

The Arts

Learning Area Program Overview



2017

Year: 9 Course: Media Arts

Classes:

Teacher: C. Smith, S. James, J.

Week	Coursework Topics and Texts	Evaluation Strategies / Weighting
Term 1 1	<p>Introduction to Media Studies</p> <p>Lesson 1: Class rules and procedures in using equipment in media classroom. Setup student work folders on Media Drive. Label and file SD cards and check student backup devices. Introduction to framing and composition. Cut and Paste activity. Stick on back wall if correct.</p> <p>Lesson 2: Presentation on Framing and Composition principles. Watch videos online. Introduce Task 1.</p>	<p>Computers set up properly. Check they can log in and access Media Drive. Students will be evaluated on attitude, work habits, problem-solving skills relating to organisation of media and technical resources.</p> <p>Distribute/Introduce Task 1, Still Image Sequence and Film Analysis (Responding/Making)</p>
2	<p>Content: Framing and Composition</p> <p>Lesson 1: Students choose a scenario from options provided. In groups students will draw planning shot list and storyboards to demonstrate camera framing and movement for simple story.</p> <p>Lesson 2: Students will complete shot list and storyboards. If documentation is complete, students may begin taking photos for <i>Still Image Sequence</i>.</p>	<p>Ongoing observational assessment of student group work and brainstorming sessions.</p>
3	<p>Practical Week (Stills)</p> <p>Lesson 1 and 2: Using stills cameras students will take stills pictures to complete <i>Still Image Sequence</i>. Pictures will be captured to computer sorted/cropped and submitted on Media Drive or Student Café for assessment.</p>	<p>Ongoing observational assessment of student group work and brainstorming sessions & photography.</p> <p>Still Image Sequence Completed (Making)</p>
4	<p>Content: Camera Movement</p> <p>Lesson 1: Presentation on Camera Movement principles. Follow-up activity – students rewrite shot-list from <i>Still Image Sequence</i> completed in week 3 and add relevant camera movements.</p> <p>Lesson 2: Introduce <i>Film Analysis</i> activity. View short film and analyse framing and movement as a class.</p>	<p>Ongoing observational assessment of student group work.</p> <p>Discuss Film Analysis requirements (Responding)</p>

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5	<p>Content: Response Task</p> <p><i>Lesson 1:</i> View short film and analyse framing and movement individually.</p> <p><i>Lesson 2:</i> Complete and submit <i>Film Analysis</i> activity to Media Drive or Student Café for assessment.</p>	<p>Film Analysis Completed (Responding)</p> <p>Due: Task 1, Still Image Sequence and Film Analysis (Making / Responding), 15%</p>
6	<p><i>Lesson 1 and 2:</i> Introduction to Advertising - view 'The Greatest Movie Ever Sold'</p>	
7	<p>Content: Advertising and Demographics</p> <p><i>Lesson 1:</i> Discuss questions from http://lessonbucket.com/advertising on the film.</p> <p><i>Lesson 2:</i> Advertising and demographics presentation.</p>	
8	<p>Content: Advertising Analysis Task</p> <p><i>Lesson 1 and 2:</i> In-depth analysis of a TVC as a class to model expectations of in-class analysis.</p>	Distribute/Introduce Task 2 (Responding)
9	<p>Content: Advertising Analysis Task</p> <p><i>Lesson 1:</i> Students analyse chosen TVC <u>or</u> unseen TVC (teacher discretion).</p> <p><i>Lesson 2:</i> Students to complete analysis of chosen TVC.</p>	TV Advertisement Analysis Completed
10	<p>Practical Week (Video)</p> <p><i>Lesson 1:</i> Using video cameras students will begin filming each shot from their shot-list created in Term 1, week 2.</p> <p><i>Lesson 2:</i> Using video cameras students will continue to film each shot from their shot-list for Task 3.</p>	<p>Ongoing observational assessment of student group work and videography.</p> <p>Distribute/Introduce Task 2 - Discuss group formation for TVC</p> <p>Term 1 Ends</p>

