# Media Arts

## Media Arts (central)

In Media Arts students explore and manipulate codes and conventions to create and analyse media arts works.

### Left side vertical labels
- Codes & Conventions
- Technical
- Audio
- Written
- Symbolic

### Green ovals
- Languages
- Representation
- Audience
- Technologies
- Institutions

## Students and how they learn

Developmental learning in Media Arts

## Content and how to teach it

**What we teach**
Making and Responding in Media Arts - interconnected curriculum organisers
Media Arts in context - Viewpoints
Working with Elements, principles, conventions, materials, skills, techniques, processes
2D/3D/4D experiences
Engaging with Media Arts in communities and galleries

**How we teach**
• Specific pedagogies of teaching the Media Arts

## Planning & implementing teaching & learning

Purposeful planning for Media Arts learning and teaching cycle including Planning for connected learning - Arts Integration and cross curriculum learning

Reflecting on Media Arts teaching and learning

## Supportive and safe learning environments

Providing opportunities and space/time for Media Arts learning

Physical, emotional, social, psychological safety in the Media Arts

## Assessing providing feedback and reporting

Provide honest feedback for students and parents about student's Visual Arts learning

Specific Media Arts criteria - for content, skills, technique, processes

## Professional learning

Engage with ongoing professional learning in Media Arts

## Engaging colleagues, parents. community

Communicating with parents about why and how Media Arts are learnt and taught

Partnerships
Planning and teaching collaboratively with colleagues, parents Teaching Artists & community

## Bottom diagram

- Learning
- Activities
- Teaching

**Media language**
- Codes and Conventions Technical/Audio/Written/Symbolic
- Skills, techniques, processes of making and responding to Media Arts
- Media Technologies
- Forms, genres, styles various media

**Making**
- Exploring ideas and improvising with ways to represent ideas
- Developing skills and processes
- Sharing the arts through performance, presentation or display for an audience

**Responding**
- Responding to and interpreting the arts

- Pre-production Production Post-production
- Narrative structures and story principles
- Audience
- Representation
- Institutions
- Codes and conventions including gestural and spatial
- Viewpoints and contexts Historical Social Cultural
- Responding to own Media Arts and Media Arts of other students
- Experiencing Media Arts in Community and other channels of communication

**Teaching**
Media Arts Specific Pedagogies
- Teacher-led activities
- Student-led activities
- Responding/critiquing

# Shaping a media lesson

Warming Up

Edging in/Engaging

Activity focus

Specific Media Form

Codes & conventions

Processes

Pre-production

Production

Post production

Story Representation Audience

Working collaborarively in teams

Sharing/showing/responding
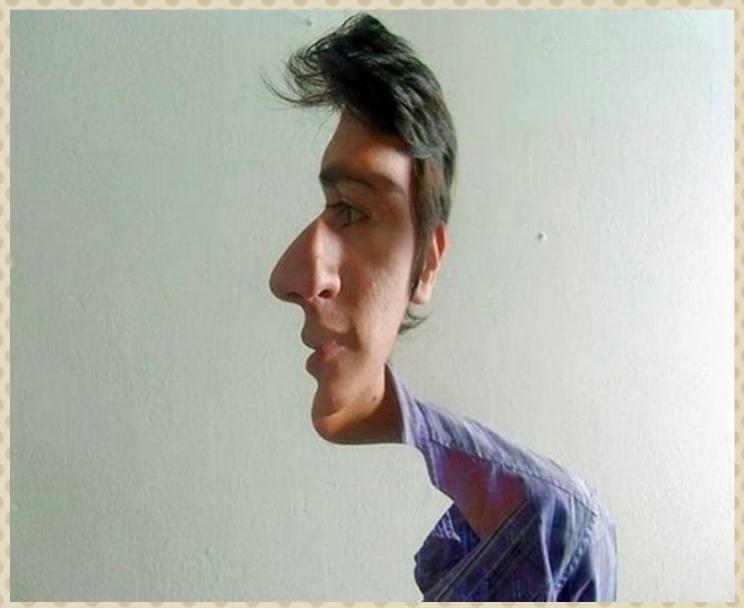
Consolidating specific learning

Cooling Down

# 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… The point of the activity is to stretch you to think about the many ways that an image can be made – and why.

- Beg, borrow or steal… this is an exercise in being resourceful.
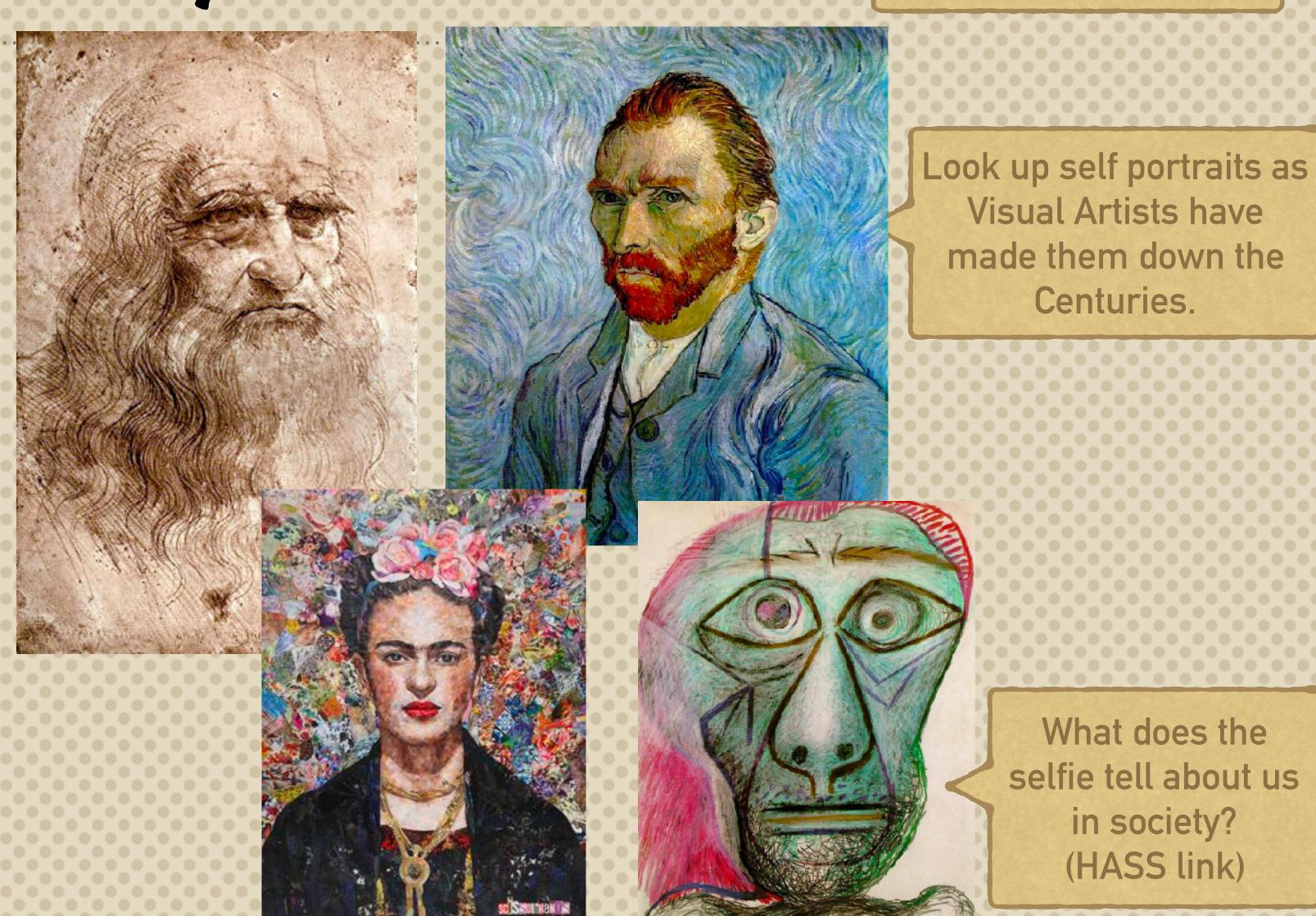
# The selfie is undeniably a new 'form'.

Or is it?

Reflect on the phenomenon of "selfies".
- Why are so many people taking selfies?

- Does the idea of taking your own image make you feel uncomfortable? When we have used this activity before some students found the idea of selfies uncomfortable or even undesirable.

