

ME 3.2 Students present media texts to a specified audience using presentation techniques associated with particular media forms.

Types of specified audiences:	**Students may:**
• children, youth, male, female, peers, families and sporting groups.	• use visual images, colour, text and graphics to present a design for a logo for a school event
Presentation techniques for specified media forms:	• select appropriate forms to present texts that target particular audiences e.g. a promotional poster or cover for a video that is targeting a teenage audience
• newspapers and magazines e.g. layout, sensational headlines, eye-catching images, colour, slogans and captions on front page and cover	• design media texts that attract a variety of audiences
• websites, electronic games and e-zines e.g. screen layout and design, animation, sound, site architecture, banners, menu bars and navigation tools	• create video covers for a film popular with youth
• radio and television e.g. slogans, jingles, logos, scheduling, promotions, billboards	• promote the school's arts festival through the school website, posters and video
• film e.g. poster, press review, press coverage, competitions, advertising, trailers	• organise appropriate presentations to parents and community members of one aspect of learning from another KLA
• video e.g. cover, trailers, magazine review	• design advertisements or packaging for a product that would appeal to the aged, then redesign it to target a child consumer
• marketing merchandise e.g. badges, stickers, packaging, magnets, wrappers, competitions, swap cards	• create posters for a class video production.
• corporate profile e.g. business cards, logo, uniform design, slogan, brochures.	

ME 3.3 Students examine and compare the particular languages used to construct various representations across media forms and genres for specific purposes.

Ways of examining and comparing representations:	**Students may:**
• compare the portrayal of a particular representation across media forms e.g. heroes and villains in picture books, videos, comics and cartoons	• examine the representations created in soap operas using camera shots, camera angles, audio, lighting and composition
• describe the types of families shown in situation comedies and compare them with those represented in the news, such as the royal family	• discuss the creation of comic sequences and examine the values represented, such as friendship, conflict, relationships and power
• use available technology to manipulate the portrayals of people, places, events and issues to change the meaning of the text e.g. cropping and speech bubbles	• examine how news genre conventions have established specific ways of representing events, people and issues
• examine and compare local media texts with their state, national or international equivalent	• examine and compare the front pages of two newspapers on a given day in terms of news stories published, style, photographs and advertising
• contrast media representations of groups or individuals in the 1950s and 1960s with today's portrayals	• examine and compare a variety of representations across genres and forms that have been produced to portray a cultural or sporting event
• compare Australian media with media from another country	• examine and compare the media languages used to construct a manga comic strip or cartoon and an Australian-produced animation
• compare mainstream media with independently produced or community media.	• list the differences and similarities between food advertising in the 1950s and today
Particular languages used in media forms and genres:	• discuss the media images of sports heroes from the past with contemporary ones
• non-verbals e.g. large eyes drawn to show emotion in 'manga' comics and cartoons	• research earlier magazine coverage of celebrities and compare it with the coverage of today
• visual design e.g. mood created through use of dark colours in computer game scenarios	• compare images of the local community in newspaper reports, council brochures and websites with the images in tourist brochures.
• camera angles and frames e.g. low angle camera shot in representation of giant in children's television program	
• sound e.g. journalist voice-over in a television news story, laugh track in situation comedy	
• interview techniques e.g. shot-reverse-shot filming in current affairs programs.	

Sequence of core learning outcomes with elaborations — **Media Level 4**

Level statement

Students make considered decisions about the selection and combination of media languages and technologies to construct meaning, utilising generic conventions and different media forms. Students understand that the type of media form and the audience that is being targeted will influence the choices made in construction and presentation. Students analyse media languages and technologies being used to construct representations that have become accepted by audiences as generic conventions. Students apply this understanding to construct their own representations.

