VCE Media

Unit 2
Implementation

Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.

Outline

- **Study specifications VCE Media**
- **Unit 2 overview: Narrative, Genre and Style; Narratives in Production; Media and Change**
    - Key Knowledge and Key Skills
    - Ways into designing formative and summative assessments
    - Sample timeline

Study specifications

- **Media literacy**
- **Media products**
- **Media forms**
- **Media technologies**
- **Media contexts**
- **Audience**
- **Media language**

These are examinable terms and concepts that run through the study

Study specifications

Media narratives

- Fictional and non-fictional media stories in all media forms.

- A narrative is composed of story and plot. The term 'story' refers to all events that contribute to the narrative, while 'plot' refers to how the story is structured or told.

- Narratives are the depiction of a chain of events in a cause-and-effect relationship occurring in physical or virtual space over a period of time.

- Stories are constructed using the elements of plot in the form of a systematically organised series of interconnected images, sounds and/or words using media codes and conventions.

- The creator and the audience share an understanding of both the construction, distribution, consumption and reception of stories.

- Digital media forms enable creators and participants to develop and distribute stories in hybrid forms, including collaborative and user-generated content, which challenges the traditional understanding of story forms and advances new modes of audience engagement.

Study specifications

Media contexts

- Media contexts refers to the societal context in which media products are produced and read.

- The study of media contexts is an examination of factors (including social, cultural, economic, political and/or historical) that may influence production and audience readings.

- Media contexts are explored through an analysis of these factors and how they are reflected in media products studied, and how these products may implicitly or explicitly comment on, reflect on, develop, reject or ignore dominant views and values.

- Media products should be viewed in the light of the contexts in which they are produced and received.

Study specifications

Media codes

Technical and symbolic tools are used to construct meaning in media forms and products. Media codes may include the use of camera, acting, mise en scene, editing, lighting, sound, typography, colour, visual composition, text and graphics and paper stock for print.

Media conventions

Media conventions are rules or generally accepted ways of constructing meaning or organising media products. Conventions may refer to:

· conventions of media forms and products: the rules and common practices for constructing and organising media forms and products

· genre conventions: the rules that define genres are subject to debate and change, revealing cultural assumptions about the significance of media products; the type of audiences who consume media products; and practices of the media industries

· narrative conventions: common narrative structures, such as character, character arcs and three-act structures.

