Media Arts, Foundation to Level 10 – Think, Innovate and Create activities

The VCAA has developed the following resource for Media Arts. The resource includes a range of creative and imaginative activities across the content descriptions in all strands of Media Arts from Foundation to Level 10. The activities can be completed by students at home, if they are working remotely, or by students working in the classroom.

This resource has been developed to assist teachers by providing examples of activities in which students can demonstrate their understanding of the curriculum. Activities are grouped by band: Foundation, 1–2,
3–4, 5–6, 7–8 and 9–10. A table for each band includes the relevant achievement standard, plus a series of linked activities relating to the content descriptions in the Media Arts strands Explore and Represent Ideas, Media Arts Practices, Present and Perform, and Respond and Interpret. Teachers can choose to focus on specific strands and specific parts of the relevant achievement standard.

Teachers would need to prepare students for these activities with a range of teaching and learning activities. They may also wish to prepare guidelines for students to go with these activities. Teachers should monitor students’ completion of the activities and assess their work against the relevant achievement standard/s. Students could submit evidence of these activities for teachers to assess by taking photographs of their work and emailing them to the teacher, emailing completed documents to the teacher, or uploading their images and documents to the school learning management system.

Some of these VCAA activities link to educational resources on a range of gallery and exhibition websites, using the resources as sources of ideas. Teachers are encouraged to investigate the activities and information in these online resources and add to the VCAA activities as they see fit.

Media Arts, Foundation

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| **Achievement standard**  |
| By end of Foundation, students describe the media art works they make and view.They make and share media artworks representing stories with settings and characters. |
| **Strand and content descriptions** | **Possible activities** |
| Explore and Represent Ideas plus Respond and Interpret |
| Explore ideas characters and settings in images, sounds and multi-modal texts [(VCAMAE017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE017)Respond to media artworks by describing ideas, characters, settings and stories [(VCAMAR020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR020) | * The teacher or parent/carer finds a number of books that are also animations, such as *Horton Hears a Who!*, *Alice in Wonderland* and *Bluey*.
* Students identify the characters and setting of the stories. They discuss the differences between the texts using simple words that the teacher can write down.
* Once students have viewed or listened to the story, they retell what happened, to the teacher.
* The students view the animations a second time. They draw the main characters they see in the story. They use simple words to describe the characters.
* Students then develop their own story based on one of the main characters. They can tell the story to their parent/carer, who can then write the story down. Students may also want to draw a series of ‘scenes’ for their character.
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| Media Arts Practices plus Present and Perform |
| Use media technologies to capture and edit images, sounds and text [(VCAMAM018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM018)Present media artworks that communicate ideas [(VCAMAP019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP019) | * Students watch a simple teacher-selected video about making characters (such as one of the videos from [Art & Craft, ABC Kids Listen](https://www.abc.net.au/kidslisten/ideas/artandcraft/)) or explore an app that they can use to make and film a character (such as [Play School Art Marker, ABC](https://apps.apple.com/au/app/play-school-art-maker/id473900831)).
* Students select a character to make and film. They compose a simple story for their character. They film their character and record a voice-over telling the character’s story.
* If students do not have access to digital technologies, they can present their story as a series of drawings with some simple handwritten words.
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Media Arts, Levels 1 and 2

