AiR Commission @ Murdoch University Planning Brief

Planning brief by	Leon Ewing
Date	To be completed by students **before the Intensive Week** and included in your Learning Journal

Teaching Artists are referred to the Briefing for the information to be included in these briefs.

Context

Arts subject	• **Media Arts**
Context	Grad Dip Ed Primary June July 2014 **Arts Challenge 1 for Media Arts** This is planning for an introductory activity for Media Arts that can be completed by a student on her/his own in about an hour.
Title of activity/brief	• The One Million Selfie Challenge
Overview	• The students are challenged to take as many 'Selfies' as is possible in the 45 minute period. In this context a 'Selfie' is any image/video/ or recording that could be loosely defined as a 'self portrait', or as widely as any 'self referential auto-generated documentation of your place in time and space, man!' The selfie is undeniably a new 'form'. • There are no rules except each image must be made with a different technology. A camera, a phone, an ipad, a pencil, a tape recorder, Egyptian papyrus, a satellite image, a Polaroid, and so on… • Beg, borrow or steal… this is an exercise in being resourceful. There is a "prize*" for the student who creates the most 'media art works'. [Making] The group will also award a prize for the most creative/interesting. [Responding] You must create a minimum of 10 or you will be publically flogged and expelled from the course. * Prizes are not redeemable for cash
The big picture/ Enduring questions/understandings	• The activity deconstructs our assumptions about what is 'technology', and encourages the student to become more aware of the accessibility of devices and technologies that surround them, and how they can be co-opted or used to make media art. • It also encourages the students to think about representations of character [including ourselves] and how these can be read.
Resources *Resources include any PowerPoint presentations/videos /etc.*	• Whatever is at hand or can be procured. Resourcing is the point of the exercise.

The TA Activity outlined:

Remember that it is possible to set out this same information in other formats. See the example provided for more detail. If another format is used please attach as an appendix to this document.

Remember there are some givens: e.g. warm up/cool down; space for reflection

Activity	Learning	Links	Extensions
The activity step by step	Explicit statement of the intended learning in terms of the Australian Curriculum: The Arts		
In the lead up to the exercise, identify and source possible devices.	Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055)	Technology enterprise	
Warm Up. Breathe, focus, stretch. Think about who you are	Responding Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (ACAMAM058)	Visual Arts Humanities/Society and Environment	
45 minutes GO!	Making Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055)	Visual Arts	Exploring other possible technologies for making
Share them [how?]	Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)		
Rate them. How will you rate them? Is it possible to pick a 'winner'?	Responding Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text (ACAMAM062) Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences (ACAMAR078)		
How could you use these devices in future?	Making Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories (ACAMAM059)		

The MU pedagogy focus activity will be outlined in response to the information from the TAs.