- Do we ever "see ourselves" in the same way as others might see us? What is the relationship between physically seeing an image and <u>perceiving</u> an image?

Look up self portraits as Visual Artists have made them down the Centuries.

What does the selfie tell about us in society?
(HASS link)

# Media Arts Codes and Conventions

**Codes** are systems of signs and symbols used by a culture to communicate messages. For example, a stop sign is a mix of a hexagonal shape, the colour red and the word "STOP". We read the colour, the shape and the word together.

There are four codes of media identified in the P-10 Syllabus for Years P-6:
**technical**
**audio**
**written**
**symbolic**

**Conventions** are agreed ways of doing something. Media conventions are the anticipated ways that codes are organised. Each of the forms of media use a set of codes and conventions that are continually evolving.
There are
**form conventions**
For example, in the moving image media we expect there to betties and end credits and editing for continuity; in written and print media the placement of news, opinion, sports and advertisements are well established
**story conventions**
Narrative structures, cause and effect, the ways characters and setting are shown and point of view manipulated
**genre conventions**
Audiences have expectations of most types or genres of media. For example, audiences expect in horror films heightened action through use of settings and lighting, characters, music and suspense.

We teach students to make purposeful choices about the codes and conventions they use to make media arts

# What do we mean by the term codes and conventions?

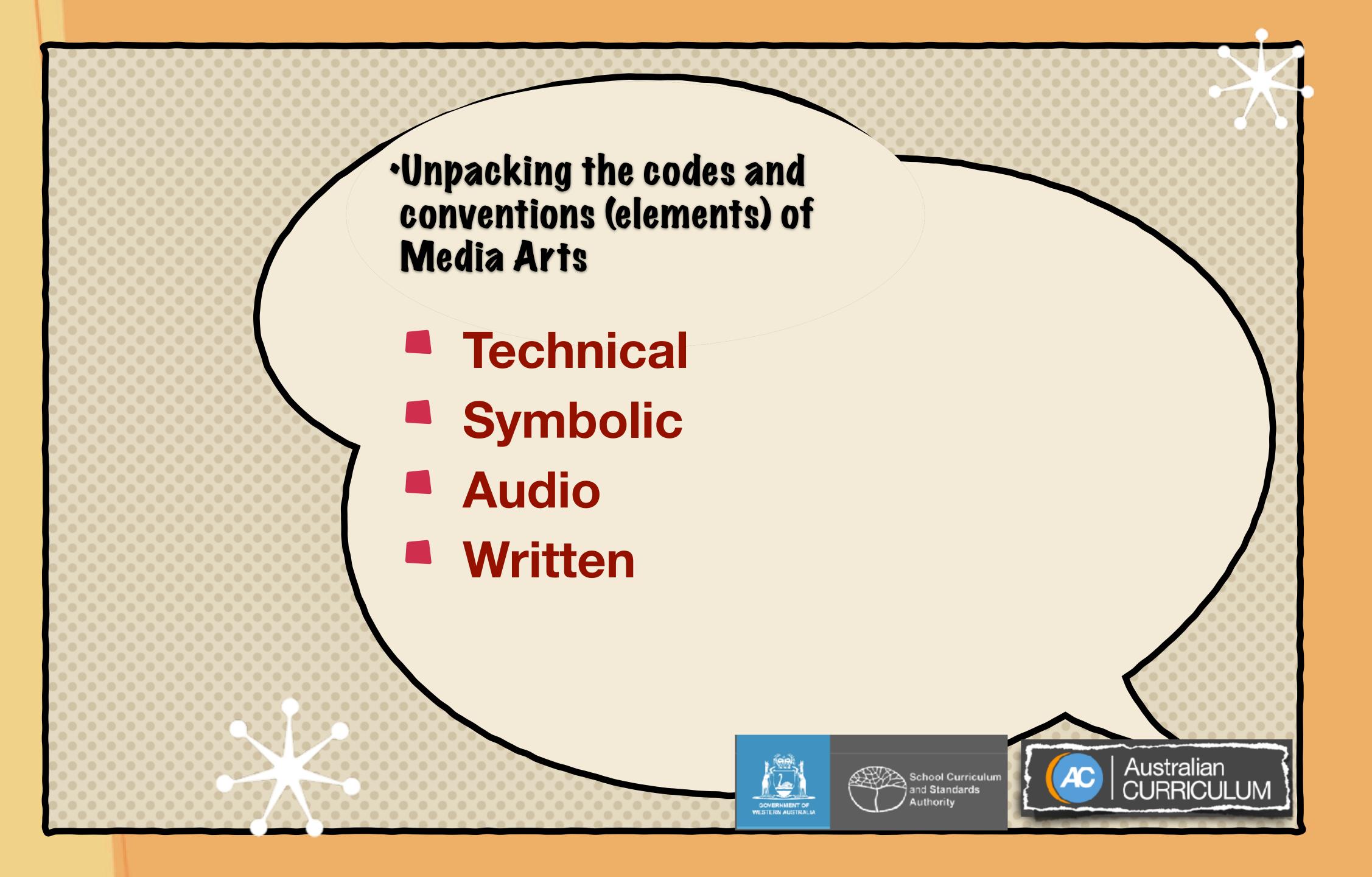In Media Arts these codes and conventions come together to make meaning

## In the Arts our students learn five systems (or ways) for making meaning

### 1. Linguistic
- aspects such as vocabulary, generic structure and the grammar of oral and written language

### 2. Visual
- aspects such as colour, vectors and viewpoint in still and moving images

### 3. Audio
- aspects such as volume, pitch and rhythm of music and sound effects

### 4. Gestural
- aspects such as movement, speed and stillness in facial expression and body language

### 5. Spatial
- aspects such as proximity, direction, position of layout and organisation of objects in space'

When we use them in a shared way, they are called Codes & Conventions

# Technical Codes and Conventions

| space | working together to create meaning in different contexts and forms for different purposes. |
|---|---|
| time | |
| movement | |
| sound and lighting | |