Core content

Media languages	*Media technologies*	*Audience*	*Institution*	*Representation*

• characterisation
• genre conventions
• lighting
• setting
• shot duration
• transitions/links
• spoken dialogue
• credits
• titles
	• edit
	• mix sound
	• publish
	• script
	• title
		• circulation
		• marketing
		• programming
		• ratings
		• scheduling
			• purpose
			  – persuasion
			  – target
			• form
			  – selection from a variety of genres including cinema
			• context
			  – publishing and production
				• cultural groups
				• environments
				• issues
				• pasts, presents and futures

ME 4.1 Students apply media languages and technologies through genre conventions to construct media texts.

Ways of applying media languages and technologies:
- adopt the narrative structure most commonly associated with a genre and format
- follow the layout structure and publishing design used by the genre of choice
- create characters that are easily recognisable and associated with genre, including stock characters, stereotypes and archetypes
- set the scenes in locations with appropriate backdrops to match genre
- use lighting in particular ways and for particular purposes common to the genre
- record a soundtrack and use silence in ways that have become known by audiences as belonging to a specific genre
- create opening sequences that make the genre easily recognisable to the audience
- use camera shots, angles and movements that have become associated with specific genres.

Possible genre conventions:
- utilise the classic narrative structure focusing on problem and resolution as used in television soap opera
- design a broadsheet newspaper front page using a banner, headlines, copy and photographs arranged in columns
- create villains and heroes for a melodrama
- set a science fiction radio play in space or in a future world
- use photographic lighting to focus a viewer's attention on a product in a magazine advertisement
- record a voice-over of the main character in a detective play for the radio
- create an opening sequence for a news program
- use close-ups, wide angles and image manipulation to produce an advertisement
- use close-ups, point-of-view shots and parallel editing of feet running in a chase scene.

Students may:
- write scripts that follow the narrative structure of a soap opera program
- construct radio or video documentaries using conventions such as studio interviews, narration, commentary, dramatic re-enactment and photographs
- re-create the generic conventions of a sports commentary for a school game
- develop a synopsis for a game show for kids using the generic conventions
- use educational campaign conventions to construct an educational video, brochure or web page on a topic such as road safety
- construct instructional board games educating an audience about environmental issues
- contribute feature articles and photo spreads to the school newsletter
- construct a game show for radio and television broadcast
- create a radio play that blends conventions of horror and romance for a contemporary audience e.g. peers
- use conventions from a classic superhero comic to create comic strips or animation sequences about an event in your school
- produce travel programs about a school camp or excursion
- create magazine covers suitable for a teenage audience
- use music video editing techniques to produce a video about a school issue such as school uniforms
- record radio or video interviews for a news program, using noddy shots, reverse shots and two shots
- create biographies of a local identity using online publishing conventions.

ME 4.2 Students select media forms and apply technologies to construct and present media texts to target an audience.

Examples of media forms and accompanying texts:
- print — storyboards, photographs, picture books, magazine ads, postcards, billboards, CD covers, leaflets and newsletters
- television — television guides, trailers, opening sequences, advertisements
- video —- front covers, posters, film clips, magazines and spin-off products
- film — posters, reviews, spin-off products and press kits
- online — email, screen savers, web page and e-zines
- emerging technologies — video streaming.

Ways to apply technology processes:
- use photocopiers to do print runs, reduction and enlargement for newsletters
- apply tools of publishing for layout, image manipulation, word processing
- use photographic technology to produce prints, digital images, scanned images, moving images
- use projection for slides, film, video, DVD, audiovisual presentations on large screens
- use editing technology to animate, sequence, title, insert, assemble, add effects
- use audio technology to record, mix, fade and layer.

Students may:
- construct and present a series of new designs for phonecards or mouse mats
- construct and present visual sequences using camera shots and angles e.g. animated sequence for young children
- adopt roles such as photojournalist, graphic artist, news reporter and contribute to the construction of a class production, such as a promotional campaign e.g. promoting a new tuckshop product line to peers
- select and apply available technologies to design and construct a video cover, promotional poster or CD cover for a popular music group
- use and apply technologies to create promotional materials for a new line of clothing designed for a current leisure trend or fad e.g. labels, website, bags, accessories, stickers, slogans, trademarks and logos for a youth audience
- design draft layouts for picture books, posters, comics and magazine advertisements and present these changes to a possible publisher
- re-present media texts by applying alternative technologies
- design a marketing campaign for a new, existing or imaginary product.