Study specifications

Audience

All media products are distributed to audiences who consume them in different ways.
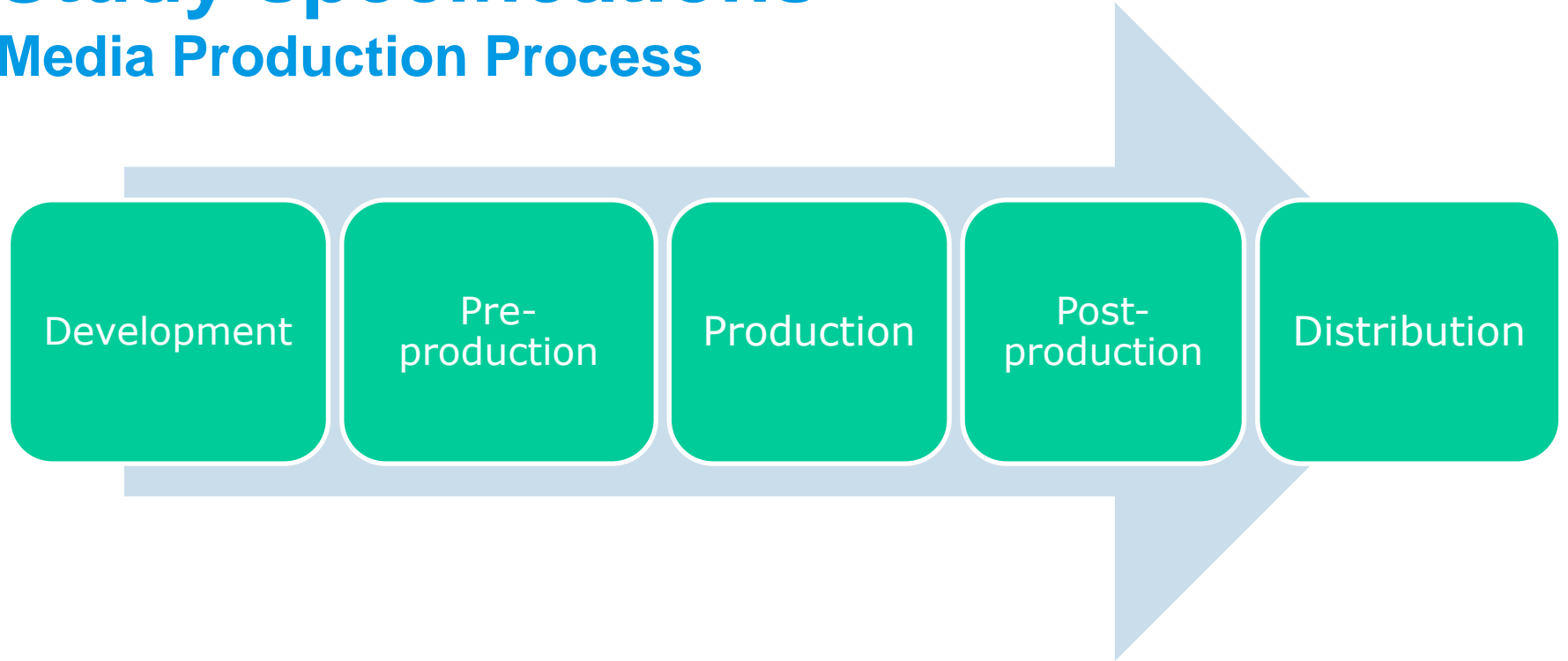
Factors such as technology, critical media literacy and the context of creation and consumption can alter the way audiences receive, engage with and respond to media products.

- **Audience reception: This refers to both the physical way audiences consume media products and the context of the time and place in which they receive it.**
- **Audience engagement: This refers to how audiences are affected emotionally and cognitively by a media product and how these ways of engaging combine to form complex meanings and experiences.**
- **Audience response: This refers to the way a media product may influence audiences to act or change their behaviour.**

All media products are made for target audiences, defined by their cultural, social and historical contexts and demographics, as well as individual traits such as age, gender and values.

Study specifications
Media Production Process

Development | Pre-production | Production | Post-production | Distribution

Unit 2 Overview

Unit 2: Narrative across media forms

Area of Study 1	Area of Study 2	Area of Study 3
Narrative, style and genre	**Narratives in production**	**Media and change**
Key question	**Key question**	**Key question**
How do media creators develop their style?	How can we use the production process to create our own media narratives?	What is the impact of new media technologies on us as individuals and as a society?
Focus	**Focus**	
Media narratives, codes and contexts, as well as the Narrative and Genre conventions of selected texts. Audience engagement, consumption and reception.	Media production process, codes and conventions of selected media forms. The safe, ethical and legal use of Media technologies.	Focus Media literacy, media language, Audience reception, engagement and response to new media technologies. Contemporary social, legal and ethical issues in the media industry.
Formative Assessment	**Formative Assessment**	**Formative Assessment**
Documented research and reflection related to a selected media narrative.	Media production plan that documents the development, pre-production, production and post-production of a collaborative media narrative.	Documented research and reflection on an aspect of the media industry from the last two years.
Summative Assessment	**Summative Assessment**	**Summative Assessment**
Analytical response, either written, multimodal or oral, that demonstrates a student's understanding of the Key Knowledge of the outcome.	Refined media narrative and accompanying reflection that documents the specific roles and responsibilities of each member of the production team responsible for the product.	Analytical response, either written or multimodal that demonstrates the key skills and knowledge of the outcome.