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| **Achievement standard** |
| By the end of Level 2, students describe the media artworks that they make and view, and describe where and why media artworks are made.Students use the story principles of structure, character, intent and setting, media technologies and the elements of media arts to make and share media artworks. |
| **Strand and content descriptions** | **Possible activities** |
| Explore and Represent Ideas plus Respond and Interpret |
| Experiment with ideas and develop characters and settings through stories using images, sounds and text [(VCAMAE021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE021)Respond to media artworks and consider where and why people in their local area, including Aboriginal and Torres Strait Islander peoples, make media artworks [(VCAMAR024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR024) | * Students look at a range of picture books that they have at home. They identify the images and text in one story. They explain what each image represents, using simple words and sentences.
* Students discuss why the book has been made (for example, to tell a story; to tell the reader about an animal, person or thing; to explain a process).
* Students view a series of online animations of their choice. They retell the story in one animation using structured sentences. They identify the characters and setting of the story.
* Students take a series of photographs or draw areas around their home that have been important to them during remote learning. Students could also draw their family members and explain why these people are important to them.
* Students use their photographs or drawings to form the basis of a picture book that will tell a story about remote learning. They plan their story by arranging their drawings or images. They discuss the purpose of their story, who is in the story, and in which rooms in their home and areas around their home the story takes place.
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| Media Arts Practices |
| Use media technologies to capture and edit images and sounds and text to tell stories [(VCAMAM022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM022) | * Students import their photographs into a software application such as iMovie, iPhoto or Microsoft Photo Story. The teacher shows students how to apply filters to their images to enhance the photos. Students can add text in the software application or narrate the story. They then record the story.
* If students do not have access to digital technologies, they could paste their drawings together on a larger sheet of paper and write sentences to go with the pictures.
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| Present and Perform |
| Create and present media artworks that communicate ideas and stories to an audience [(VCAMAP023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP023) | * Students present their stories to their peers. They explain why they wanted to tell the story and why they chose the settings and characters.
* Students evaluate their work, referring to the characters and the design of the story, by asking: What is the most important part in my story? Why? What was the best thing about making my story?
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Media Arts, Levels 3 and 4

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| **Achievement standard** |
| By the end of Level 4, students describe similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. They identify the characteristics of audiences who view media artworks and the social, historical and cultural contexts in which media artworks are viewed. Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience.  |
| **Strand and content descriptions** | **Possible activities** |
| Explore and Represent Ideas |
| Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text [(VCAMAE025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE025) | The following activities focus on students planning and presenting a short news story on their experiences with remote learning during the COVID-19 pandemic, focusing on positive experiences where possible. The story can be presented as a video, photo story, podcast, or news article that contains drawings, photos and text.* Students and the teacher view at least three stories on the [ABC Behind the News website](https://www.abc.net.au/btn/stories/). For each story students write a list of information about the people in the story: Who is the story about? Who are the main characters? What sort of pictures tell the story about these characters?
* Students also view the following videos about reporting a news story and filming a news story.
* ['Rookie Reporter Training' video, Behind the News (ABC)](https://www.abc.net.au/btn/rookiereporter/rookietraining/)
* ['Lights, smartphone, action!' video (ABC Education)](https://education.abc.net.au/home#!/media/1918840/).
* Students make a list of topics that they could write a news story on. The topics need to be related to their experiences during the COVID-19 pandemic. They need to ask themselves: What is the story about? Who is going to be in the story? Where will the story be filmed? They devise a series of questions for interviews or a list of sub- topics that they will include.
* For inspiration, students can watch the following videos on mindfulness and positive thinking:
* ['Kids explain mindfulness' video (YouTube)](https://www.youtube.com/watch?v=awo8jUxIm0c)
* ['Healthy minds' video (ABC)](https://www.abc.net.au/btn/classroom/healthy-minds/10525858)
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| Media Arts Practices |
| Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories [(VCAMAM026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM026) | * Students plan their news story by either:
* drawing a series of sketches with questions they will ask their subject
* laying out rough sketches of the images as a storyboard and writing a draft of the accompanying text next to or beneath each image.
* Students then start filming, photographing or drawing the images for their story. They combine the images with the text and edit any photographs or footage using software applications such as iMovie or iPhoto.
* When they are evaluating their story for editing, students consider the length of the story. They show the draft to a class or family member, who evaluates the story looking at the relationship of the text or dialogue to the images. Students make further adjustments to their text.
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| Present and Perform |
| Plan, create and present media artworks for specific purposes with awareness of responsible media practice [(VCAMAP027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP027) | * Students display their stories online on a class webpage or school intranet. They prompt others to provide a review of their stories by asking questions such as: Who is the story about? What is the message in the story? How does the story make you feel? Why?
* Students could also interview class members and put together sound bites of the audience engagement and interest in the story.
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| Respond and Interpret |
| Identify intended purposes and meanings of media artworks considering who makes media artworks and the characteristics of audiences who view them in different social, historical and cultural contexts, including media artworks of Aboriginal and Torres Strait Islander peoples [(VCAMAR028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR028) | * When students are planning their media project, they investigate other stories (see the activities in the Explore and Represent Ideas strand). When viewing these stories students should also investigate:
* Who made the media product?
* Who is the audience (people) who would be interested in the story?
* Where can the media story be viewed (such as online, in a newspaper, on television)?
* Students should compare these stories with older news articles in print media, or with historical documentaries, to understand the different technologies used to make the stories and their different purposes. How are people shown differently in older news stories?
* Students could also view stories with an Aboriginal and Torres Strait Islander focus, such as:
* ['Mutawintji: Place of green grass and water holes' video (ABC Education)](https://education.abc.net.au/home#!/media/3382880/mutawintji-place-of-green-grass-and-water-holes)
* ['The carving of Baiame at Bulgandry' video (ABC Education)](https://education.abc.net.au/home#!/media/3382816/the-carving-of-baiame-at-bulgandry)
* ['Morning star poles tell an artistic story' video (ABC Education)](https://education.abc.net.au/home#!/media/1758771/morning-star-poles-tell-an-artistic-story).
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Media Arts, Levels 5 and 6