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<p>Term 2 1</p>	<p>Practical Week (Video)</p> <p><i>Lesson 1:</i> Using video cameras students will complete filming for editing session.</p> <p><i>Lesson 2:</i> Using video cameras footage will be captured to computers and viewed by teacher for assessment.</p>	<p>Ongoing observational assessment of student group work and videography.</p>
<p>2</p>	<p>Content: Video Editing</p> <p><i>Lesson 1:</i> View documentary 'The Cutting Edge' on film editing.</p> <p><i>Lesson 2:</i> Presentation on editing principles.</p>	
<p>3</p>	<p>Practical Week (Video Editing)</p> <p><i>Lesson 1:</i> Practical demonstration #1 on using Premiere Pro (students to use footage that has been filmed Term 1).</p> <p><i>Lesson 2:</i> Students to edit footage into a coherent sequence.</p>	<p>Ongoing observational assessment of editing process.</p>
<p>4</p>	<p>Practical Week (Sound Editing)</p> <p><i>Lesson 1:</i> Practical demonstration #2 on using Logic Pro (students to use sequence created in Term 2, week 3).</p> <p><i>Lesson 2:</i> Students to complete sound edit of sequence. Footage to be viewed by teacher for assessment.</p>	<p>Ongoing observational assessment of editing process.</p> <p>Complete AV Editing activity (Making)</p>
<p>5</p>	<p>Practical – TVC Pre-Production</p> <p><i>Lesson 1:</i> Pre-production of TVC begins</p> <p><i>Lesson 2:</i> Pre-production of TVC complete (students to complete as homework if not done, can submit at start of first production lesson)</p>	<p>Complete TVC Pre-Production Booklet (Making)</p>

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6	<p>Practical – TVC Production (filming)</p> <p><i>Lesson 1:</i> Production of TVC begins <i>Lesson 2:</i> Production of TVC continues</p>	Teacher observation of production skills and group management skills.
7	<p>Practical – TVC Production (filming)</p> <p><i>Lesson 1:</i> Production of TVC continues <i>Lesson 2:</i> Production of TVC complete</p>	Filming Completed
8	<p>Practical – TVC Post-Production (editing)</p> <p><i>Lesson 1:</i> Editing of TVC begins <i>Lesson 2:</i> Editing of TVC continues</p>	Ongoing observational assessment of editing process.
9	<p>Practical – TVC Post-Production (editing)</p> <p><i>Lesson 1:</i> Editing of TVC continues <i>Lesson 2:</i> Editing of TVC complete</p>	Ongoing observational assessment of editing process.
10	<p>Content – Export and Evaluation</p> <p><i>Lesson 1:</i> Students to export completed TVCs and submit to teacher for assessment.</p> <p><i>Lesson 2:</i> Viewing of completed TVCs and evaluation forms completed.</p>	<p>Complete TVC (Making) and Evaluation (Responding)</p> <p>Due: Task 2, Television Advertisement (Making), 30%</p> <p>Term 2 Ends</p>

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Semester 2

Week	Coursework Topics and Texts	Evaluation Strategies
Term 3 1	<p><i>Lesson 1:</i> Elements of Magazine Covers PowerPoint. Codes and conventions of magazine covers. Magazine cover activity.</p> <p><i>Lesson 2:</i> Introduction to Photoshop Mag Cover/After Effects SFX Task 4. Discussion of print media and the purpose and structure of magazine covers. Bring in some sample magazines for students to look at, discuss quality of content and paper stock etc. Students to decide what type of cover they will recreate and draw rough draft. Explain requirements of pre-production documentation for Magazine Cover – due end of week 3 (can be homework).</p>	Distribute/Introduce Task 3, Magazine Cover (Making)
2	<p>Practical (Photoshop workshop)</p> <p><i>Lesson 1:</i> Photoshop tutorial introducing the technical specifications for magazine layouts. Students create individual template and save to Media Drive. Show students basic tools in Photoshop; students recreate an image, using files provided by teacher.</p> <p><i>Lesson 2:</i> Planning session for photo shoot. Students make prop/costume list and finalise design for magazine covers to be approved by teacher.</p>	<p>Ongoing observational assessment of student work.</p> <p>Approval of design and props/costuming for photo shoot.</p>
3	<p>Practical (Photo shoot) – negotiate use of I23 this week</p> <p><i>Lesson 1 and 2:</i> Demonstration - use of lighting equipment and DSLR cameras, lighting setup. Students bring props and have a well-lit photo taken on a DSLR. After photo has been taken, students upload material to Media Drive without delay using the computers in I23 and complete pre-production documentation.</p>	Complete Magazine Pre-Production documentation

