

Media and me



Strand
Media

Possible links

The Arts strand of Visual Arts

English

Studies of Society and the Environment

Purpose

Students examine the media they experience in daily life and gather a personal collection of media representations. They examine media characters and products and create a product related to a familiar character. Students also compare their personal experiences with media representations and explore how sounds, words, images, colour, symbols and logos are used to communicate meaning.

Overview

Activities are based on a learner-centred approach and are organised into the planning phases of Orientating, Enhancing and Synthesising.

Strand — Media	Most significant possible key learning area links in each phase	
ME 1.1, ME 1.2, ME 1.3	SOSE	Visual Arts
Phase 1 — Orientating • Press play Explore media through play and self-directed learning.	Explore different perceptions of gender roles and work roles in media texts. Describe practices for sharing and working.	Create images using a variety of media. Explore size, shape, colour, texture and repetition.
Phase 2a — Enhancing • My media Collect and examine personal experiences with media.	Identify how the media meets needs and wants. Describe feelings about the media they consume.	Create 2D or 3D constructions. Represent their experience, feelings or observations of media.
Phase 2b — Enhancing • Spinning off! Examine and create characters and related media products.	Share points of view about film narratives and identify how marketing products meet their needs and wants. Describe characteristics of animated characters.	Identify and describe elements and concepts within images in media products. Create 3D models of characters and manipulate these to show movement.
Phase 2c — Enhancing • Screen play! Compare personal experiences with media representations.	Gather and record information about advertisements. Identify how the media delivers experiences.	
Phase 3 — Synthesising • Character capers Communicate personal responses to a media character or product.	Describe past experiences to compare with media portrayals. Identify how advertisements attempt to meet their needs and wants.	

Using this module

Focus and links

This module provides suggestions for planning, teaching and assessing using core learning outcomes and core content from *Years 1 to 10 The Arts Syllabus. Media and me* presents one way of planning with the core learning outcomes and may be adapted to suit the particular context of a school. The activities enable students to learn about and create media using everyday materials and simple techniques. You may choose to provide opportunities for students to examine and create different media or use different technologies more appropriate to their prior learning, your expertise and available resources.

The module has been designed to allow students to demonstrate Level 1 outcomes. Examples are also included to show how the module could be modified for students demonstrating Foundation level outcomes designed specifically for them. The Foundation level elaborations have been used as a guide to planning for students working at this level. Some students with hearing or vision impairment may need assistance with some activities within this module. Obtain advice from their support teachers.

In multi-aged settings, children working on Level 2 outcomes can be engaged in similar experiences. The expectation that they can be more *selective* in how they apply concepts, skills and processes will need to be made clear through interactions.

The module provides opportunities for students to demonstrate learning outcomes in the Visual Arts strand and the English and Studies of Society and Environment (SOSE) key learning areas. If activities from this strand and these two key learning areas are included, allow additional time to ensure students are able to demonstrate the outcomes that have been identified.

Activities also contribute to learning in literacy, numeracy and lifeskills, and can be used for gathering evidence about students' development in these cross-curricular priorities. Students are involved with code breaking when they decode and encode the codes and symbols of media texts, such as the use of logos in television programs and marketing. They engage as text participants when they comprehend and compose media texts. They operate as text users when they understand the purposes of media texts and use media texts for different cultural and social functions such as, accessing web site procedures and information about cartoon characters. When students understand how texts, such as marketing products, position viewers differently, then they are operating as text analysers.

Numeracy is included in many of the activities involving the counting, sorting and classifying of media products and characters. Students have opportunities to:

- compare sizes and shapes of media products
- read times of television programming
- count numbers of types of media in home and school
- read times of daily television viewing
- sort and classify information from a 'media walk', or about media characters, into student-selected categories.

Lifeskills included are personal development skills, social skills and self-management skills. These skills are developed when students engage in collaborative practical tasks, group discussions and sharing sessions with peers.

Module organisation

This module has been written in three phases that correspond to an interrelated sequence that allows students to construct media, produce meanings and respond to meanings. The activities in each phase provide opportunities for students to explore familiar media products, such as packaging, picture books, videos and television advertisements.

The sequence is suggested but may be modified or adapted to suit the needs of students. For example, you may choose to complete a number of the activities involving 'constructing media' in one or two longer sessions when parents/carers or a teacher-aide are available to assist. Students could move from one activity to the other during this time. Students with different needs and abilities will need to have enough time to engage with each task in a purposeful way. Setting aside one block of time for each of these activities may reduce the time spent preparing and cleaning up materials. Be aware that creating one block of time for constructing media might decrease the number of opportunities for demonstrations of learning outcomes and the time available to interact with students during assessment processes.

At the end of the activities in each phase, you will find Teaching considerations that provide ideas, suggestions and clarification relevant to the activities.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Core learning outcomes

This module focuses on the following core learning outcomes from the Media strand of the *Years 1 to 10 The Arts Syllabus*.

Media level statement: Foundation level

(Teachers may use this statement to develop specific learning outcomes that are tailored to the individual needs of students with disabilities and related to their individualised curriculum programs.)

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.

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 — for example, 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.
- F.2 Students recognise the media they interact with in their familiar environments. Students share their personal and familiar media with others.
- F.3 Students recognise everyday experiences represented in the media.

Media level statement: Level 1

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.