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| **Achievement standard**  |
| By the end of Level 6, students explain how viewpoints, ideas and stories are shaped and portrayed in media artworks they make, share and view. Students use materials and media technologies to make media artworks for specific audiences and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions. They explain the purposes of media artworks made in different cultures, times and places for different audiences.  |
| **Strand and content descriptions** | **Possible activities** |
| Explore and Represent Ideas |
| Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text [(VCAMAE029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE029) | In the following activities students view a range of animations and plan their own simple stop motion animation or flip book: * Students view popular animations such as *Minions*, *Bluey*, *Dirtgirlworld*, *The Incredibles*, *Octonauts* and *Frozen*. They investigate how the characters are represented by answering the following questions: Who are the main characters in the story? Where do they live or go? What is the story they are telling?
* Students could also investigate flip books, such as by looking at the examples in ['Top 10: Flipbooks (oddly satisfying) ... compilation volume 1' video (YouTube)](https://www.youtube.com/watch?v=SGw6VREYkLE).
* Students select two animations to investigate the technical elements of the genre. They investigate the story of the animation, the settings (locations), the sounds used, and the use of text (if there is text). Students can create a table to list the characters, settings, sounds and text. They also write a synopsis of the story.
* Students list topics that they could use to create a short 1–2-minute animation. The topics could be drawn from subjects they are studying at school in Science or Humanities, or students could focus on a topic in one of the capabilities, such as Intercultural Capability or Personal and Social Capability. To help them plan their animation, students can watch some of the student animations from the Australian Centre for Moving Image Screen It awards (see the [Screen It ACMI channel on YouTube](https://www.youtube.com/channel/UCdJX0IpL2Rt6Dhkt596mO_g/videos)) or from the ATOM Student Awards (see ['Best Primary School Animation – That One Curious Apartment' video on YouTube](https://www.youtube.com/watch?v=TjtjHIwiKWU&list=PLdtDxud3eTk8X9iSsUo3llHV8lSJDEChh)).
* Students create a character to tell the story. They draw the character on a sheet of paper and add colour using pencils, pens and textas. Students then trace the character multiple times and plan which parts of the character will move.
* Using a series of small sketches, students plan the frames to move their character and animate their story. They write the dialogue for the story. The dialogue should be broken into steps to match the frames.
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| Media Arts Practices |
| Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories [(VCAMAM030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM030) | * Students view these videos about making animations before they make their own:
* ['How to make an animated short film' video (YouTube)](https://www.youtube.com/watch?v=I-zvS2fJTm8)
* ['How to draw a minion' video (YouTube)](https://www.youtube.com/watch?v=eoMNRezt1j4)
* [How to animate with Procreate video (YouTube)](https://www.youtube.com/watch?v=Onuy0Et9Qeo).
* Students can use iMovie, iPhoto or another application to film their animations. Before filming, they list the technology and equipment they will need and the list the steps to filming their production. They also list the lighting conditions required, plus any sound recordings, materials and equipment they may need.
* If students do not have access to digital technologies, they can create a simple flip book to animate their drawings. The following tutorial can help: ['How to MAKE A FLIPBOOK' video (YouTube)](https://www.youtube.com/watch?v=Un-BdBSOGKY).
* Once they have made their flip book or animation, students view the product and edit it so that the story and animation are sequential. They write down any changes that they needed to make to their product, such as deleting drawings, colouring drawings, and adding sound, text or dialogue.
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| Present and Perform |
| Plan, produce and present media artworks for specific audiences and purposes using responsible media practice [(VCAMAP031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP031) | * Students display their stories for their family, friends and classmates. They create a simple survey so the viewers can provide feedback about their animation, asking questions such as: Can you tell me the story in the animation? What is the best thing about the drawing in the animation? What could be done to improve the animation (such as writing an extra part to the story, putting in more sequences or adding more drawings)?
* Using the audience feedback, students write a self-evaluation of their animation. They could write about the production of the animation, the use of the technical elements of media (such as lighting, sound and movement) and the story principles (such as characters, story arcs and settings). (See more in the [Learning in Media Arts statements](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/media-arts/introduction/learning-in-media-arts) on the Victorian Curriculum F–10 website.)
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| Respond and Interpret |
| Explain how the elements of media arts and story principles communicate meaning and viewpoints by comparing media artworks from different social, cultural and historical contexts, including media artworks of Aboriginal and Torres Strait Islander peoples [(VCAMAR032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR032) | * The teacher reviews the elements of media arts and story principles in the [Learning in Media Arts statements](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/media-arts/introduction/learning-in-media-arts) on the Victorian Curriculum F–10 website.
* Using animations that they have already viewed (such as those from the activities in the Explore and Represent Ideas strand or the student animations from the Screen It or ATOM awards), students list the use of technical elements and story principles in two animations. The Australian Centre for the Moving Image has a resource on Aardman animation that can provide more information about the elements and principles: [The Magic of Aardman education resource](https://www.acmi.net.au/education/online-learning/magic-aardman-education-resources/).
* Students research the production and release dates of the animations they have chosen and see if they can locate an older animation, from the 1930s to current society. They could view ['A brief history of animation' video (YouTube)](https://www.youtube.com/watch?v=mbpLpxi9rJY&t=78s) or videos on zoetropes such as ['Zoetropes Create 3D illusions using light' video (YouTube)](https://www.youtube.com/watch?v=40__creuq7c) and ['Pixar's Zoetrope' video (YouTube)](https://www.youtube.com/watch?v=5khDGKGv088).
* Students write down the similarities between these historical animations and the contemporary animations they have seen. They could list the use of technologies, technical elements and story principles in the animations.
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Media Arts, Levels 7 and 8