Unit 2 Area of Study 1

Outcome On completion of this unit the student should be able to analyse the style of media creators and producers and the influences of narratives on the audience in different media forms.
Key Knowledge
• the development and communication of a distinctive style by media creators and producers in the construction of narratives • the manipulation of media codes and conventions by media creators and producers in the construction of narratives in different media forms • the influences of historical and cultural contexts on the construction of narratives • the use or subversion of genres by media creators to engage audiences • audiences and their engagement and how these understandings influence the construction, production, distribution, consumption and reception of narratives • the influence of narratives on audience engagement, consumption and reception • media language used to analyse and discuss the style and context of media narratives.

Unit 2 Area of Study 1

Outcome On completion of this unit the student should be able to analyse the style of media creators and producers and the influences of narratives on the audience in different media forms.
Key Skills
• describe the distinctive style of media creators and producers • explain how media codes and conventions are manipulated by media creators and producers • discuss how media creators use or subvert genre to engage audiences • investigate the influences of historical and cultural contexts on the construction of narratives • discuss the way personal values relate to individual interest and engagement in narratives • analyse the influence of narratives on audience engagement, consumption and reception • use media language to analyse and discuss the style and context of media narratives.

Unit 2 Area of Study 1:
Approaching Summative Assessments

- **You are tasked to create a short 6-12 minute video essay that features a voice over narration describing how an auteur's style of narrative spans across different media forms they produce in.**
- **Alternatively, you may prefer to explore how:**
  - **Different stories** are constructed in different forms and/or styles
  - The **same story** is constructed in different forms and/or genres
  - The **same genre** appears in different media forms
  - Narratives in **analogue** forms of media differ from those created in **digital** forms

Examples of

Dystopian Narratives   **Alice Oseman's Heartstopper**   **George A. Romero**   **Hayao Miyazaki**

Unit 2 Area of Study 1:
Approaching Formative Assessments

- **Quizzes on the effects of codes, conventions, structure, and context**
- **Class evaluation of video essay scripts using assessment rubric**
- **Editing together provided assets for the intro of a video essay**

Understanding the video essay form

Research activity to understand the impact of context on the narrative construction of filmmakers

Video Essay Script Template

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Area of Study 2

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Unit 2 Area of Study 2

Outcome
On completion of this unit the student should be able to apply the media production process to create, develop and construct narratives.
Key Knowledge
• media production processes and their relationship to specific media forms • construction of narratives using the media production process • the roles and responsibilities within different stages of the media production process • technical skills used in the operation of media technologies • ethical, legal and community constraints in the production and distribution of media products • media language appropriate to the design, production and evaluation of media products.

Unit 2 Area of Study 2

Outcome On completion of this unit the student should be able to apply the media production process to create, develop and construct narratives.
Key Skills
• design and produce narratives using the stages of the media production process • undertake roles and responsibilities within the media production process • apply technical skills in the operation of media technologies • develop and produce narratives within ethical, legal and community constraints • use media language appropriate to the design, construction, production and evaluation of media productions.

Unit 2 Area of Study 2:
Approaching Summative Assessments

- **Assessment 2.1: You will work in a pair with one of your peers to produce a shot-for-shot recreation of a sequence from one of the media products you have analysed in your video essay assessment.**
  First, decide between yourselves:
  - which sequence you would like to recreate - what's realistic within a single lesson timeframe, and then
  - who will take what role for this first production
- **Assessment 2.2: You will work in the same pair as you did for Assessment 2.1 to produce a documentary profiling a member of the Swinburne Senior Secondary College Community.**
  The documentary may explore:
  - The creative process
  - A slice of life daily routine
  - A constructive relationship between two individuals
  - How to maintain your wellbeing during VCE
  - Overcoming challenges

Unit 2 Area of Study 2:
Approaching Formative Assessments

- **Practical exercises on:**
  – Shooting a scene to test the 180/30 degree rules
  – Breaking down the script according to production role (e.g. director, Art Director, Continuity)
  – Interviewing techniques and mic choices
  – Capturing B-Roll
- **Theory exercises on:**
  – Doco modes
  – Function of A-Roll and B-Roll

Breaking down the script

Shooting a shot-reverse-shot scene

Bill Nichols' Documentary Modes

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Unit 2 Area of Study 3

Outcome On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.
Key Knowledge
• the nature and forms of new media technologies • characteristics of new media audiences • the ways audiences interact and engage with the media as a result of the growth of technologies across media forms • the influence of technological development, audiences, the individual, media industries and institutions • social, ethical and legal issues in the media industry in the last two years.