- ME 1.1 Students combine images, sounds and words to communicate.
- ME 1.2 Students communicate their personal responses to familiar media texts and experiences.
- ME 1.3 Students describe the differences between their own experiences and media representations of similar experiences.

Visual Arts level statement: Level 1

Students know and explore visual art and design elements of line, shape, texture and colour through concepts of length, size, similarity and difference, weight, repetition and sequence. Students work individually and with others to make images and objects by experimenting with materials and processes. They express their experiences, feelings, ideas and observations of their familiar environments and explain their work to others. Students appraise by describing elements and concepts in their own and others' images and objects.

- VA 1.1 Students make images and objects by exploring elements and concepts.
- VA 1.2 Students visually represent and explain their experiences, feelings, ideas and observations through making images and objects.
- VA 1.3 Students describe elements and concepts in a variety of images and objects.

Other key learning areas**Studies of Society and Environment core learning outcomes***Time, Continuity and Change*

- TCC 1.1 Students describe their past and their future using evidence from familiar settings.
- TCC 1.3 Students share points of view about their own and others' stories.

Culture and Identity

- CI 1.2 Students observe and record examples of different perceptions of gender roles in various settings.
- CI 1.4 Students gather and record information about familiar traditions, celebrations and cultural changes.

Systems, Resources and Power

- SRP 1.1 Students identify how elements in their environment meet their needs and wants.
- SRP 1.2 Students create representations that identify and challenge stereotypes about work roles.
- SRP 1.4 Students describe practices for fair, sustainable and peaceful ways of sharing and working in a familiar environment.

Studies of Society and Environment core learning outcomes

When planning this module as an integrated unit of work, ensure that activities are planned to provide opportunities for students to work using social inquiry processes. Assessment opportunities will need to be developed to enable students to demonstrate these relevant key learning area outcomes. Consult the *Years 1 to 10 Studies of Society and Environment Syllabus* and support materials for further information to plan, gather and assess evidence of demonstrations of applicable learning outcomes. The focus of this module links to the following SOSE Sourcebook module and core learning outcomes:

SOSE module

Level 1 Working together

English

The core learning outcomes in this key learning area were in development at the time of publication. The activities identified on Teacher resource 6 could contribute to learning in the English key learning area.

Core content

This module provides a learning context for the following core content from Level 1 of the syllabus.

Media

media languages	<ul style="list-style-type: none"> • clothing • colour • facial expression • gesture • symbol
– still and moving images	
– sounds	<ul style="list-style-type: none"> • music • sound effects • voice
– words	<ul style="list-style-type: none"> • speech bubbles • spoken words • written words
media technologies	<ul style="list-style-type: none"> • cut and paste • draw and colour • record sound • write
– processes, techniques, practices	
audience	<ul style="list-style-type: none"> • familiar programming • recognition of self as audience
institution	<ul style="list-style-type: none"> • addition of meaning • communication
– purpose	
– form	<ul style="list-style-type: none"> • familiar media in home, school and local community
– context	<ul style="list-style-type: none"> • home, school and local community
representation	<ul style="list-style-type: none"> • familiar people, objects, animals, places and experiences in real life

Visual Arts

elements	<ul style="list-style-type: none"> • colour • shape • texture
concepts	<ul style="list-style-type: none"> • length • repetition • sequence • similarity and difference • size
processes	<ul style="list-style-type: none"> • describe • experiment • explore • plan • view
display and exhibition	<ul style="list-style-type: none"> • communication of: <ul style="list-style-type: none"> – experiences – feelings – ideas – observations
functions	<ul style="list-style-type: none"> • personal expression

Assessment

The following table provides examples of opportunities in this module for gathering evidence and making judgments about student demonstrations of The Arts core learning outcomes. When making an on-balance judgment about demonstrations of the learning outcomes, consider all the points in the 'Making judgments' column. The table is neither exhaustive nor mandatory. Assessment opportunities should be negotiated with students to maximise their demonstrations of these outcomes in a variety of ways. Reflect with students on evidence gathered to make judgments about their demonstrations.

The activities described in pages 9 to 17 could also provide opportunities for gathering evidence for making judgments about students' demonstrations of the core learning outcomes of the SOSE and English key learning areas identified in this module. To develop appropriate learning approaches and assessment strategies, refer to the syllabus materials available on the Queensland School Curriculum Council website.

Outcomes	Gathering evidence	Making judgments	
<p>Foundation Level Teacher-developed, individual learning outcomes</p> <p>ME 1.1. Students combine images, sounds and words to communicate.</p>	<p>The student may:</p> <ul style="list-style-type: none"> • create media texts by combining sound, image, text, logos and symbols including a: <ul style="list-style-type: none"> – 'My media box' – media product related to a character – simple advertisement – response to a favourite show or character. <p>The teacher may use:</p> <ul style="list-style-type: none"> • teacher observation of use of sounds, images and words during self-directed learning/play • student/teacher consultation using informal/formal questioning as students engage in self-directed learning and discuss video segments • focused analysis of student use of sounds, image, words, logos and symbols to create a 'My media box', a media product and advertisement, and a response to a favourite character or show <p>recorded in:</p> <ul style="list-style-type: none"> • checklist and anecdotal records • student assessment sheets (see Teacher resource 3). 	<p>Do students:</p> <p>Foundation Level</p> <ul style="list-style-type: none"> • participate in media making — choosing words, sounds and images with teacher support or using adaptive technologies? 	<p>Level 1</p> <ul style="list-style-type: none"> • create media texts using sound, image, words, logos or symbols? • identify and discuss where sound, image, words, logos or symbols are used in media? • communicate their creative ideas and responses through their drawings or accompanying verbal or written descriptions?