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| **Achievement standard**  |
| By the end of Level 8, students identify and analyse how representations of social values and viewpoints are portrayed in the media artworks they make, distribute and view. Students use intent, structure, setting, characters and genre conventions to shape technical and symbolic elements for specific purposes and meanings. They evaluate how they and others use these genre conventions and elements to make meaning. They identify and analyse the social and ethical responsibilities of both makers and users of media artworks in social, cultural, historical and institutional contexts. Students produce representations of social values and viewpoints in media artworks for particular audiences. They use production processes, equipment and technologies to achieve their intentions. |
| **Strand and content descriptions** | **Possible activities** |
| Explore and Represent Ideas plus Respond and Interpret |
| Experiment with the organisation of ideas to structure stories through settings, genre conventions and viewpoints, in images, sounds and text [(VCAMAE033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE033)Develop media representations to show familiar or shared social and cultural values and beliefs [(VCAMAE034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE034)Analyse how technical and symbolic elements are used in media artworks to create representations influenced by genre and the values and viewpoints of particular audiences [(VCAMAR038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR038)Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making [(VCAMAR039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR039) | The teacher provides students with a list and definitions of technical elements, story principles (with a focus on genre conventions) and viewpoints, based on the [Learning in Media Arts statements](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/media-arts/introduction/learning-in-media-arts) on the Victorian Curriculum F–10 website. Students can choose to investigate stop motion animation or photography.Stop motion animation activities:* Students explore stop motion animations and focus on the genre conventions and viewpoints expressed in stop motion animations. They view a range of animations from the Aardman Animations group and Pixar, as well as student animations from the Australian Centre for Moving Image Screen It awards (see the [Screen It ACMI channel on YouTube](https://www.youtube.com/channel/UCdJX0IpL2Rt6Dhkt596mO_g/videos)) or from the ATOM Student Awards (see ['Best Primary School Animation – That One Curious Apartment' video on YouTube](https://www.youtube.com/watch?v=TjtjHIwiKWU&list=PLdtDxud3eTk8X9iSsUo3llHV8lSJDEChh)).
* Students view the [Papermeal animations by Yell Design](https://www.yelldesign.com/our-work/groups/papermeal-series-1/). They discuss the ideas that are represented in the animations, and they list the conventions of animations that they can see in the animations.
* From their investigations, students identify the viewpoint of one animation and how the story is represented using the genre conventions. The teacher should develop questions based on the following broad questions to guide students to analyse the animations: What is the story of the animation? What are the main technical elements and story principles of the animation genre that are used in the story? What main ideas did the creator intend to represent in the animation?

