

**COLLINSVILLE STATE HIGH SCHOOL**  
**Media Arts Curriculum Plan**  
**2022**



## YEAR 7 MEDIA ARTS (10 WEEKS)

### UNIT – Multimedia Storytelling

Students will explore personal narratives for the purpose of creating a multimedia video, combining audio, images, and video clips to tell a story of their own. Working individually, students will choose a topic, research it, write a script covering their research, put together digital content, record their narration, edit it into a short video, and finally share it with classmates or larger audiences online

Students will:

- experiment with story structure and media conventions using image and sound to create a point of view
- develop ability to communicate social and cultural values and beliefs through media arts representations
- shape technical and symbolic elements of images, sounds and text to communicate meaning to a target audience
- plan, structure and design media artworks individually and collaboratively to engage a target audience
- make and present media artworks demonstrating understanding of social and ethical responsibilities
- make connections about how media artists use technical and symbolic elements to communicate point of view
- analyse and compare the representation of viewpoint in contemporary and past art forms starting with Australian media artworks, including those of Aboriginal and Torres Strait Islander peoples.

### Assessment

#### Collection of Work

##### Part A: Making

- Plan and design (pre-production)
  - Storyboard
- Production
  - Produce a multimedia story, using still images and sound.

##### Part B: Responding

- Reflection

## YEAR 8 MEDIA ARTS (10 WEEKS)

### UNIT – If I Were A Dish...

In this unit, students explore how Media Arts conventions and genres are used to construct representations of people and create a video portrait to express a point of view in a documentary style production.

Students will:

- Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences
- Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning
- Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples
- Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text
- Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with Australian media artworks including of Aboriginal and Torres Strait Islander media artworks
- Plan, structure and design media artworks that engage audiences
- Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues

### Assessment

#### Collection of Work

##### Part A: Responding

- Written analysis exploring the construction and representation of social values by filmmakers

##### Part B: Making

- Plan and design (pre-production)
  - Work collaboratively to write a treatment for a video portrait.
  - Work collaboratively to design a storyboard for a video portrait
- Production
  - Work collaboratively to produce a video portrait using film, animation and/or still images.

## YEAR A - YEAR 9/10 MEDIA ARTS (10 WEEKS)

### UNIT 1 – Under Construction...

In this unit, students explore how media is used to construct new and alternative points of view of gender through representation and communication of social and cultural values and beliefs .

Students will:

- Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks
- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style
- Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences
- Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text
- Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples
- Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes
- Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues

### Assessment

#### Collection of Work

##### Part A: Responding

- Write a personal blog entry to analyse and evaluate a stereotypical representation of gender.

##### Part B: Making (Collaborative)

- Plan and design
  - Screenplay and Storyboard (pre-production)
- Production
  - Short film that constructs an alternative gender representation.

##### Part B: Making (Individual)

- Justification statement

## YEAR A –YEAR 9/10 MEDIA ARTS (10 WEEKS)

### UNIT 2 – Social Issues in Advertising

In this unit, students explore a range of advertising material across different media platforms and create an advertising campaign in response to an identified social issue.

Students will:

- Analyse a range of advertisements from contemporary and past times to explore how social and cultural values and alternative viewpoints enrich their media arts making, starting with Australian campaigns, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media examples
- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style
- Evaluate how technical and symbolic elements are manipulated in still and moving advertisements to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences
- Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text
- Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples
- Plan and design advertisements for a range of purposes that challenge the expectations of specific audiences by particular use of production processes
- Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues

### Assessment

#### Collection of Work

##### Part A: Responding

- Video – Analysis
  - Response to questions
- Reflection and Evaluation

##### Part B: Making (Collaborative)

- Storyboard and treatment
- Production
  - Students will produce the advertisement.

##### Part B: Making (Individual)

- Print Media Advertisement
  - A4 print media advertisement that reflects the same social issue as your video.

## YEAR B –YEAR 9/10 MEDIA ARTS (10 WEEKS)

### UNIT 1 – Promotional Videos

In this unit, students explore a range of promotional material across different media channels, and create a promotional video for a local event

Students will:

- Analyse promotional videos from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks
- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style
- Evaluate how technical and symbolic elements are manipulated in promotional campaigns to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences
- Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text
- Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples
- Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes
- Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues

### Assessment

#### Collection of Work

##### Part A: Responding

- Video – Analysis
  - Response to questions

##### Part A: Making (Individual)

- Plan and design – Storyboard (pre-production)
- Production
  - Create a short promotional video for *Bacon Busters* using still images,

##### Part B: Responding (Individual)

- Evaluation
  - Reflection and evaluation of the work produced throughout the term

##### Part B: Making (Individual)

- Plan and design – Storyboard (pre-production)
- Production
  - Create an in-depth promotional video for *Bacon Busters*

## YEAR B –YEAR 9/10 MEDIA ARTS (10 WEEKS)

### UNIT 2 – Change it Up

In this unit, students explore the stereotypical elements of different film genres, and how to manipulate materials to suit specific purposes. Students will be exploring the power of clever editing, by creating trailers that shift films into new genres.