This table is continued on the next page ...

Outcomes	Gathering evidence	Making judgments					
<p>Foundation Level Teacher-developed, individual learning outcomes</p> <p>ME 1.2 Students communicate their personal responses to familiar media texts and experiences.</p>	<p>Students may:</p> <ul style="list-style-type: none"> display their preferences for particular media in a 'My media box' list, discuss and collect media discuss video segments write and draw in a journal. <p>The teacher may use:</p> <ul style="list-style-type: none"> student–teacher consultation using informal/formal questioning to elicit students' personal responses focused analysis of journal entries peer- and self-assessment <p>recorded in:</p> <ul style="list-style-type: none"> checklists and anecdotal records. 	<p>Do students:</p> <table border="1" data-bbox="877 271 1439 860"> <thead> <tr> <th data-bbox="877 271 1161 300">Foundation Level</th> <th data-bbox="1161 271 1439 300">Level 1</th> </tr> </thead> <tbody> <tr> <td data-bbox="877 300 1161 860"> <ul style="list-style-type: none"> respond to colour, sound, image and signs? communicate personal choice or preference for particular media? </td> <td data-bbox="1161 300 1439 860"> <ul style="list-style-type: none"> communicate personal responses through talk or drawings and words in journal entries? describe their experiences of media, and their feelings about it? express their ideas and feelings about media and characters, such as likes and dislikes? communicate their ideas about the creation of characters and media products? </td> </tr> </tbody> </table>		Foundation Level	Level 1	<ul style="list-style-type: none"> respond to colour, sound, image and signs? communicate personal choice or preference for particular media? 	<ul style="list-style-type: none"> communicate personal responses through talk or drawings and words in journal entries? describe their experiences of media, and their feelings about it? express their ideas and feelings about media and characters, such as likes and dislikes? communicate their ideas about the creation of characters and media products?
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<p>Foundation Level elaborations Teacher-developed, individual learning outcomes</p> <p>ME 1.3 Students describe the differences between their own experiences and media representations of similar experiences.</p>	<p>Students may:</p> <ul style="list-style-type: none"> compare a personal experience (e.g. with toys, birthdays, pets or holidays) with media representations of similar experiences compare picture book illustration of computer game playing with own experiences. <p>The teacher may use:</p> <ul style="list-style-type: none"> student–teacher consultation observation <p>recorded in:</p> <ul style="list-style-type: none"> checklists and anecdotal records. 	<p>Do students:</p> <table border="1" data-bbox="877 916 1439 1668"> <thead> <tr> <th data-bbox="877 916 1161 945">Foundation level</th> <th data-bbox="1161 916 1439 945">Level 1</th> </tr> </thead> <tbody> <tr> <td data-bbox="877 945 1161 1668"> <ul style="list-style-type: none"> communicate about personal experiences that are similar to media representations? </td> <td data-bbox="1161 945 1439 1668"> <ul style="list-style-type: none"> describe the differences between the portrayal by the media of a toy's features or computer game with an actual experience? comment on features such as size, colour, strength, durability, speed, agility and performance when making comparisons? suggest why the media representation and the actual experience differ? suggest how the media is able to give a different impression of the toy, such as the proximity of the camera or actors playing the children? </td> </tr> </tbody> </table>		Foundation level	Level 1	<ul style="list-style-type: none"> communicate about personal experiences that are similar to media representations? 	<ul style="list-style-type: none"> describe the differences between the portrayal by the media of a toy's features or computer game with an actual experience? comment on features such as size, colour, strength, durability, speed, agility and performance when making comparisons? suggest why the media representation and the actual experience differ? suggest how the media is able to give a different impression of the toy, such as the proximity of the camera or actors playing the children?
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Background information

Students arrive at school with rich media experiences and will embrace the opportunity to express their ideas and opinions about the media they enjoy. It is important to be non-judgmental about the students' tastes in media content, and instead develop their critical thinking about what they like, why they like it, who it is produced for and why.

A range of media forms has been selected as stimulus for this module, including the picture book *Power and Glory* by Emily Rodda and the Walt Disney Videos *Hercules* and *Toy Story*. Different texts and videos can be selected from available resources.

Terminology

Opportunities are provided within this module for students to become familiar with and use the following terminology:

advertisement	magazine	still image
animated character	media products	symbol
catalogue	movement	television
CD	moving image	text type
colour	music	theme songs
costumed character	photograph	video
greeting card	picture book	voice
jingles	programs	website
live action character	sound effects	words
logo	speech bubble	

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Education Queensland policies on health and safety considerations for Media can be found at www.education.qld.gov.au/corporate/doem/sindex/d-ind.htm.

For policies and guidelines for the Catholic sector, refer to the Queensland Catholic Education Commission website at www.qcec.qld.catholic.edu.au/www/index.cfm.