ME 4.3 Students analyse the media languages and technologies used by them and others to construct representations using generic conventions.

Representations to explore:
- cultures through interviews, news stories, advertisements, films, comedy shows, travel brochures, art galleries, museums, websites, festivals, cooking books, posters, documentaries
- issues through music video clips, magazines, e-zines, talk-back shows, chat rooms, websites, news stories, comics, caricatures, current affairs programs
- environments through maps, postcards, posters, atlases, travel brochures, personal and archival photographs, books, telephone books, calendars, souvenirs, virtual spaces
- pasts, presents and futures through science fiction, silent, epic, documentary, fantasy and horror films and television shows, newsreels, letters, comics, video games, travel brochures, advertising, historical photographs, books, documents, festivals, museum exhibitions, re-enactments and simulated predictions through emerging technologies.

Analyse media languages:
- (see Media Strand elaborations from Levels 2 and 3).

Analyse media technologies:
- lighting e.g. soft, harsh, halo effect, shadows and contrasting
- computer manipulation e.g. cut and paste, delete, alter, enhance, layer
- camera lens e.g. telephoto, wide angle, soft focus, fish-eye, coloured
- editing e.g. crop, morph, sequence, pace, parallel, animate
- sound mixing e.g. fade, alter, overlay, mix.

Students may:
- conduct a survey to examine which cultural groups are represented in advertising and which groups are absent
- compile a folio of images of Australia and explore how the country is portrayed in the media
- participate in a class discussion about how a film constructs the narrative from one character's point of view
- prepare an oral presentation that describes the use of a classic generic convention such as lighting in science fiction and mystery films
- write articles that discuss how technology contributes to the creation of new generic conventions e.g. characters transforming through morphing in science fiction films
- write reflections on their own use of music and narration in documentary films and describe how this influences the message being given
- critique how the generic conventions used in an opening sequence set the scene of a film e.g. camera, lighting, music, sets, costumes
- make judgments about the use of technologies and generic conventions in print genres
- debate the effectiveness of particular generic conventions in representing youth issues, e.g. montage sequences, vox pops
- determine the extent to which cultural stereotypes are used in advertising.

Sequence of core learning outcomes with elaborations — **Media Level 5**

Level statement
Students apply their knowledge and skills of media languages and technologies to shape the meanings they produce. They are able to plan their productions and market them for audiences. Students use research and comparative analysis to expand their knowledge of representations. They examine the specific processes that media institutions use to distribute and present media to various audiences. Students make connections between their knowledge about the media and their own experiences as creators and audiences.

Core content

Media languages	*Media technologies*	*Audience*	*Institution*	*Representations*

• juxtaposition
• special effects
• technical codes
• synchronised and non-synchronised sound
• anchorage
	• apply vision mixing
	• promote
	• record moving images
		• cross-media promotion
		• market research
		• niche audience
		• sponsorship
			• purpose
			  – education
			  – promotion
			• form
			  – popular culture
			  – marketing merchandise
			  – web
			• context
			  – cultural and historical
			  – influence on production and reception of text
				• concepts
				• cultural beliefs
				• ideas
				• ideology

ME 5.1 Students construct and reconstruct meaning through the application of languages and technologies in the design and production of media texts.

Construct and reconstruct meaning:	**Students may:**
• manipulate images with air brushing, paint effects and camera lenses • appropriate images, words and sounds from original texts or sources • re-edit scenes to heighten the audience's emotions • use special effects such as blue screens and long exposures • use editing and vision mixing to juxtapose two images or sound and image • modify navigation techniques and screen design for online material • utilise synchronised and non-synchronised sound for specific effects • sensationalise newspaper and magazine reports with headlines and photos • create a nostalgic feel with black and white or sepia tones • insert questions into an interview sequence to change the meaning.	• storyboard and produce a music video to give one interpretation of a song • apply technology processes to instil more interactivity into a picture book • design the format and record a radio program for an after-school timeslot • design and create propaganda posters that use juxtaposition for impact • collaboratively redesign a website to make it appealing to different audiences • design sets and lighting for scripts adapted from short stories • design and publish online personal homepages that reflect their personality • design and create a computer game based on a film • collaboratively record a live event using different transitions between shots in editing • create new public images for a popular music group.