Students will:

- Analyse a range of movie trailers and posters portraying different social and cultural values and viewpoints to enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks
- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style
- Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences
- Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text
- Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples
- Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes
- Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues

### Assessment

#### Collection of Work

##### Part A: Responding

- Write a justification statement for the movie trailer
- Write a reflection and evaluation of the film produced and how it was manipulated to suit a chosen genre. .

##### Part B: Making (Individual)

- Plan and design – Storyboard (pre-production)
- Production
  - Create a revised trailer for a well-known film that shifts the film into a different genre.
- Poster
  - Create a complementary poster for the film's new intent.





### YEAR 7 MEDIA ARTS ASSESSMENT

#### UNIT – Multimedia Storytelling

##### Collection of Work

##### Part A: Making

- Pre-Production
  - Storyboard
  - Length – 4 – 15 key shots
- Production
  - Multimedia story
  - Length – 30 – 45 seconds

##### Part B: Responding

- Reflection
  - Length – 200 words

### YEAR 8 MEDIA ARTS ASSESSMENT

#### UNIT – If I were a dish!

##### Collection of Work

##### Part A: Responding

- Written analysis
  - 400 words

##### Part B: Making

- Plan and design (pre-production)
  - Treatment
  - Length – 200 words
  
  - Storyboard
  - Length – 4 – 15 shots
- Production
  - Video portrait
  - Length – 30 – 60 seconds

## YEAR 9/10 MEDIA ARTS ASSESSMENT – YEAR A

### UNIT 1 - Under Construction ...

#### Collection of Work

##### Part A: Responding

- Write a personal blog entry to analyse and evaluate a stereotypical representation of gender.
  - 400 – 600 words

##### Part B: Making (Collaborative)

- Plan and design - Screenplay and Storyboard (pre-production)
  - 30 sec – 1 min
  - 8 – 15 shots
- Production
  - Short film that constructs an alternative gender representation.
  - 30 secs – 1 minute

##### Part B: Making (Individual)

- Justification statement
  - 400 – 600 words

## YEAR 9/10 MEDIA ARTS ASSESSMENT – YEAR A

### UNIT 2 – Social Issues in Advertising

#### Collection of Work

##### Part A: Responding

- Video – Analysis
  - Response to questions
  - 100 - 200 words/advertisement
- Reflection and Evaluation
  - 400 – 600 words

##### Part B: Making (Collaborative)

- Storyboard and treatment
  - 8 – 15 shots
- Production
  - Students will produce the advertisement.
  - 2 - 3 minutes

##### Part B: Making (Individual)

- Print Media Advertisement
  - Create an A4 print media advertisement that reflects the same social issue as your video.

## YEAR 9/10 MEDIA ARTS ASSESSMENT – YEAR B

### UNIT 1 - Promotional Videos

#### Collection of Work

##### Part A: Responding

- Video – Analysis
  - Response to questions
  - 100 - 200 words/advertisement

##### Part A: Making (Individual)

- Plan and design – Storyboard (pre-production)
  - 8 – 15 shots
- Production
  - Create a short **one minute** promotional video for *Bacon Busters* using still images, as a first attempt at using the video editing software.
  - Length - 2 - 3 minutes

##### Part B: Responding (Individual)

- Evaluation
  - Reflection and evaluation of the work produced throughout the term
  - Length – 400 – 600 words

##### Part B: Making (Individual)

- Plan and design – Storyboard (pre-production)
  - 8 – 15 shots
- Production
  - Create an in-depth promotional video for *Bacon Busters*, using both still images and video footage.
  - Length – 3 - 5 minutes

## YEAR 9/10 MEDIA ARTS ASSESSMENT – YEAR B

### UNIT 2 – Change it Up.

#### Collection of Work

##### Part A: Responding

- Write a justification statement for the movie trailer
  - 400 – 600 words
- Write a reflection and evaluation of the film produced and how it was manipulated to suit a chosen genre. .
  - 400 – 600 words

##### Part B: Making (Individual)

- Plan and design – Storyboard (pre-production)
  - 8 – 15 shots

- Production
  - Create a revised trailer for a well-known film that shifts the film into a different genre.
  - 2 - 3 minutes
- Poster
  - Create an A4 complementary poster for the film's new intent.