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4	<p>Practical (Magazine cover production)</p> <p><i>Lesson 1:</i> Organise photos. Students produce their own magazine covers using Photoshop.</p> <p><i>Lesson 2:</i> Continued use of image manipulation software- Adobe Photoshop.</p>	Ongoing observational assessment of Photoshop process.
5	<p>Practical (Magazine cover production)</p> <p><i>Lesson 1:</i> Complete magazine covers, export as image file and submit to Media drive.</p> <p><i>Lesson 2:</i> Viewing and critique of peer magazine covers. Evaluation completed.</p>	Due: Task 3, Magazine Cover (Making), 15%
6	<p>Content – History of SFX in film</p> <p><i>Lesson 1:</i> Presentation/Discussion of history of SFX, emerging technologies.</p> <p><i>Lesson 2:</i> Analysis of past student SFX productions. Students choose SFX they would like to attempt. Choose production partner, brainstorm ideas for scene. Find professional example.</p>	Check student understanding of use of layers in After Effects and how this is similar to layers in Photoshop.
7	<p>Practical (After Effects workshop)</p> <p><i>Lesson 1:</i> After Effects tutorial introducing the basic tools. Students create individual AE work file and save to Media Drive. Show students basic tools in AE; students recreate a SFX, using files provided by teacher.</p> <p><i>Lesson 2:</i> Continue AE tutorial. Explore and experiment and research the particular effect they want to implement. Continue pre-production planning including props and storyboard.</p>	After Effects practical tutorial/workshop Pre-production planning

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8	<p>Practical (Production) – negotiate use of I23 this week</p> <p><i>Lesson 1:</i> Finish storyboard. Present props and costumes to teacher and store in secure location at school (teacher discretion).</p> <p><i>Lesson 2:</i> Pre-production documentation due. Film the three shots for the special effects sequence and upload to computer.</p>	Complete SFX Pre Production documentation
9	<p>Practical (Production) – negotiate use of I23 this week</p> <p><i>Lesson 1 and 2:</i> Film the three shots for the special effects sequence and upload to computer.</p>	Production
10	<p><i>Lesson 1:</i> Final lesson for filming.</p> <p><i>Lesson 2:</i> Save all footage into correct folder on Media Drive. Check compatibility of files to ensure editing can start straight away in Term 4.</p>	Production Post Production Term 3 Ends

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Term 4 1	Practical – SFX Post-Production (editing) <i>Lesson 1 and 2: Task 4 Special Effects Task. Edit and manipulate footage in After Effects.</i>	Post Production
2	Practical – SFX Post-Production (editing) <i>Lesson 1 and 2: Task 4 Special Effects Task. Edit and manipulate footage in After Effects.</i>	Post Production
3	Practical – SFX Post-Production (editing) <i>Lesson 1: Demonstrate basic Lumetri Colour functionality. Apply Premiere Pro Lumetri Presets.</i> <i>Lesson 2: Sound for special effects sequence created in Logic Pro.</i>	Production - recording audio. Practical workshop on using Logic Pro for recording and mixing sound.
4	Practical – SFX Post-Production (editing) <i>Lesson 1 and 2: Finalise editing.</i>	Post Production
5	<i>Lesson 1: Complete export of video file, combining special effects with audio.</i> <i>Lesson 2: Review, screen and self-evaluation.</i>	Complete SFX Video Complete Task Evaluation Due: Task 4, Production SFX Video (Making/ Responding), 25%
6-10	COMMUNITY SERVICE, e.g. <ul style="list-style-type: none"> • Media industry volunteering project. • DiskBank recycled DVD/CD project (raises money for the school). • Editing of College highlights video (year 9 focus – then it could be included in their own Year 12 video). 	Announce Community Service project

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