**Semiotic systems**
There are five semiotic systems in total:
Linguistic
Visual
Audio
Gestural
Spatial
*Michèle Anstey and Geoff Bull*
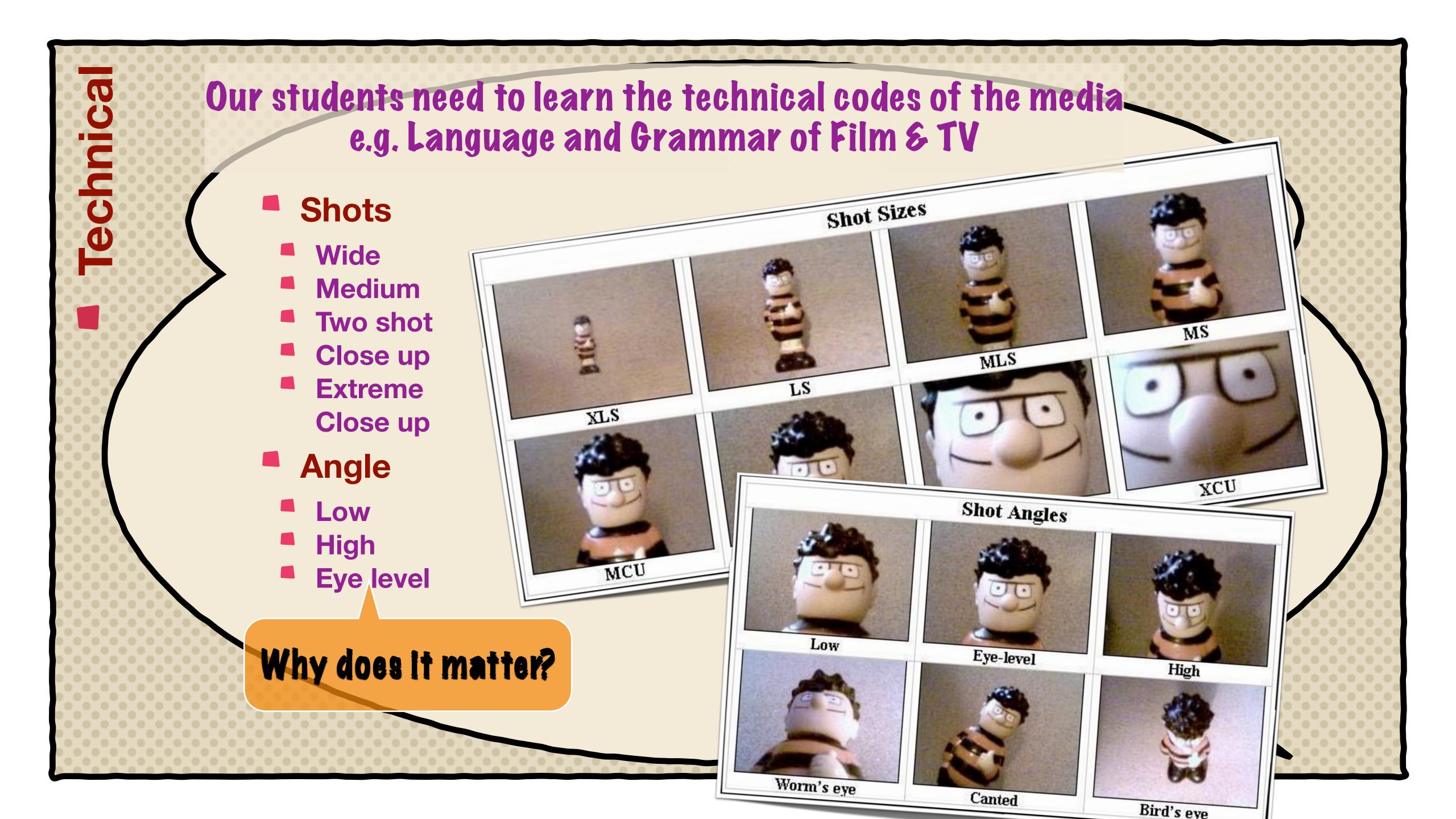
## Visual
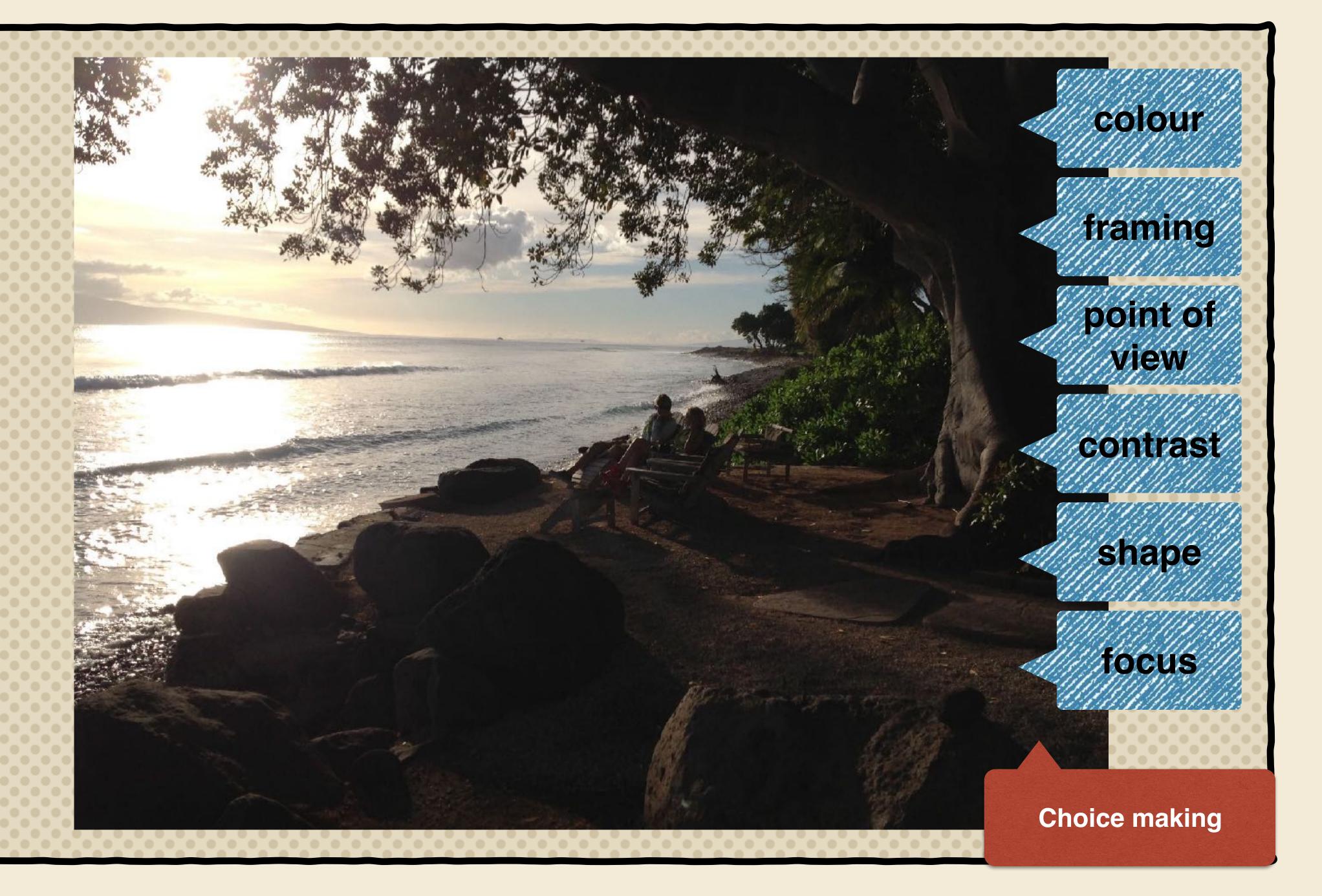colour, shapes and viewpoints of still and moving images

| Colour | placement, saturation, tone, media, opacity, transparency |
|---|---|
| Texture | tactile memory |
| Line | quality, type, actual or implied, angles |
| Shape | visual outline |
| Form/juxtaposition | boundaries and relationships |
| Point of view | Artist or viewer |
| Framing | cropping, close-up, medium or long shot |
| Focus | sharp or soft |
| Lighting | soft, bright, subdued, dull, spotlighting and direction |
| Editing | speed/pace, transitions, storytelling, parallel cutting, inserts |

proximity, direction and position of objects in space and moving through space

## Spatial

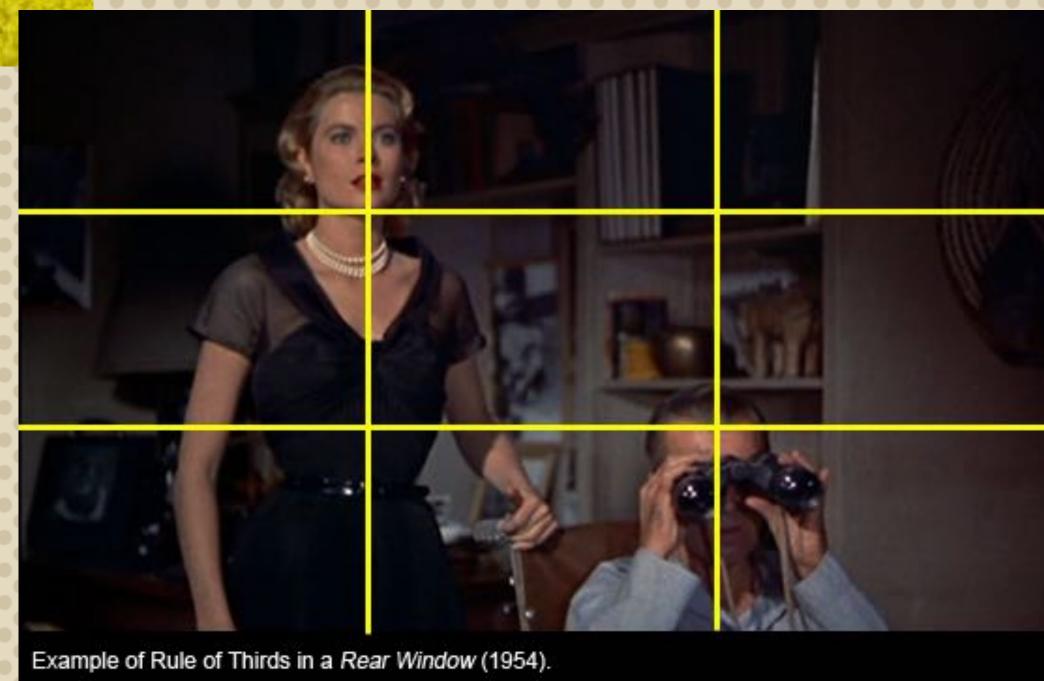| Position in space | left - right /top - bottom / centre - margin/ foreground (close) - background (far) |
|---|---|
| Orientation | angle<br>high - low - eyeline / front - back / straight - skewed |
| Framing | selection and focus |

*Make connection with Visual Arts*

**Our students need to learn the technical codes of the media e.g. Language and Grammar of Film & TV**

- **Shots**
  - **Wide**
  - **Medium**
  - **Two shot**
  - **Close up**
  - **Extreme Close up**
- **Angle**
  - **Low**
  - **High**
  - **Eye level**

**Why does it matter?**



Shot Sizes

XLS — LS — MLS — MS — MCU — XCU



Shot Angles

Low — Eye-level — High — Worm's eye — Canted — Bird's eye

# Composition

colour

framing

point of view

contrast

shape

focus

Choice making

# Rule of thirds / visual composition





Example of Rule of Thirds in a *Rear Window* (1954).