Unit 2 Area of Study 3

Outcome On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.
Key Skills
• identify the nature and forms of new media technologies • discuss the characteristics of new media audiences • explain the ways audiences interact and engage with the media as a result of the growth of technologies across media forms • analyse the influence of technological development, the individual, media industries and institutions • analyse social, ethical and legal issues in the media industry in the last two years.

Unit 2 Area of Study 3:
Approaching Summative Assessments

- **You are to research, plan and produce a 5-10 minute podcast with a classmate that demonstrates an investigation into how a media technology has impacted society. You will choose a form of media that has changed from its original analogue form pre-web 2.0 to one that is digital and/or hybridised, discussing the ramifications of this on society (i.e. individuals, the media industry, and other institutions).**
- **For a successful completion of this Outcome, the final media product must provide:**
  - A discussion of the **development** of traditional media into new media technology
  - A discussion of audience **engagement** and **interaction** with these media technologies
  - An analysis of the **influence** this change in media technology has had on society (on an individual, industrial and institutional level)
  - An application of media specific **terminology**
- **Plus, the catch is, you need to direct your product to one of the following target audiences:**
  - Grade 6 students
  - 70+ year olds
  - Newly arrived immigrants to Australia (EAL)

Unit 2 Area of Study 3:
## *Approaching Formative Assessments*

- **Practical exercises on:**
  - Creating a soundscape in Adobe Audition
  - Structuring podcasts
  - Scriptwriting for podcasts
- **Theory exercises on:**
  - Questionnaire based on The Social Dilemma
  - Series of worksheets/Google Forms based around current case studies of new media technologies

The Social Dilemma documentary

Australian Code of Practice on Disinformation and Misinformation
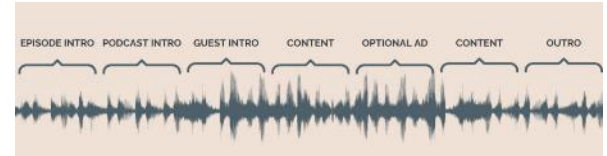
Structuring podcasts

Unit 2: *Sample Timeline*

Weeks	Formative	Summative
1 (17)	Intro of Unit 2 Course Outline + AoS 1 - conventions of a video essay, etc.	
2 (18)	Pitch delivered on proposed subject of video essay	
JUNE/JULY HOLIDAYS		
3	Video Essay Scripts due	
4	Record voice over for video essay and collate assets (largely at home)	
5	Video essay test screening - teacher & student feedback	
6	Exercises on production roles and duties + refresher on equipment	
7	Pre-Production for scene (from video essay) recreation due	Assessment 1: Narrative, Genre, & Style Assessment (Video Essay) due
8	Shoot scene recreation; Refresher on documentary modes	
9	Scene recreation & reflection due	Assessment 2.1: Narratives in Production (Scene Recreation) due
10	Pre-Production for documentary	

Unit 2: *Sample Timeline*

Weeks	Formative	Summative
11	Production/Post-Production for documentary	
12	Test screening of documentary - teacher and peer feedback	
13	Finalising edit of documentary; Introduction of podcast form & Media & Change	
14	Looking at Media & Change case studies; Pitch podcast ideas	Assessment 2.2: Narratives in Production (Documentary) due
15	Write podcast script & submit for feedback	
16	Record and edit podcast	
17	Record and edit podcast; Test listen	
18	Revision for end of year exam	Assessment 3: Media and Change (Podcast) due

Contact

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