Equity considerations

This module provides opportunities for students to increase their understanding and appreciation of equity and diversity within a supportive environment. It includes activities that encourage students to:

- be involved within a supportive environment
- work individually or in groups
- value diversity of ability, opinion and experience
- value diversity of language and cultural beliefs
- support one another's efforts
- become empowered to take on roles
- negotiate and accept change
- become empowered to communicate freely.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Support materials and references

The following resources may be helpful additions to your professional library. Review material before using it with students. Resources referred to in this module are identified with an asterisk (*).

Information relating to copyright issues can be found at the Australian Copyright Council's *Online Information Centre* at www.copyright.org.au/index.htm. Please note the licence conditions that apply to downloading and printing information sheets from this site.

Print

Picture books

Lester, A. 1993, *I'm Green and I'm Grumpy*, Puffin, Ringwood, Victoria.

* Rodda, E. 1994, *Power and Glory*, Allen and Unwin, St Leonards, NSW.

Information texts

Macaulay, D. 1998, *New Way Things Work*, Dorley Kindersley, Sydney, NSW.

Curriculum materials

Bell, S. (n.d.), *Using Visual Texts in Primary and Secondary English Classrooms*, Queensland Education Department, Brisbane.

Department of Education Queensland, 1990, *Living by Design: Art Handbook for Teachers: Year 1*, Brisbane.

Department of Education Queensland, 1990, *Living by Design: Art Handbook for Teachers: Years 2 and 3*, Brisbane.

Department of Education Queensland, 1996, *Living by Design: Art Handbook for Teachers: Years 6 and 7*, Brisbane.

Department of Education Queensland, 1994, *Media Curriculum Guide for Years 1 to 10: Constructing Realities*, Brisbane.

Education Queensland, 2000, *Why Wait — A Way into Teaching Critical Literacies in the Early Years*, Brisbane.

Electronic

Video

* *Hercules*, 1997, 93 mins, Walt Disney Home Video.

* *Toy Story*, 1995, 81 mins, Walt Disney Home Video.

* *Toy Story Two*, 1999, 81 mins, Disney/Pixar Animation Studios.

Websites

(All websites listed were accessed in March 2002)

Australian Broadcasting Commission: www.abc.net.au/children

Australian Children's Television Foundation: www.actf.com.au/

British Film Institute: www.bfi.org.uk/education/index.html

ninemsn: www.ninemsn.com.au/

Sesame Street: www.sesameworkshop.org

TV Ontario: www.tvokids.com/

Activities

Phase 1 — Orientating — Press play

Focus for Media learning

- Students explore media through play and self-chosen activities.

Outcomes	Media activities	Gathering evidence
<p>Media ME 1.1 Students combine images, sounds and words to communicate.</p> <p>Studies of Society and Environment SRP 1.2 Students create representations that identify and challenge stereotypes about work roles.</p> <p>SRP 1.4 Students describe practices for fair, sustainable and peaceful ways of sharing and working in a familiar environment.</p> <p>CI 1.2 Students observe and record examples of different perceptions of gender roles in various settings.</p> <p>Media ME 1.2 Students communicate their personal responses to familiar media texts and experiences.</p> <p>Visual Arts VA 1.1 Students make images and objects by exploring elements and concepts.</p>	<p>Students:</p> <ul style="list-style-type: none"> • interact with media through play and self-directed learning using, for instance: <ul style="list-style-type: none"> – collage – construction with manipulative equipment – computer programs – drawing and painting area – tape recording — songs and stories – dramatic play — shop, restaurant, library – board games – writing area. • record their play/self-directed learning activities in a pictorial diary. The teacher scribes or children write labels to identify the activities. • identify the media explored at each play/self-directed learning session. Teacher interactions with students will help make explicit the media they are using. • identify where sounds, images, texts, logos and symbols are used in the media — for example, words on the 'shop' sign or logo on a CD-ROM. • are accompanied by a teacher on a 'Media walk' to identify signs, books, software, CDs, video cases, books. • identify and discuss where sounds, images, texts, logos or symbols appear in media used in the classroom. • use stimulus cards (see Teacher resource 1) to prompt students' discussion about where sounds, images, texts, logos and symbols are used. • list and compare media they engage with at home, school or in their community, e.g. at the shop or library. • create informal maps, identifying positions where they would find media in the home or school. • create a classroom display of media in the school, home and community, using student-selected categories. • create images using a computer paint program, drawing materials, paints and digital cameras. They explore size, shape, colour, texture and repetition. 	<p>ME 1.1 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>teacher observation</i> <p>Do students:</p> <ul style="list-style-type: none"> • identify and discuss where sound, image, words, logos or symbols are used in media? • communicate their creative ideas and responses through their drawings or accompanying verbal or written descriptions? <p>ME 1.2 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>focused analysis</i> <p>Do students:</p> <ul style="list-style-type: none"> • communicate personal responses through talk or drawings and words in journal entries? • describe their experiences of media, and their feelings about it?

Teaching considerations

It is important for students to see themselves and other students as media users and creators. Ensure that students learn to use materials and equipment safely and that materials are organised so students can independently access and return them. Support people such as parents/carers and community members may be needed to assist students as they create and use media products.

Refer to Teacher resource 1 for information on play and self-directed learning.

Phase 2a — Enhancing — My media

Focus for Media learning

- Students collect and examine media and their personal experiences with media.