# Audio Codes and Conventions

Sound is a key component of multimodal Media Arts.
Audio codes and conventions are used in:
radio – network, free to air, internet
podcasts and recordings
internet and video games
audio-visual combinations such as film and television
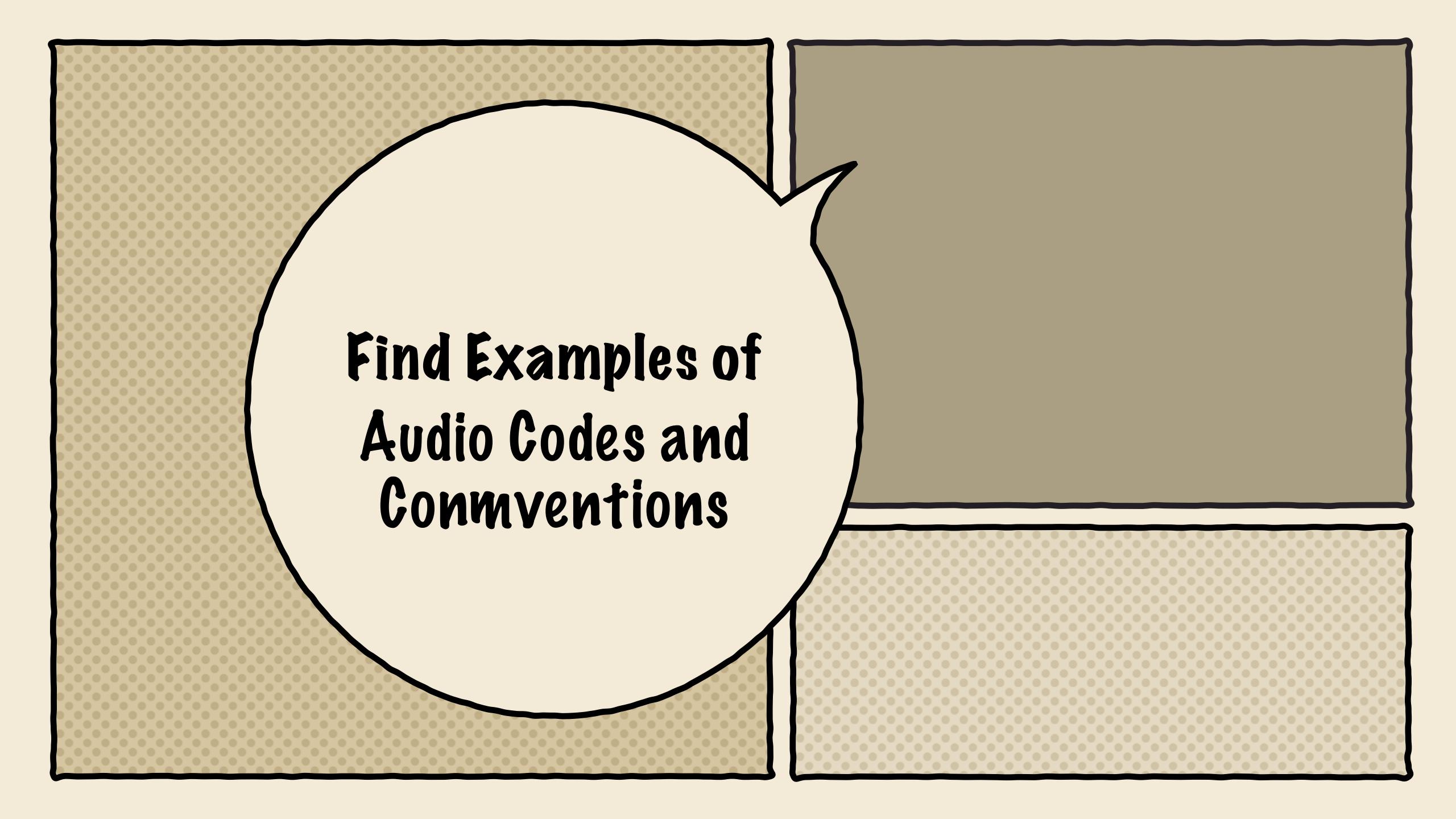
| | |
|---|---|
| Volume and audibility | loudness, softness |
| Pitch | High or soft or variations |
| Pace | fast, slow, phrasing, use of silence<br>use of rhythm and syncopation |
| Use of voice | modulation, articulation, timbre, intonation (pitch), stress<br>projection (audibility) |
| Use of sound | Natural sound, non-naturalistic sound |

Audio codes include the use of:
Dialogue
Sound Effects (Sound FX)
Music
Audio codes vary the use of volume, pitch, pace and voice along with rhythms of sound, sound effects and music.
Audio codes are designed to enhance story, create mood and atmosphere and create specific effects for an audience.

Students may not be consciously aware of these Audio Codes and Conventions of Media Arts and you will need to teach them explicitly.
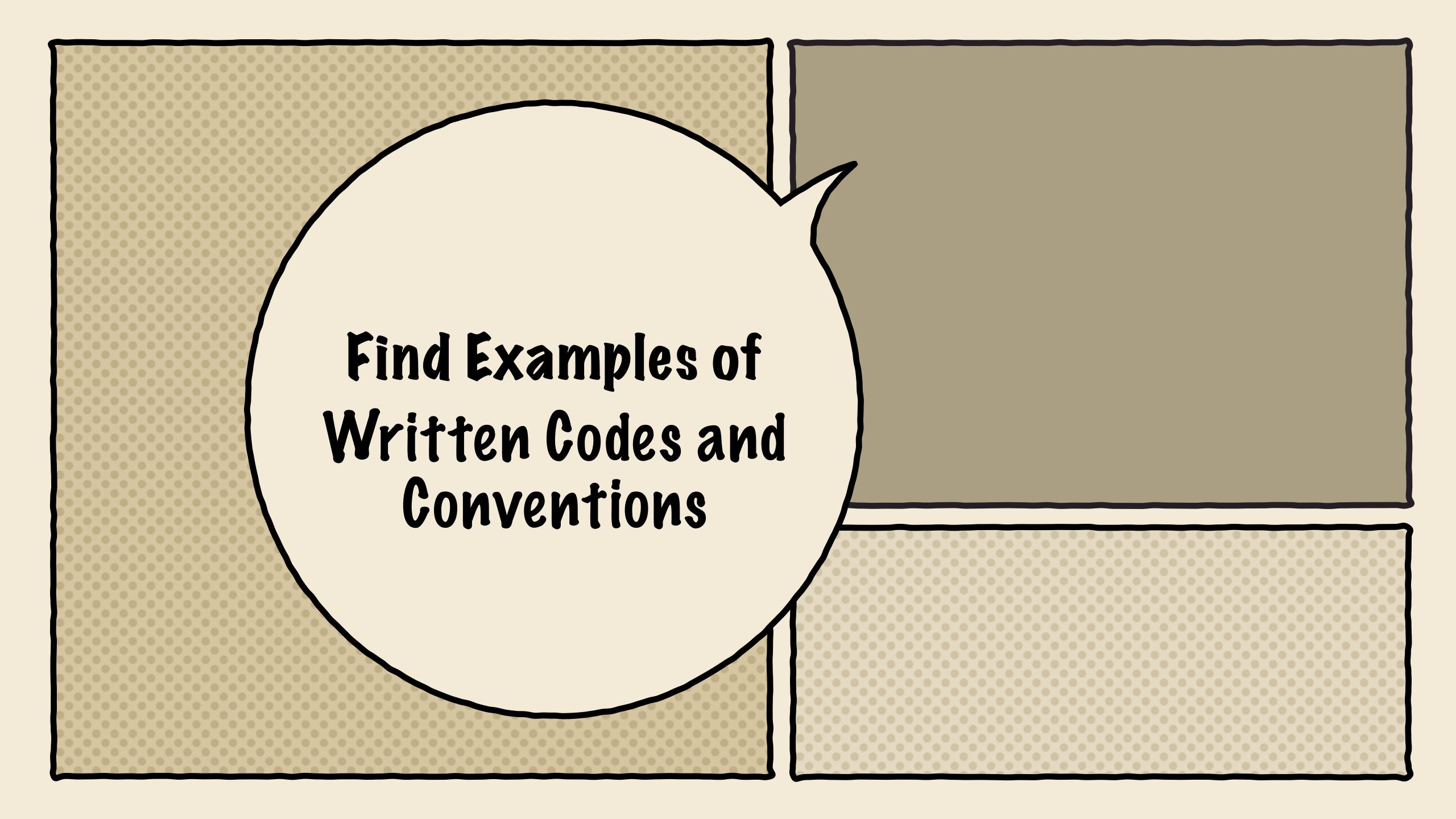
# Written Codes and Conventions

