



**MEDIA PRODUCTION
FOUNDATIONS
TEACHING AND LEARNING
SUPPLEMENT**

Teaching and Learning Supplement

MEDIA PRODUCTION FOUNDATIONS (MSM215117)

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 Foundations* level 2 Teaching and Learning Supplement must be read in conjunction with the Media Foundations level 2 course document. 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 Foundations is designed to introduce students to media study and media production (in one of the following areas: Screen, Radio, Print and Digital Media or Convergent 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 course supports practical and theoretical skill/knowledge acquisition with a focus on communicating meaning through media products. Learners explore what constitutes media in its various forms and what the role and function of media is in today's society.

The Media Foundations course is designed as a standalone course of study and also provide learners with the skills and knowledge which will enable them to continue on to further studies in subjects such as Media Production 3.

The course is comprised of 4 units of study. Units are delivered sequential and culminate in an original project which demonstrates learner's capacity to use their acquired skills, knowledge and understandings to create an original media product.

COURSE CONTENT

	Unit Title	Indicative Times
Unit 1	What is Media?	25 hrs
Unit 2	Points of View	25 hrs
Unit 3	Creative Story-telling	35 hrs
Unit 4	Original Project	65 hrs

TEACHING AND LEARNING

Unit 1
What is Media?
In this Unit learners explore the concept and definitions of 'media' and examine traditional and 21st Century forms.

Learners explore the way media is constructed and produced. They examine the functions and purposes of media, and popular genres.

Learners are introduced to the languages of the media. They examine the media that surrounds them and consider how audiences interpret media representations.

Learners view, listen to, assess and interact with common media work from their everyday world. They also generate ideas and, with assistance, learn basic production skills and processes as they apply their knowledge and creativity in their media works.

Examples of learning activities

Learners:

- analyse and evaluate their own media consumption via a 1 week log book/sheet, share results and prepare a visual organiser to depict the similarities and differences across the class.

- investigate key players in media: Who makes media today? (traditional vs convergent media)

- interview parents/guardian about media consumption in their youth; present in chosen form (radio, print, video, convergent)

- interview class mates/peers about media beliefs and understandings

- create short media tasks in their chosen form e.g. a one minute movie

- deconstruct media product and recreate for a different product/topic/context

- participate in practical workshops to develop their technical skills

- stage a competition for best ad, best news article, best community service announcement etc.; have class members submit examples from current media and class analyse and deconstruct before awarding 'winners'

- create a news story on a current or 'fantastical' happening at their school

- look at alternate presentations of a news story and discuss in small groups how facts can be interpreted/presented differently

Unit 2

Points of View

In this Unit learners focus on point of view. Learners explore how a point of view can be constructed. They analyse media works of others and create a point of view in their own media productions.

Learners examine ways in which information and specific codes, conventions and techniques are selected and used to present and construct both meaning and a particular point of view. They learn about production processes and some of the controls that influence decision making in media production. Learners develop strategies and production skills when creating their own media work.

Learners have the opportunity to choose different media genres and styles, and examine ways in which codes, conventions and techniques are used to dramatise and re-present reality. They consider the needs of an audience when constructing point of view in their own media products.

Learners assess and reflect on the media works of self and others.

Examples of learning activities

Learners:

- complete a same topic different genre activity to examine codes and conventions and their effects

- create two opposing advertisements for their school which depicts it as a 'holiday camp' type atmosphere and as a 'prison'

- watch the *Gruen Transfer* and reflect on media points of view/opinion

- work with a music/drama class to create promotional material that reflects target audience

- work in opposing teams to create a community service product for an issue that show opposing views or perspectives on the chosen issue

- explore dramatic effects in their chosen form; create a blog detailing their investigations

use codes and conventions for a chosen effect to create a 'selfie' that shows how they believe others see them

explore gender and other stereotypes in the media

redesign a 'terrible' advertisement. Explore why was it 'terrible' and what are some alternatives

Unit 3

Creative Story-telling

In this Unit learners explore the ways in which stories can be communicated through media production. They use media skills and processes to explore, retell, appropriate and adapt stories and ideas into media formats.

Learners develop an understanding of effective story-telling and how to structure a story.

Learners consider how the experiences of audiences influence their responses to media and how media work is shaped by the production context and through the production process.

Learners analyse, view, listen to and interact with relevant media work that informs their own story-telling experiences.

Examples of learning activities

Learners:

draw a name and object from a hat and create a short narrative

create storyboards for a narrative that are swapped and then created by another group

adapt traditional fairy tales into new media forms

use urban legend as stimulus for a narrative product

analyse successful and unsuccessful storytelling in various media forms

explore media narratives from various cultures and discuss how context shapes media works

use story starters and stimulus items to help develop a story

discuss censorship, classification and their impact on the ability to tell a story

view/listen to examples that illustrate the impact of genre (codes/and conventions) on stories. Discuss the differences and implications

Unit 4

Original Project

In this Unit learners will develop an original media project through negotiation with their teacher. They will develop and collate support material that documents their process.

Examples of learning activities

Learners:

use annotated examples of production documentation to support their own work

view an existing media product accompanied by pre and post production material; discuss the links and decision making that can be extracted from the documents

develop pre-production documents to support Original Project

reflect on post production in a formal reflection/analysis

adapt a well-known story into a new context

select a task created in a previous unit. Use feedback and growing understandings to develop into a lengthier, more substantial media work

explore lessonbucket.com for ideas and inspiration to commence original project

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 Foundations, learners are required to reflect on and respond to Media works. Written responses/reflections must word processed. The style (essay, project, report) is not prescribed. Responses/reflections where 'written' form is not a requirement may include: oral report; Powerpoint presentation; annotated works; writing (essay, project or report styles); poster; interview or equivalent. Teachers are advised to differentiate according to learner need and ensure learners have the ability and necessary support to respond appropriately.

Learners, particularly those who intend to continue their studies in Media level 3, should be supported, as appropriate, to develop their literacy skills (particularly regarding written responses). This may include:

- Modelling of responses
- Supporting understanding of appropriate essay structure
- Cloze tasks
- Deconstruction and reconstruction
- Collaborative responses



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