ME 5.2 Students emulate industry practices to promote, deliver and exhibit media texts in a range of contexts.

Emulate industry practices to:	**Students may:**
• promote e.g. leaflets, brochures, stickers, badges, clothing designs, launches, spin-off products, market research, product placement, press releases, infotainment segments, postcards, billboards, competitions, giveaways, pitches, web page banners, news coverage • deliver e.g. email, fax, postal distribution, door to door, broadcast, Internet, mail order, subscription, retail outlet, media saturation • exhibit e.g. film night, exhibition, art gallery, museum, in-flight entertainment, newsagent, shopping and community centre displays, display window, product display, catalogue, exhibition booth, noticeboard. **Contexts:** • see core content for Media strand Levels 1 to 5.	• organise and run focus groups for market research data collection • produce promotional material in the form of press releases, posters, reviews e.g. for a magazine they have produced • produce catalogues for the school's art exhibition or film night • participate in simulated press conferences • deliver community messages through a range of technologies • design and deliver a campaign that publicises a product or service by conducting an exhibition, launch or festival • collaborate with a community group to design and promote youth issues through a community display or leaflet • organise a school film festival to exhibit student work • set up a shopping centre display of photographs to promote the school's open day.

ME 5.3a Students research and analyse various media representations within their cultural and historical contexts.

Representations:	Students may:
• see Media core content for representations at Levels 1 to 4 • cultural beliefs and values e.g. celebrations, family values, individual rights • ideology e.g. power relations, environmental issues, gender roles, national identity. **Media texts from historical contexts:** • historical and political propaganda e.g. posters, cartoons, films, newspapers, newsreels, radio broadcasts, caricatures, voting material, advertising campaigns • documentaries, 8 mm home movies, feature films, photographs, news reports • radio serials and soap operas, news services, live music programs • greeting cards, billboards, magazines, posters. **Media texts from cultural contexts:** • picture books, comics, newspapers, magazines • community newspapers, radio and television programs produced by cultural groups, religious groups, rural communities, youth groups, special interest groups and gender-based groups • foreign film productions, co-productions, animation • Internet radio sites, online newspapers, websites.	• collect images of historical and/or contemporary Australia and analyse the different representations of Australian landscapes and lifestyles • describe the differences between celebrations shown on home movies and those represented in feature films and television programs • collect examples of local newspapers and record radio programs and analyse their role in representing issues that concern rural communities • research aspects of a particular culture and compare these findings with the image created by the media of this culture and sort into categories of celebration, marginalisation, trivialisation and romanticism • present the results of research carried out through email conversations with overseas participants into how Australia is being portrayed by the media in their country • participate in a class forum which explores the differences between how cultural groups are represented in community-produced media and by SBS and how they are presented by commercial networks • produce a video sequence which analyses the types of families shown in situation comedies since the 1950s and discuss how these representations have changed (American domination of Australian TV) • compile historical media (photographs and news reports) about the local area into a community display that analyses the representation of the area in the past • present their view on the changes in representation that occur when fairytales, fables, nursery rhymes, myths and legends from various cultures are transformed into media texts.

5.3b Students research and examine the media institutions that are involved in the production, distribution and exhibition of the media they consume as audiences.