Meaning in the media is often communicated through written language:
linguistically through the choices of vocabulary
informationally through content
In the media information is communicated through the use of titles, credits, subtitles, headings, subheadings and the choices of font style, size, use of colour.

| Style/size/emphasis | Headings, subheadings in print media Titles and subtitles in film, television |
| --- | --- |
| Language (Linguistic) choices | Choices of vocabulary |
| | Information Commentary on action |

| Salience (what is noticeable or important or given prominence | What attracts viewer/reader attention; how Visual or written elements are privileged |
| --- | --- |
| Reading paths | Movement of gaze around page directed by salience and actual and implied pathways provided by layout and placement |
| Placement | Proximity, symmetry, balance and grouping |
| Layout | Grids: centre and margin positions; top/bottom/left/right/emphasis |
| Framing | How text and image frame each other |

Find Examples of Written Codes and Conventions

# Symbolic Codes and Conventions

A symbol is where one object represent or stand for another concept or idea.

Symbolic codes are used when making the media and responding to the media. A news reader, for example, is often dressed formally – a business suit – to symbolically represent authority and status. Standup comedians, by contrast, are often more casually dressed.

Symbolic codes communicate using meanings associated with a physical thing or place.

Media Arts use symbolic codes through settings, costumes, props, makeup, hair styles, colour, body language, gestures, facial expressions.

For example, the spatial codes of proximity, direction and position of objects in space and moving through space create meanings.

| | |
|---|---|
| **Body contact** | **type, position of contact, touch** |
| **Proximity** | **space between objects and between people** |
| **Orientation /body position** | **how bodies relate to other bodies** |
| **Appearance** | **face and body shape, hair style, complexion/colouring, clothing, jewellery/accessories, make up, props** |
| **Head nods** | **angle, tilt and number** |
| **Facial expression** | **eyebrows, eyes, shape and position of mouth, nostrils** |
| **Kinesics** | **movements of head, arms, hands, legs, feet** |
| **Posture** | **the ways a person stands, sits, lays** |
| **Gaze and eye movement** | **where and how gaze is directed** |

# Symbolic codes

| | |
|---|---|
| **Body contact** | **type, position of contact, touch** |
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| **Gaze and eye movement** | **where and how gaze is directed** |
| **Objects and rerlationships** | **representations** |

**Make the connection with drama and dance**

*The "selfies" challenge*
*Sense of personal,*
*social,*
*Cultural identity*
*Who you are*

**Find Examples of Symbolic Codes and Conventions**

How are young people represented in the Media?

Critically examine stereotypes in soap operas (e.g. Home and Away)

# HOW TO PAINT THE REAL AUSTRALIA

- FIND A SUBLIME & HAUNTING LOCATION.

- HEAD OUT THERE WITH MATERIALS, SMOCK & A CAN DO ATTITUDE.

- TAKE SUNSCREEN, IT'S HOT OUT THERE!

- REFERENCE McCUBBIN, STREETON & ROBERTS – INSTANT CACHET.

- OR TRY SOMETHING MORE ROMANTIC, PERHAPS A VON GUERARD VIBE.

- FOCUS ON THE LIGHT, HEAT & SPACE.

- MAYBE PAINT A KANGAROO OR DEAD GUM TREE INTO YOUR PICTURE.

- DEPICT A CERTAIN BEAUTY & TERROR.
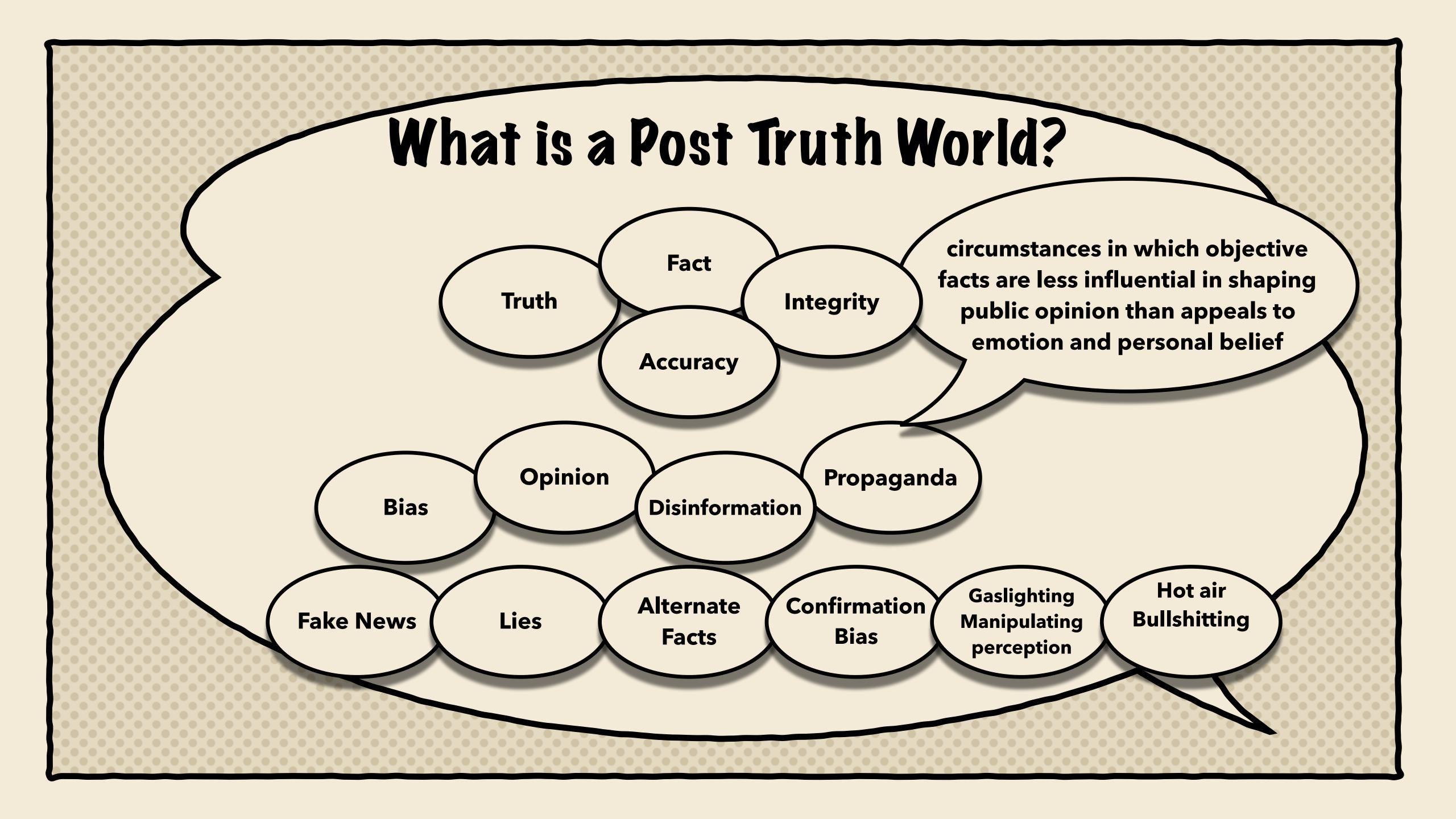
- USE THE HORIZON – A CRAFTY METAPHOR.

- RESPECT GHOSTS OF AN INDIGENOUS PAST.