Outcomes	Media activities	Gathering evidence
<p>Media ME 1.3 Students describe the differences between their own experiences and media representations of similar experiences.</p> <p>Studies of Society and Environment SRP 1.1 Students identify how elements in their environment meet their needs and wants.</p> <p>TCC 1.1 Students describe their past and their future using evidence from familiar settings.</p> <p>TCC 1.3 Students share points of view about their own and others' stories.</p> <p>Media ME 1.1 Students combine images, sounds and words to communicate.</p> <p>Visual Arts VA 1.1 Students make images and objects by exploring elements and concepts.</p> <p>VA 1.2 Students visually represent and explain their experiences, feelings, ideas and observations through making images and objects.</p>	<p>Students:</p> <ul style="list-style-type: none"> • listen to and discuss the text <i>Power and Glory</i> by Emily Rodda to identify where images are used instead of words and where speech bubbles are used. • relate the text to personal experiences with computer games and other media including board games, TV, videos, books, CDs, World Wide Web. • bring in examples of media they use at home — for example, CD or video or software. • use stimulus cards (see Teacher resource 2) to prompt children's discussion about the use of sounds, images, texts, logos and symbols. Play segments of the video or CD to identify where sound (jingles, sound effects, music, voice), images, texts, logos or symbols are used. • search through catalogues and magazines for media products they like. They cut out, group and regroup media products using the stimulus cards (Teacher resource 2) to identify the media languages used. • add a speech bubble to a personal photograph or self-portrait to add meaning — for example, to indicate their response to a show/game — "Hi-5 is cool!" "I love computer games!" Students may use roleplay or writing, using alphabetic or phonetic writing. • create a 'My media box' or display folder by collecting: <ul style="list-style-type: none"> – a personal photograph or drawing for the lid of the box or for the front of the display folder and adding a suitable speech bubble – media products, advertisements, drawings and cut-outs from catalogues representing media they enjoy – items produced in Phase 1 — for example, signs, drawings produced using computer software, recordings of songs/voice. • staple labels onto media products indicating whether sounds, images, text, logos and symbols are used in them. • select and combine recycled materials from media products such as packaging/boxes, magazine images or pieces of text to create 2D or 3D constructions. Their constructions may represent their experiences, feelings or observations of media generally or in response to a particular text. 	<p>ME 1.3 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>consultation</i> <p>Do students:</p> <ul style="list-style-type: none"> • describe the differences between the portrayal by the media of a toy's features or computer game and an actual experience? • suggest why the media representation and the actual experience differ? <p>ME 1.1 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>focused analysis</i> <p>Do students:</p> <ul style="list-style-type: none"> • create media texts using sound, image, words, logos or symbols? • identify and discuss where sound, image, words, logos or symbols are used in media? • communicate their creative ideas and responses through their drawings or accompanying verbal or written descriptions?

Teaching considerations

When sharing media, encourage students to discuss how sounds, words, images, logos and symbols are used as well as what they like or dislike about various media. Talk about the media as something produced by people to communicate ideas to other people. Encourage students to see themselves as media producers, consumers and audiences.

Some students may not be able to access particular magazines or catalogues or images due to religious, social and cultural reasons. Respect their right to this choice and offer alternative texts that may be considered appropriate such as picture books, educational posters and informational brochures.

Phase 2b — Enhancing — Spinning off!

Focus for Media learning

- Students examine and create characters and related media products.

Outcomes	Media activities	Gathering evidence
<p>Media ME 1.2 Students communicate their personal responses to familiar media texts and experiences.</p> <p>Studies of Society and Environment SRP 1.2 Students create representations that identify and challenge stereotypes about work roles.</p> <p>TCC 1.3 Students share points of view about their own and others' stories.</p> <p>SRP 1.1 Students identify how elements in their environment meet their needs and wants.</p> <p>Studies of Society and Environment module link: <i>Working together</i></p> <p>Media ME 1.1 Students combine images, sounds and words to communicate.</p> <p>Visual Arts VA 1.3 Students describe elements and concepts in a variety of images and objects.</p> <p>VA 1.1 Students make images and objects by exploring elements and concepts.</p> <p>VA 1.2 Students visually represent and explain their experiences, feelings, ideas and observations through making images and objects.</p> <p>Arts modules links: <i>Making Choices and Anime</i></p>	<p>Students:</p> <ul style="list-style-type: none"> • view and discuss a segment from the Walt Disney videos <i>Hercules</i> or <i>Toy Story Two</i>. Both videos contain sequences that show a variety of marketing products created for the main characters of Hercules and Woody. • list the media products shown in the video segment and relate these to media products they have experienced themselves, such as a toy, book, food packaging, stationery, and clothing related to a movie character. They identify the use of logos, symbols, images, sounds, words, colours, theme songs, repeated sayings to show the relationship between a range of media products, e.g. ABC, Warner Brothers, or Sesame Street logo. • collect media products or identify products in catalogues or magazines associated with a character or show to share with peers. • discuss how to classify familiar characters, noting how the image of the characters was created, e.g. animated, costumed character or actors. • view a video sequence, read a book or access a web site that reveals how animation is created or films are produced (see Teaching considerations). • if the character is animated, discuss and view examples from the different types of animation available in children's programmes, including claymation, drawings, photo collage and computer generated images. • work in pairs to select a favourite character and identify key features associated with the character/show — for example, colours, clothing, logos, objects, phrases and symbols. They identify whether the character is animated, played by an actor or costumed. • describe how the elements of colour, shape and texture are used in images of characters or backgrounds. Identify similarities and differences in size or length of objects as well as any repetition of elements in the images. • write and draw in a journal about their favourite character/show and related products they have/like. • create marketing products that relate to a favourite character — for example, hat, badge, toy, food packaging, video or CD cover. • use construction equipment to design and make products that a film character may use, such as a vehicle or building. • model simple characters in clay and manipulate or apply animation techniques to the character to show movement. 	<p>ME 1.2 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>consultation</i> <p>Do students:</p> <ul style="list-style-type: none"> • communicate personal responses through talk or drawings and words in journal entries? • describe their experiences of media, and their feelings about it? • express their ideas and feelings about media and characters, such as likes and dislikes? • communicate their ideas about the creation of characters and media products? <p>ME1.1 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>peer- and self-assessment</i> <p>Do students:</p> <ul style="list-style-type: none"> • create media texts using sound, image, words, logos or symbols? • communicate their creative ideas and responses through their drawings or accompanying verbal or written descriptions?

