



MEDIA PRODUCTION TEACHING AND LEARNING SUPPLEMENT

Teaching and Learning Supplement

MEDIA PRODUCTION (MSM315117)

ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

COURSE SPECIFIC ADVICE

This Media Production level 3 Teaching and Learning Supplement must be read in conjunction with the Media Production level 3 course document and relevant External Assessment Specifications and Examination Guidelines.

It contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers who are new to or returning to teaching this course.

Media Production is designed to develop learners understanding of media and their ability to create media products for a variety of contexts. Production occurs in one of the following areas: screen, radio or print and digital media. The production focus requires providers to support learners with appropriate resources and technology to realise media products in the various forms. The syllabus document contains detailed information on minimum resource requirements to ensure appropriate student outcomes are possible.

The content focus of the course lies in three main areas: journalism, advertising and narrative, with production as an overarching focus. Through the course, learners engage with each of these areas both practically and theoretically, the latter informing the former and providing current and historical contexts upon which learners understanding can be built.

The Media Production course is a level 3 course with both a written and practical component to the external examination. Guidelines which clarify external requirements and expectations **MUST** be read in conjunction with the syllabus document to ensure providers are aware of the parameters for product realisation.

Learners undertaking Media 3 may look to continue their studies at a tertiary level in such fields as media production, journalism, marketing, advertising and communications. There are also various vocational pathways that continue to develop learners Media Production skills.

The course is comprised of 4 units of study. The first three units are delivered sequentially and the fourth unit is delivered concurrently.

COURSE CONTENT

	Unit Title	Indicative Times
Unit 1	Journalism	30 hrs
Unit 2	Advertising	30 hrs
Unit 3	Narrative	30 hrs
Unit 4	Production	60 hrs*

UNIT 1 and 2 = 30 hours (theory) + 15 hours production* (practical)

UNIT 3 = 30 hours theory + 30 hours production* (practical)

For example: based on 3 x 1.5 hours per week, 2 lessons theory, 1 lesson practical for terms 1 - 2. Changes when the major production kicks in.

TEACHING AND LEARNING

Unit 1 In this Unit learners will develop their understanding of journalistic media.

Journalism In contexts related to journalism, learners analyse, view, listen to and interact with a range of journalistic genres and undertake research into the representation and reporting of groups and issues within media work.

Learners are required to demonstrate an understanding of the media in society.

Learners extend their understanding of production practices and responsibilities in their area of specialisation.

Learners are required to understand and implement safe work practices.

Examples of learning activities

Learners:

- deconstruct 'great' interviews. Analyse the conventions and techniques used to create polished interviews
- view and analyse episodes of Media Watch. Discuss implications and issues arising
- form a production company where students are each responsible for one role within the production
- work collaboratively to script, produce and podcast a radio program for peers
- work collaboratively on a magazine, undertaking different roles such as writer, photographer, editor or graphic artist
- form a 'news' team to cover events in one media form; discuss conventions and structures that could be used in the media product to engage other members of the school as an audience; present the finished product in the school community and report on the specialist roles undertaken at different stages of the production
- create and compare representations using analogue and digital technologies

Unit 2 In this Unit the power and influence of media is explored through the context of advertising. Learners develop an understanding of advertising and related influential media settings.

Advertising The importance and impact of persuasive communication and target markets are explored through examination and exploration of both qualitative and quantitative advertising materials.

Learners develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of advertising products, the role and significance of selection processes in their construction and the creative and cultural impact of new media technologies including social media.

Examples of learning activities

Learners:

- investigate the similarities and differences in the representation of an idea across media forms or texts within a form
- research the codes and conventions of advertising forms; prepare a similarities and differences chart to show key characteristics

deconstruct common advertisements for stereotypes, social values, context and target audience

advertise a product aimed at a target audience. Complete research, surveying the specific target audience, before creating an advertisement acknowledging feedback and characteristics identified through research

create a 'pitch'/advertisement for a useless product

explore the differences and find examples of qualitative and quantitative advertising materials

identify ways in which social media is contributing to the world of advertising

Unit 3 Narrative

In this Unit learners are introduced to the idea that narratives are intrinsic to media work and the narrative elements of character, setting, conflict and resolution are essential components of storytelling.