# What is a Post Truth World?

Truth

Fact

Integrity

Accuracy

circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief

Bias

Opinion

Disinformation

Propaganda

Fake News

Lies

Alternate Facts

Confirmation Bias

Gaslighting Manipulating perception

Hot air Bullshitting
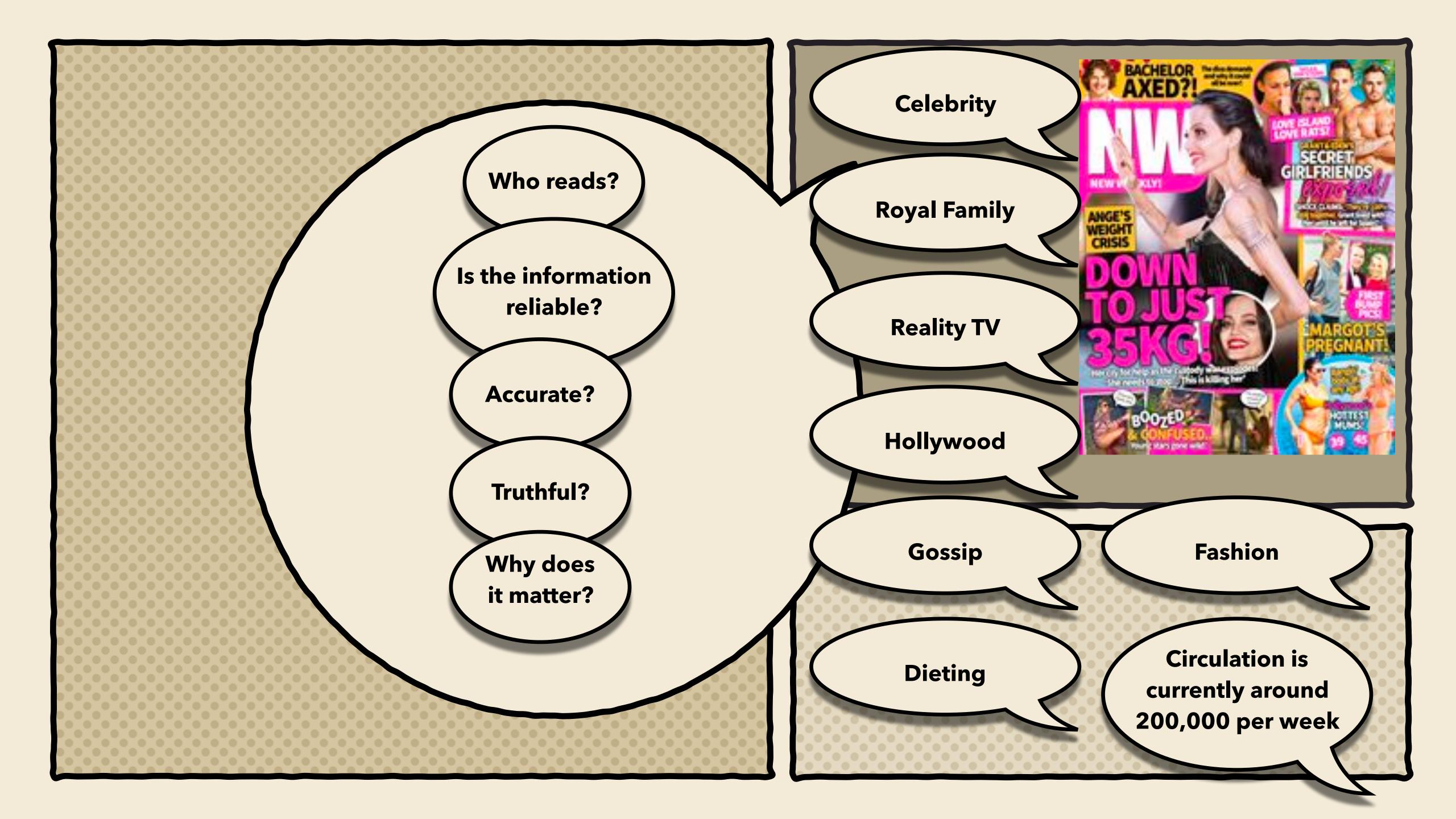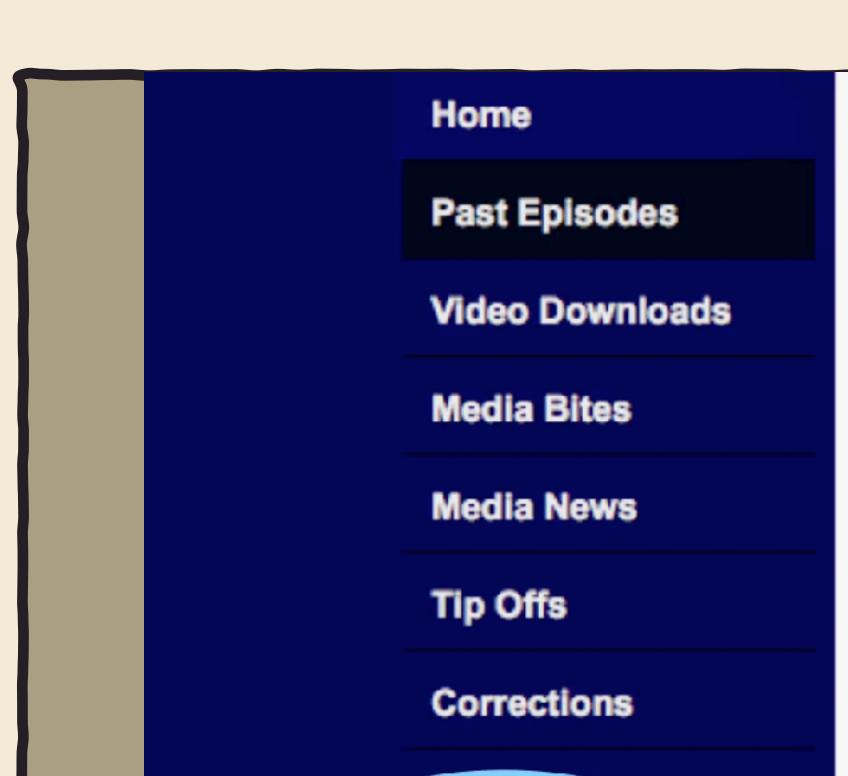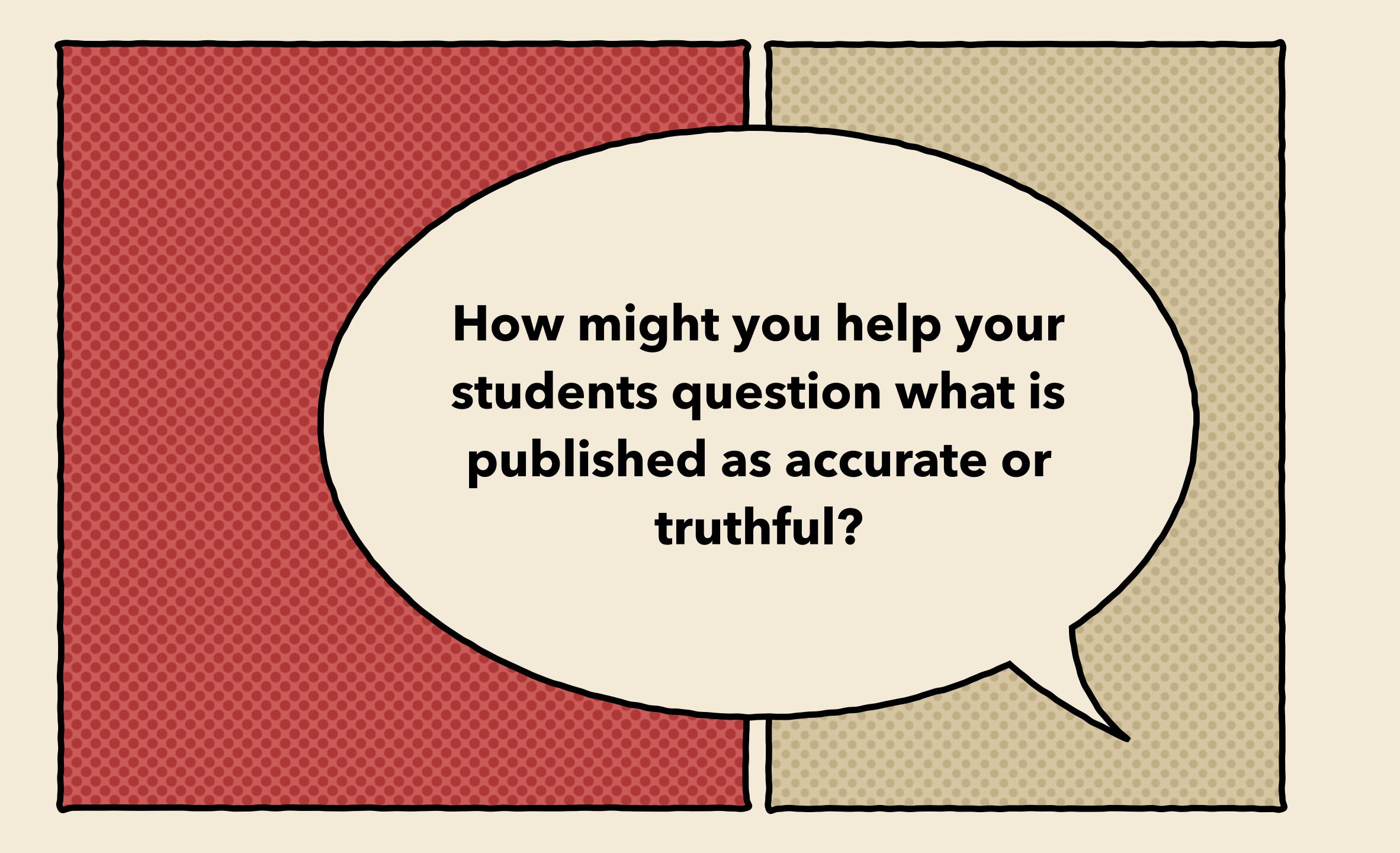
**Where is the learning?**