Teaching considerations

For students demonstrating foundation level outcomes, these activities may need to be adapted or teacher assistance provided to help students to make a simple product — for example, cutting out a logo and creating a badge.

Information about how animated films are created is available from 'behind the scenes' broadcast programs of recently released films, ABC educational programs or web sites.

During class discussions, use specific language to describe 'media languages' such as sounds (music, sound effects, voice), words (speech bubbles, spoken words, written words), images (clothing, colour, facial expressions, gestures, symbols) so this terminology becomes part of the students' language. Opportunities to reflect on learning about the media using pictorial or written responses can help students to identify and celebrate what they have learnt, set new goals and share their feelings and ideas about media with peers.

While it is important to value students' prior learning, it is also crucial to move students beyond their familiar media experiences to the unfamiliar and challenge them to apply their understandings to texts from unfamiliar contexts. At Level 1, this may involve exposing students to media such as children's programming from other cultures or from earlier decades.

Phase 2c — Enhancing — Screen play!

Focus for Media learning

- Students compare their personal experiences of playing with toys with media representations of play with the same toys.

Outcomes	Media activities	Gathering evidence
<p>Media ME 1.3 Students describe the differences between their own experiences and media representations of similar experiences.</p> <p>Studies of Society and Environment module link: <i>Working together</i></p> <p>Studies of Society and Environment SRP 1.2 Students create representations that identify and challenge stereotypes about work roles.</p> <p>SRP 1.4 Students describe practices for fair, sustainable and peaceful ways of sharing and working in a familiar environment.</p> <p>TCC 1.3 Students share points of view about their own and others' stories.</p> <p>TCC 1.1 Students describe their past and their future using evidence from familiar settings.</p> <p>Media ME 1.1 Students combine images, sounds and words to communicate.</p>	<p>Students:</p> <ul style="list-style-type: none"> • view a sequence from the video <i>Toy Story 1</i> and discuss how the character Buzz Light Year appears to be able to fly independently in advertisements but actually cannot fly unless a child holds him. Discuss how the toys in the movie appear lifelike through animation — for example, they can talk, move and feel happy or scared. Compare this to other videos or TV programs where toys appear to come to life and have adventures — for example, <i>Johnson and Friends</i>. (See Teaching considerations) • view a teacher-prepared videotape showing familiar advertisements for familiar toys — for example, a Lego product or action figure. They discuss their actual experience with similar products and what is shown in the advertisement — for example, the action figure may appear to move independently or talk. • select one toy and list what it is shown to do in an advertisement and then describe what the toy can actually do. They discuss any difference between the two lists and suggest why they are different. Consider size, shape, speed, durability, flexibility and performance. • identify advertisements for toys that they like in catalogues, magazines, television advertisements and websites. They identify any familiar characters used to promote the toys and discuss how sounds, images, words, symbols and logos are used in the ads to make them interesting to children. • individually or in small groups, create a simple advertisement for a magazine or television. Children may draw and add text to create a magazine advertisement or cut up existing advertisements and reuse images or pieces of text. Television advertisements may be performed for peers or video taped. Students identify what characteristics they gave to the toy and what it really can do. • write and draw in their journals about their preferred characters and performed advertisements. 	<p>ME 1.3 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>consultation</i> <p>Do students:</p> <ul style="list-style-type: none"> • identify differences between what their toys can do in the advertisement and what they actually can do? • comment on features such as size, colour, strength, durability, speed, agility and performance when making comparisons? • suggest why the media representation and the actual experience differ? • suggest how the media is able to give a different impression of the toy? <p>ME 1.1 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>focused analysis</i> <p>Do students:</p> <ul style="list-style-type: none"> • create media texts using sound, image, words, logos or symbols? • identify and discuss where sound, image, words, logos or symbols are used in media? • communicate their creative ideas and responses through their drawings or accompanying verbal or written descriptions?

Teaching considerations

Other media representations that allow students to compare media representations with students' experiences can be used for this experience. Some examples include animals with human characteristics, birthdays, caring for pets or going on a holiday — all common themes in children's TV shows and videos. Students may compare TV shows/videos or advertisements with personal photographs of their own birthdays, pets or holidays. Students demonstrating Foundation Level outcomes may need adult support or activities to be modified — for example, they may create an advertisement by selecting an existing image of a toy and, with teacher assistance, write a word or make sound effects that relate to the toy.