Photography activities:* Students view photographs from the [National Photographic Portrait Prize 2020 (National Portrait Gallery)](https://www.portrait.gov.au/exhibitions/national-photographic-portrait-prize-2020). They discuss the genre conventions of portrait photography and how the photographers have expressed the viewpoints in the images using technical elements and story principles.
* Students view the images from the exhibition [Portrait of Monash: The ties that bind (MGA)](https://www.portraitofmonash.mga.org.au/). Using similar questions to those provided by the teacher for the investigation of animations (above), students analyse how the photographs convey a viewpoint.
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| Media Arts Practices |
| Develop and refine media production skills using the technical and symbolic elements of images, sounds and text to represent a specific story, purpose and meaning [(VCAMAM035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM035)Plan, structure and design media artworks for a range of purposes that engage audiences using media elements, technologies and production processes [(VCAMAM036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM036) | Stop motion animation activities:* Using images of food, students brainstorm some ideas that they could use as the subject of their animation. Once they have selected a food, they list the components of the animation, such as the food and setting. They list the technical elements, such as lighting, sound and composition of frames. They organise the structure of the animation and the timing, considering the sequencing of frames and the movement of the subject in each frame. Students then create a storyboard for their animation and allocate timings.
* Students film their animation using iMovie, iPhoto or another suitable software application. Once they have completed filming, they view the animation and edit the sequencing of the images or apply filters to the lighting.
* If students do not have access to digital technologies, they can create a simple flip book to animate their drawings. The following tutorial can help: ['How to MAKE A FLIPBOOK' video (YouTube)](https://www.youtube.com/watch?v=Un-BdBSOGKY).

Photography activities:* Students plan a photographic series of their family and friends, based on the exhibitions they viewed in the activities for the Explore and Represent Ideas strand. They list a series of family members, as well as objects that represent the characteristics or interests of each person. They consider how the images will tell the story of the person. Once they have established the subject of their series of photographs, students plan the images and list the technical elements for the images, such as lighting, composition and setting. They create a series of storyboards for each image and list the props that are required.
* Using a digital camera or smartphone camera, students take the images. They note the lighting and composition of the images. Students then select the image that best represents their intention. They edit the images using the editing tools on the camera or import the images into a software application for editing.
* If students do not have access to digital technologies, they could create a series of drawings of their portraits using pencil. The portrait can then be developed with fineliner and a marker, using different types of lines and textures in the images.
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| Present and Perform |
| Present media artworks within different community and institutional contexts for different audiences, with consideration of ethical and regulatory issues [(VCAMAP037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP037) | * Students discuss the different locations where animations and photographic exhibitions can be viewed. They discuss the different purposes of the media products and the different audiences that view them. They list the possible locations and places their final productions could be viewed and the audiences that would be interested in them.
* Using the animations or photographs that they investigated in the activities for the Explore and Represent Ideas strand, students consider the ethical challenges that could occur through exhibiting the products. They consider the viewpoints that are expressed in the media products and the characteristics and interests of the audiences that would view them. Ethical challenges and questions could be considered as an inquiry-based project for students, with a guiding worksheet developed by the teacher.
* Students collaborate to suggest ideas about where their animations or photographs could be shown. They develop a promotional brochure for their exhibition or festival, including information about the media artworks. The same information could form part of a catalogue or exhibition brochure.
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Media Arts, Levels 9 and 10