**From simplest to more complex**

Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6

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School Curriculum and Standards Authority
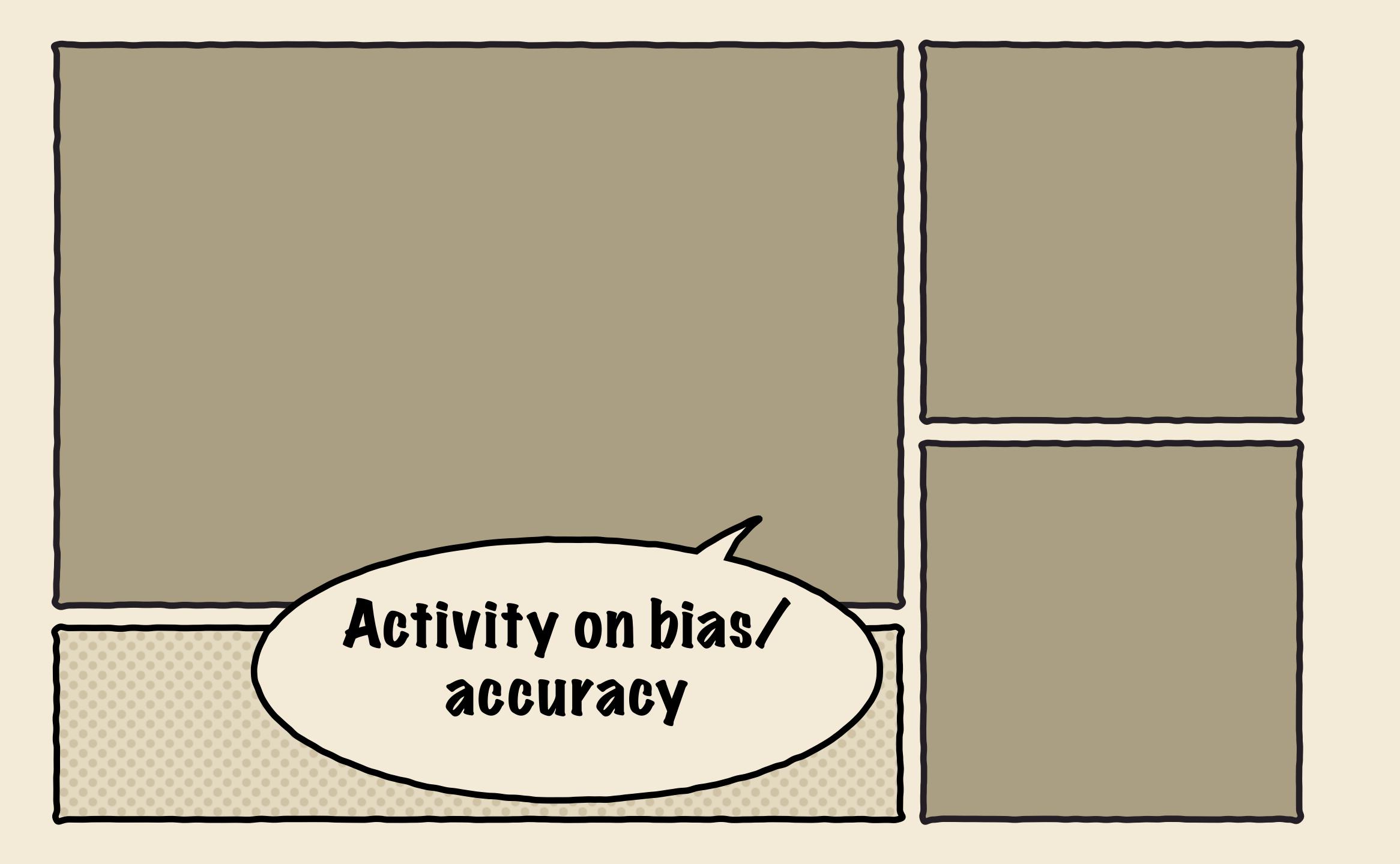
SCSA

## THE ARTS– Scope and sequence P–6

| | Dance | Drama | Media Arts | Music | Visual Arts |
|---|---|---|---|---|---|
| **The Arts: Pre-Primary** | | | | | |
| **Exploring ideas and improvising with ways to represent ideas** | Use of stimuli to explore movement ideas to create simple dance sequences | Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds | Exploration and experimentation with images, with or without text, to communicate messages<br><br>Familiarisation of signs and symbols, including logos and icons, that have meaning and purpose | Improvisation with voice, movement and play to explore and create music ideas<br><br>Use of symbols, pictures and movement and relevant technology to explore and share music ideas | Exploration of, and experimentation with, the visual art elements of shape, colour, line and texture<br><br>Exploration of natural and man-made materials when creating artwork |
| **Developing skills and processes** | Exploration of, and experimentation with, two (2) elements of dance<br>• Body:<br>▪ body awareness (awareness of body in space in relation to objects)<br>▪ body zones (whole body movements)<br>▪ body bases (feet)<br>• Space:<br>▪ levels (medium)<br>▪ direction (forward, backward) | Exploration and experimentation of two (2) elements of drama:<br>• voice (loud, soft)<br>• movement (big, small)<br>to create drama<br><br>Simple stories based on stimuli and available technologies<br><br>Development of improvisation skills (accepting offers) to develop dramatic action | Exploration and experimentation with the codes and conventions of media:<br>• technical (capturing, selecting and arranging images)<br>• symbolic (objects, colour)<br>to produce media work | Development of aural skills by exploring the elements of music, including:<br>• rhythm (sound, silence; long, short; steady beat)<br>• tempo (fast, slow)<br>• pitch (high, low; pitch direction; distinguish between speaking and singing voice)<br>• dynamics (loud, soft)<br>• form (same, different; echo patterns) | Development of artistic skills through experimentation with:<br>• shape (familiar shapes; simple 2D shapes)<br>• colour (primary colours, secondary colours)<br>• line (curved, straight, wavy, zigzag)<br>• texture (familiar objects)<br>to create artwork<br><br>Exploration of tactile techniques, |