Codes and conventions are tools used in the construction and deconstruction of narratives.

Learners discuss the way producers construct preferred meanings and viewpoints.

Learners understand and demonstrate how selection processes construct meaning, realism and viewpoints in a range of media.

Examples of learning activities

Learners:

create a documentary film or radio drama about a local character

use English Writing pieces from peers as stimulus to create media products

deconstruct the devices used to support or enhance the narrative in a given Media product

working in small groups, create and organise a school film festival that includes the submission of student made films

use a graphic organiser such as a lotus diagram to demonstrate the interlinking of story and/or production elements in key scenes from a text

identify generic conventions appropriate to the texts selected for study and investigate how these are applied in the texts

create a series of screen or sound grabs that illustrate character development in narrative texts

use a production sound design grid to chart the production and story elements of a radio narrative

Unit 4 Production

In this Unit learners employ media technologies and processes in their specialisation to produce major and minor works. This unit runs concurrently.

Examples of learning activities

Learners:

attend 'workshops' or 'masterclasses' to learn new techniques and technologies in their area of specialisation

develop media products using appropriate skills and techniques for aesthetic and structural quality

create a class blog detailing techniques and processes, codes and conventions and other relevant advice to fellow students in their area of specialisation

interview a media professional and produce a response detailing the specialist skills they use in the media production process

attend the filming of a television program/recording of a radio show/production of a newspaper or magazine and review the experience with attention to production stages, the media product and the specialist roles

evaluate the possibilities and limitations of currently available equipment and reflect on how this equipment can be used to the best of its ability to support future productions

research the design conventions and practices of the medium in which a proposed production will be created

experiment with effects in the software that may be used in the creation of a media production

research and teach a classmate a complex process such as colour grading or creating layers that can be used in the creation of a media production

using a class web page, share and rate links to online tutorials for media production skills and techniques in the media forms in which students are working

write collaborative instruction manuals for equipment, applications and processes

complete a written planning document for the media production, which may take the form of a screenplay if they are creating a film, a magazine article if they are creating a print production or a script to support a radio drama

investigate and resolve occupational health and safety issues in the production of their proposal

collect and annotate examples of works and techniques in the medium in which they plan to work to explain how these works will inform their own production

SUPPORTING STUDENT RESPONSES AND ELABORATIONS

The course aims to develop skills and knowledge and enable learners to create, and respond to, media products, concepts, techniques and issues. Student research, practical experience and responses may be supported by:

- facilitating collaborative group projects where learners are able to work together to create in a supported and non-threatening environment
- modelling of practical work by teacher, industry contacts etc.
- forming community partnerships with media organisations to support and enhance student learning opportunities (university, production companies, media professionals etc)
- creating supportive group discussion where opinions are respectfully heard; encouraging all learners to contribute to group discussions
- encouraging a wide range of activities in both the practical component as well as the theoretical component; project based learning activities, viewing of media personnel at work, shadowing technicians or

presenters, studio/production tours, guest speakers etc. Flexibility of delivery is desirable and outcomes can be further supported and achieved through guided online or library research (You Tube, websites, recorded interviews with media personnel, documentaries etc.)

- utilising a range of communicative skills: writing short response, template responses, creating visual charts/timelines, posters, illustrated workbooks/diaries and multimedia presentations to increase understanding and support learning styles

In Media Production, learners are required to reflect on and respond to Media works. Written responses/reflections must word processed. Learners complete 3 major written pieces plus a Folio. It is important that providers are able to support the literacy skills required to complete these pieces to a high standard. This may include:

- Modelling of responses
- Deconstruction and reconstruction of sample responses
- Collaborative responses
- Appropriate essay structure
- Topic sentences
- Appropriate referencing and citations
- Use of examples
- Justification/explanation of decision making in formal writing



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