The advertisements should draw on students' implicit knowledge of and responses to media. Encourage them to use catchy jingles, sound effects, loud voices, dramatic action to create their advertisements. Help to make students' implicit understandings explicit by drawing their attention to how these techniques add to the meaning constructed. With teacher guidance, students may also suggest other constructive ways that the advertisement could be made more exciting or interesting — for example, using a flashing light (torch), using taped music, sound effects or a theme song, or adding a sign behind the action scene to give some of the information.

Phase 3 — Synthesising — Character capers

Focus for Media learning

- Students communicate personal responses to a media character or product.

Outcomes	Media activities	Gathering evidence
<p>Media ME 1.2 Students communicate their personal responses to familiar media texts and experiences.</p> <p>Studies of Society and Environment module link: <i>Working together</i></p> <p>Studies of Society and Environment SRP 1.1 Students identify how elements in their environment meet their needs and wants.</p> <p>CI 1.4 Students gather and record information about familiar traditions, celebrations and cultural changes.</p> <p>TCC 1.1 Students describe their past and their future using evidence from familiar settings.</p> <p>TCC 1.3 Students share points of view about their own and others' stories.</p>	<p>Media Students:</p> <ul style="list-style-type: none"> • participate in a teacher demonstration. Teacher selects a media character or product with which the students are familiar and demonstrates at least three different ways to communicate a personal response to that character or product, such as: <ul style="list-style-type: none"> – access a web site about the show/character and send a personal message to the character saying what is liked about the character or the show – create an e-card or make a card to send to the character at the TV station – collect images of the character and write speech bubbles – send a letter or postcard to the character – cut and paste images of the character and related products and add captions to make a personal poster about the character for personal display – audio or videotape a segment of the show with the character's favourite saying or theme song – compare the media representation of the character/product and the teacher's personal experiences – take a photo of the teacher with a toy character and add a speech bubble. • individually or in pairs, select a character or product and communicate their personal response to that character using two or more of the processes demonstrated by the teacher. • with teacher support, compare representations of this character in different media forms with their personal experiences with the character — for example, character on film, as a toy, in a picture book, a character in a live stage show or in an electronic game. • in a journal, write and draw about what the character can do in the context of a video or TV, and their personal experiences with the character or related products. 	<p>ME 1.2 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>peer- and self-assessment</i> <p>Do students:</p> <ul style="list-style-type: none"> • communicate personal responses through talk or drawings and words in journal entries? • describe their experiences of media, and their feelings about it? • express their ideas and feelings about media and characters, such as likes and dislikes?

Teaching considerations

This phase provides students with opportunities to synthesise learning from previous phases. The stimulus cards (see Teacher resource sheet 2) can be used to help students to discuss media they and others produce. The students who are likely to be demonstrating Level 2 outcomes: demonstrate the ability to combine words, sounds and images in sequences to create media texts; use display techniques to present media for familiar audiences; and identify how representations are created.

Students will need adult assistance when they first use technologies such as tape recorders or video cameras. They should be taught some safety procedures before operating equipment independently.

Play and self-directed learning

Teacher resource 1

Learning through play and in self-directed learning is enhanced through teacher interaction and scaffolding. For more information about play and definitions of types of play, see the *Preschool Curriculum Guidelines* (Queensland School Curriculum Council, 1998).

Where space is limited, materials for play can be stored in boxes (on shelves or under desks) and brought into the room or space when required. Children can use desks and large pieces of cardboard or fridge boxes to create play spaces — a fire engine, a shop, a surgery. Children quickly learn how to return the desks to their original position. Visual markers on fixed walls can be used to assist in this process of returning furniture to its original position.

Play or self-directed learning area	Possible resources
Collage area	<ul style="list-style-type: none"> • visual and written materials, e.g. photos, greeting cards, magazines, catalogues, postcards, calendars • junk materials — wool, streamers, straws, paddle pop sticks, boxes and packaging • glue, sticky-tape, staplers
Construction area	<ul style="list-style-type: none"> • Lego, Duplo, Mobilo, K-Nex, wooden blocks
Computer — paint software and other	<ul style="list-style-type: none"> • computer, keyboard, mouse and mouse pad with software including paint and draw software. Web pages from children's media as short cuts on the desktop.* CD-ROMs of children's media
Drawing and painting area	<ul style="list-style-type: none"> • crayons, chalk, coloured pencils, felt pens • acrylic and water paints • different size brushes and painting tools
Tape recording — songs and stories	<ul style="list-style-type: none"> • solid tape recorder marked with colour tags for play, stop, rewind • blank tapes, story books, audio books, felt board and felt pieces
Socio-dramatic play e.g. a shop, medical clinic, restaurant or library	<ul style="list-style-type: none"> • clothing, aprons, bags, hats, badges to depict roles • writing materials and cardboard and paper for making signs, menus, appointment books, taking orders, borrowing cards, money • large pieces of cardboard, e.g. from fridge boxes that can be used to create walls/spaces/dividers for play • boxes for easy storage of play equipment • pegs and string or coat hangers and dowel to provide hanging space for clothes etc.
Board games	<ul style="list-style-type: none"> • commercial and teacher-made card and board games and games related to books, television programs or video characters
Writing area	<ul style="list-style-type: none"> • pens, pencils, felt pens • variety of paper — colours, shapes and sizes • typewriter or computer with a word processor • white board or laminated card so children can write freely — for example, in the speech bubbles above a favourite character — and can easily erase and change their text • word wall or collections of sight words.