Institutions involved in production:	Students may:
• photographic studios, web designers, software developers, printing companies, television production companies, advertising agencies, desktop publishing companies, recording companies, independent film companies, publishing houses, newspaper corporations and film studios. **Types of production institutions:** • freelance agents, corporations, commercial and non-commercial groups. **Distribution and exhibition institutions:** • film distributors, video stores, recording companies • art galleries, film festival organisers, newsagents, music stores, government broadcasters, community broadcasters, ethnic broadcasters, radio networks, cinema chains, museums. **Sources for researching institutions:** • corporate websites, fan club sites, film reviews, government reports, print material • guest speakers, excursions to institutions, museum exhibitions • Australian film and sound archives and histories of Australian media.	• research and present, orally or visually, an understanding of the processes involved in the production of a media text, such as a newspaper, website, CD-ROM or DVD • compile a case study of the public profile of a celebrity or media organisation, such as a television network, and analyse the image that has been constructed • record interviews which examine the role organisations such as newsagents, video hire companies and software distributors play in delivering media to youth audiences • develop a profile of national media ownership by conducting web searches to investigate the ownership of media networks, production companies, publishing houses, record and entertainment companies • do a comparative study of the size and nature of circulation of commercial media and independent media e.g. niche magazines and weekly women's magazines • formulate opinions about issues relating to media institutions e.g. Australian music industry and distribution of imported music • interview workers from independent and commercial media and produce a report examining differences in industry production practices • document how a community facility such as a theme park generates audience recognition, knowledge and loyalty through media promotions.

Sequence of core learning outcomes with elaborations — **Media Level 6**

Level statement

Students design and produce media in a range of commercial and non-commercial contexts. They make considered decisions about the design, selection, combination and manipulation of media languages and technologies to produce meanings. Students understand the role the audience plays in media creation as they promote media products to various audiences and consider the many meanings a text can convey. Students examine the contexts surrounding media creation and the influences that shape the production, distribution and consumption of media.

Core content

Media languages	*Media technologies*	*Audience*	*Institution*	*Representation*

• intertextuality
 • montage
 • symbolic codes
 • multi-layered sound
 • subtitles
	• adopt production roles
	 • consider continuity
	 • market
		• audiences as active producers of meaning
		 • censorship
		 • fan culture
		 • multiple meanings in texts
			• purpose
			   – artistic expression
			   – commercial appeal
			   – community service
			 • form
			   – government, commercial, community and independent
			 • context
			   – political and economic
			   – regulation, ownership and ethics
				• access
				 • alternative representations
				 • self-representation

ME 6.1 Students apply an understanding of media languages and technologies to design and create media texts in a range of production contexts.

Apply understanding:	**Students may:**
• use film language to create symbolic codes in still or moving images • establish relationships between various texts to achieve intertextuality • create and record multi-track sound for a visual sequence • express ideas, feelings and emotions through a montage sequence • script and prepare for continuity during production • adopt production roles to organise production processes collaboratively. **Production contexts:** • complete the creative process for publishing or video production • work collaboratively on media projects with shared or assigned production roles • engage in media projects for school and local community e.g. school newsletter, magazine and website, local newspaper publications • collaborate with media professionals and artists in residence • enter video competitions and short film festivals.	• follow the creative process for a short video from conception to post-production • meet the responsibilities attached to various production roles e.g. sound person • accommodate the constraints of particular institutional contexts in their planning and production e.g. budget, resources, weather and timelines • implement planning devices e.g. production meetings, design briefs, dummy layouts, scripts, location surveys and budget proposals • rework and refine texts to achieve a particular effect and adopt stylistic features and characteristics appropriate to the production • demonstrate increased complexity and independence in their skills, techniques, processes, conventions and handling of equipment • achieve the specifications described in a client or design brief • produce a video of the school musical or athletics carnival • produce audiovisual presentations of learning contexts from other key learning areas.

ME 6.2 Students apply industry strategies to promote a specific media text to various audiences.

Industry strategies used to promote:	**Students may:**
• market research e.g. ratings, telemarketing, focus and polling groups • audience feedback e.g. telephone and online voting, chat rooms, test groups • advertise e.g. posters, billboards, teasers, television interviews, cross-media promotions, newspaper inserts, press releases, kits and conferences. **Range of audiences:** • consider age, gender, cultural background, occupation, socioeconomic status, lifestyle, geographical location • target niche audiences/market • appeal to local and global audiences • promote fan culture.	• survey friends and family for interpretations of a media product e.g video game, clothing and tours • apply findings from market research when making decisions on how to target an audience e.g. media consumption, values, aspirations • use cross-media promotion to reach varied audiences with particular media products that deliver a message e.g. anti-smoking • promote a corporate image of the school to an Australian and international target audience • design a campaign to increase the participation of both boys and girls in a particular sport e.g. synchronised swimming.