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| **Achievement standard** |
| By the end of Level 10, students analyse how values and alternative viewpoints are portrayed in the media artworks they make, interact with and distribute. Students use intent, structure, setting, characters and genre conventions to evaluate how technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.Students communicate alternative viewpoints in media artworks for different community and institutional contexts. They apply design, production and distribution processes to the media artworks they make.  |
| **Strand and content descriptions** | **Possible activities** |
| Explore and Represent Ideas plus Respond and Interpret |
| Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text [(VCAMAE040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE040)Manipulate media representations to identify and examine social and cultural values and beliefs [(VCAMAE041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE041)Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts [(VCAMAR045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR045)Analyse and evaluate a range of media artworks from contemporary and past times, to explore differing viewpoints and enrich their media arts making [(VCAMAR046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR046) | In the following activities students create a photo essay on their experiences in 2020. The students will be taking a series of photographs to create an overall narrative. * Students investigate documentary photography by looking at a range of different documentary photographers. The following websites include a range of documentary photographs:
* [Monash Gallery of Art](https://www.mga.org.au/collection/explore/index/keyword_documentary/1)
* [Portrait of Monash: The ties that bind](https://www.portraitofmonash.mga.org.au/)
* [National Gallery of Victoria](https://www.ngv.vic.gov.au/explore/collection/curatorial/photography/)
* [Art Gallery of New South Wales](https://www.artgallery.nsw.gov.au/collection/works/16.2005/).
* Students view both traditional and contemporary documentary photography when planning their photo essay. They select three images from different periods of time and discuss the different viewpoints, genre conventions and story principles in the images. Students also consider the social beliefs of the audience at the time the photographs were taken.
* Students select the style of one photographer to appropriate in their photo essay. They list the subject matter of the photographs that the photographer has taken and the technical and symbolic elements of the images. The following questions will guide the student investigation: What is the subject of the photographs? What technical elements has the photographer used to convey their view on the subject? Does your view differ from the photographer’s? How would you convey a similar subject? How would you compose the images to tell a story about the subject?
* Students watch the following video as inspiration: ['Media in Minutes documentary photography' (YouTube)](https://www.youtube.com/watch?v=aj6JgsouLBQ).
* They brainstorm the subject for their photos and then document the subject in images for 10 days.
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| Media Arts Practices |
| Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style [(VCAMAM042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM042)Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes [(VCAMAM043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM043) | * Each day students take a range of images to document their day. They document the photographs they have taken by drawing quick sketches of the composition of the images and annotating the location, time and idea behind each image.
* Students create a page of contact images for each day of their photographic essay. They select the most suitable image, considering technical and symbolic elements (particularly composition and lighting), and edit the image further using filters or tools in an editing application on a digital device.
* Students then plan their photo essay by evaluating the ideas behind the images and how they could be structured into one central narrative. They consider story principles such as structure, setting and point of view.
* Using simple words, students make a list to describe the ideas behind each image. These words can then form a written or oral dialogue to accompany the images. These words will help students to evaluate their images and their intent, in order to provide a viewpoint about the subject and create an overarching narrative.
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| Present and Perform plus Respond and Interpret |
| Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues [(VCAMAP044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP044) | * Using the collections of photographs that they investigated in the activities in the Explore and Represent Ideas strand, students evaluate the presentation of the images. Where was the exhibition held? How were the images presented? Who was the audience for the exhibition? Did the location and presentation of the images affect the interpretation by the audience?
* Students view the presentation of images in an online news journal, magazine and/or newspaper. What are the differences between the presentations? Is the subject different or the same? If the subject is the same, how is it presented differently between two institutions? How does the presentation of the images engage the viewer and capture their interest?
* Students discuss the ethical and regulatory issues associated with documentary photography, such as the legality of representation of subject matter and the relationship between the photographer and the subject. They discuss any issues that would be presented by exhibiting their own photographs.
* Students plan the location and presentation of their own photographs. The exhibition could be at a physical venue (taking into account any social distancing restrictions) or the presentation could be online. They plan the arrangement of their images and the presentation of the accompanying dialogue. The dialogue may be an oral presentation, or a written catalogue or didactic labels.
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