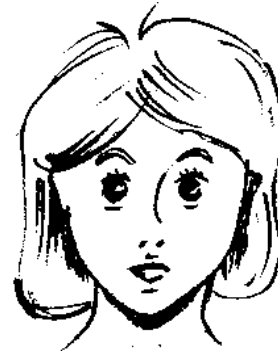
*To create short cuts of children's media web sites, select the 'save as' function for each page of the web site that is to be accessed by students while off-line. To create a short cut that will be used while accessing the internet, save the web site to the desktop by minimising the screen and clicking and dragging the Internet explorer icon to the desktop.

Stimulus cards

Teacher resource 2



sound



image

Let's play!

words



logo



symbol



colour

Developing active viewing skills**Teacher resource 3**

Unlike print, the language used by video and film includes moving images and sound.

How is movement created?

A filmmaker can create movement on a screen in four ways:

- 1) moving the objects
- 2) moving the subjects
- 3) moving both camera and subjects
- 4) implying movement through editing.

Young children are capable of understanding the first three techniques, but may have some difficulty understanding the fourth.

What am I feeling?

Animated characters often show emotions through the storyline, the tone of voice of the character or narrator, facial expressions and background music. Use the pause button to allow close viewing of the characters' faces.

Cover the screen and listen to the music accompanying the images to guess the emotion of the character.

What is going to happen next?

Music often helps viewers anticipate transitions. The same familiar music or spoken line from the character indicates the end of each story — for example, Madeleine narrator, Christopher Plummer: "And that's all there is, there isn't anymore."

Play it again

Repetition

Peer- and self-assessment / personal reflection **Teacher resource 4**

The following are examples of student reflection sheets that can be adapted to suit the needs of your students.

Peer- and self-assessment of media

_____ has used ...

child's name






sound 

image 

words 

logo 

symbol 

**Peer- and self-assessment / personal reflection
(continued)**

Teacher resource 4

Reflection sheet

Today I learnt


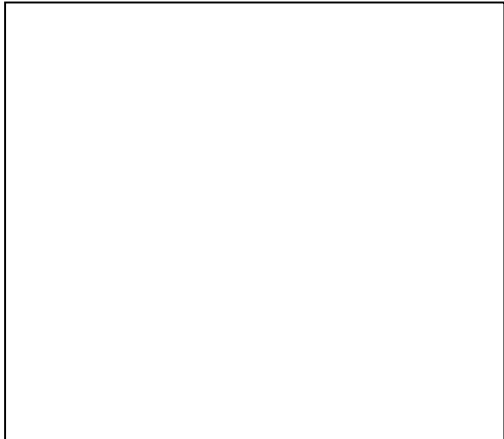
I worked with

I liked

I didn't like

Peer- and self-assessment / personal reflection
(continued)

Teacher resource 4

Reflection sheet	
I like advertisements or shows that	
I don't like advertisements or shows that	
This activity made me feel	Draw the best part of the activity.
	

Complementary English activities**Teacher resource 6**

The core learning outcomes in the English key learning area were in development at the time of publication. For further information refer to the draft *Years 1 to 10 English Syllabus*.

By allowing additional time, some of the following activities could be included to contribute to learning in the English key learning area.

Students may:

- identify texts where the likely writer's/shaper's purpose was to make the reader/viewer think in a particular way — for example, students identify and talk about how the writer/shaper of a shopping catalogue wants to make the reader/viewer buy particular toys and items.
- investigate and identify some of the text types they use for in- and out-of-school purposes — for example, students locate and identify written, visual and spoken texts within the classroom, including a poem, message, invitation, recipe and recount.
- identify some connections among individuals and groups in texts read and viewed — for example, students discuss how Woody and Buzz Light Year feel about each other, after viewing the film *Toy Story*.
- read and view by identifying the gestures, facial expressions and what individuals and groups say, and suggest how these indicate the characters' feelings — for example, students discuss how two characters in a familiar television advertisement feel about one another by noting their facial expressions and gestures.
- talk about how different visual resources can represent the same characters and events in different ways — for example, students talk about how, in television advertisements for fast food stores, the writers/shapers choose to show happy people being served hot food rather than choosing other visuals that show grumpy people waiting in line.
- take on the role of author or illustrator to collaboratively produce a text.
- talk about how written and visual resources including characters, photographs, cartoons, colours, package inserts, free offers, symbols/logos and slogans indicate a likely audience for a particular text — for example, students may comment: 'Coco Pops have cartoon characters and a free animal in them because they are wanting kids to ask their dad to buy them when they go shopping'.
- investigate how writers/shapers and producers of texts have used different textual resources according to different mediums — for example, students compare a 'Bob the Builder' book, video and website, listing the obvious textual resources used such as title, headings, illustrations and words in the book, and theme music, sound effects and symbols in the video.
- develop and apply knowledge of the relationships between letters and their sounds to help spell and decode unfamiliar words.

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This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 The Arts Syllabus

Years 1 to 10 The Arts Sourcebook Guidelines

The Arts Initial In-service Materials

ISBN 0 7345 2216 9

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