ME 6.3a Students evaluate how contextual influences can contribute to personal interpretations of media.	
Contextual influences on audience/s: • prior knowledge of text e.g. marketing, knowledge of stars, genre, reading the novel the film is based on, reviews, awards • interests and lifestyle, values and beliefs and level of education • audience expectation of generic conventions e.g. happy ending • viewing context e.g. cinema, home, classroom, large or small screen • cultural contexts e.g. beliefs, values, practices and sensitivities • societal and temporal contexts e.g. issues and debates in society. **Contextual influences on producers:** • editorial process e.g. selection means all media is a construction • ownership e.g. editorial control, monopolies, cross-media ownership, political ties • government regulation e.g. privacy laws, programming standards, Australian Broadcasting Authority, sponsorship and censorship • industry regulation e.g. Press Council, code of ethics, codes of practice.	**Students may:** • discuss positions held by various lobby groups about media products and issues e.g. gender portrayals on billboards • evaluate the different levels of meaning constructed for particular media products that reach varied audiences e.g. promotional campaigns, fan clubs and media hype • survey friends and family for interpretations of the same media product (TV show, video game, website, board game) to examine the contextual influences contributing to the audience responses • evaluate a product (video game, software, video or film) and present a review in the form of an article, youth radio segment or client presentation outlining the product's attributes, limitations, audience interaction or appeal • formulate opinions by critically evaluating the values and ideas in media texts • use processes of critical analyses to justify the personal interpretations they make about media texts • research and discuss reported cases of editorial control by owners of the media • analyse reviews and editorials for critiques of the media, such as reality television.

ME 6.3b Students evaluate social, political and economic influences operating on the production of public, commercial and independent media.	
Influences on media: • role in society as entertainer, provider of information, recorder of history, political commentator, educator • social influences e.g. public standards, lobby groups, religious institutions, cultural groups, code of ethics • cultural factors e.g. production methods and practices, dealing with cultural sensitivities relating to values and beliefs • economical factors e.g. funding, technology, overseas distribution, generation of profit/sales, advertising revenue, media circulation and consumption from ratings, share price • political factors e.g. Australian content regulation, censorship classification system, Press Council, journalist code of ethics, self-regulation, cross-media ownership, regulation, licensing laws. **Ways of presenting evaluations:** • argumentative essay; oral presentation; letter to the editor or editorial; documentary or propaganda film; poster; newspaper or magazine column; photo documentary; debate and panel discussion; dramatic presentation. **Public media:** • government-funded institutions e.g. television and radio stations. **Commercial media:** • institutions funded through advertising revenue e.g. metropolitan television (7, 9 and 10), regional television networks, pay television, publishing houses. **Independent media:** • independent production houses, independent filmmakers, community television and radio.	**Students may:** • formulate opinions on why ABC or SBS programming is different to commercial networks • examine issues that affect the media, such as violence, and evaluate the influence of such issues on scheduling decisions • examine a media text from different cultural perspectives and consider how audiences from various cultures may feel about it • interview radio and television producers to research how programming decisions are influenced by ratings and advertising • develop a timeline for a media production that indicates when a producer would need to consider government regulations • write journal entries that evaluate the specific constraints and limitations affecting their own creation of media such as budget and audience • present an opinion on the impact commercial interests have on artists creating for media industries e.g. length of film • debate which area of the media is most controlled by the government — the print, film, broadcast or digital industry • participate in a class forum about whether the media needs to be controlled more by the government than it is currently • research and present an opinion on the role the media plays in reflecting the audiences, institutional practices and societal attitudes of any given time • contribute to debates about who has access to the media.