School Curriculum and Standards Authority
GOVERNMENT OF WESTERN AUSTRALIA
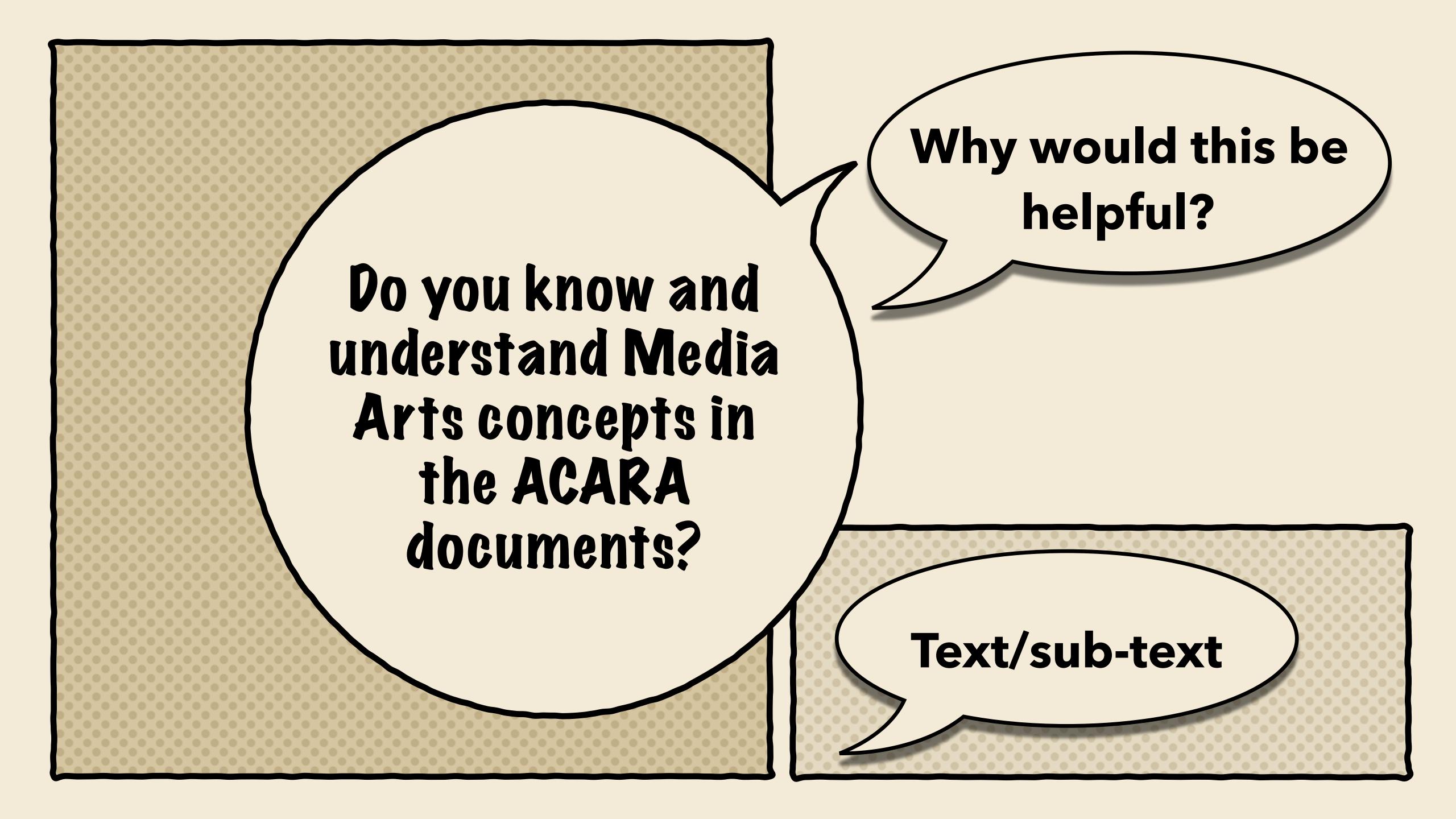
## Developmental, purposeful, planned

https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts

In Media Arts students explore five interrelated concepts in order to create and respond to media arts works that tell stories and explore concepts for diverse purposes and audiences.

In Media Arts ACARA don't talk about Elements

- **languages** The ways we tell stories in media arts through codes and conventions
- **representation** The act of representing or constructing a character, place, idea or image based on shared social values and beliefs
- **audience** Audiences for whom media arts products are made and who respond as consumers, citizens and creative individuals
- **technologies** The tools and processes which are essential for producing, accessing and distributing media
- **institutions** The organisations that enable and constrain media production and use

## Key Concepts

**media languages**

**technologies**

**institutions**

**audiences**

**representation**

**The WA P-10 Syllabus**
- simplifies
- focuses on codes and conventions (Elements)
- technical, audio written and symbolic

**Media languages**
The ways we tell stories in media arts through codes and conventions

**Technologies**
The tools and processes which are essential for producing, accessing and distributing media
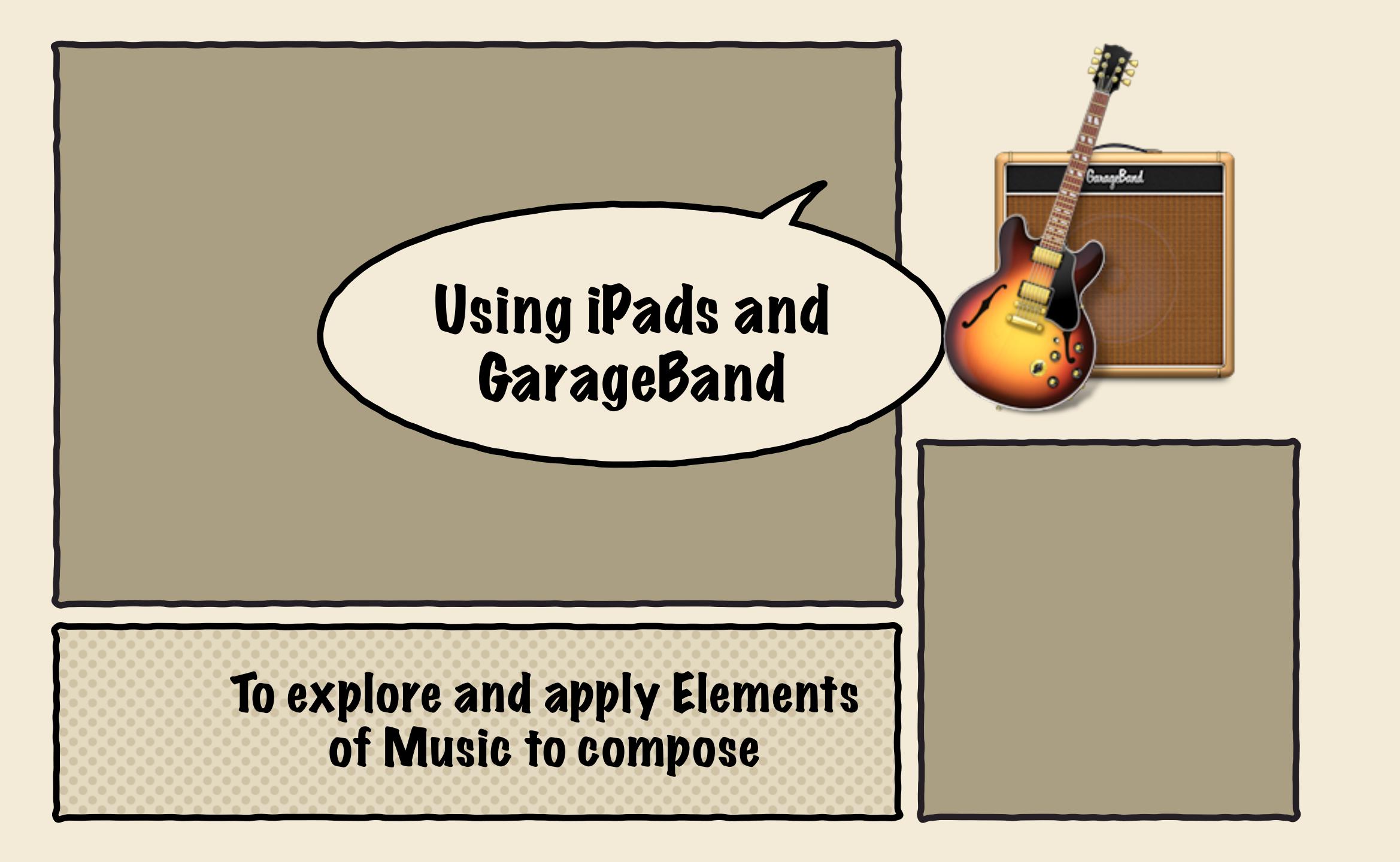
**Institutions**
The organisations that enable and constrain media production and use

**Audiences**
Audiences for whom media arts products are made and who respond as consumers, citizens and creative individuals

**Representation**
The act of representing or constructing a character, place, idea or image based on shared social values and beliefs

AC | Australian CURRICULUM

# What is GarageBand

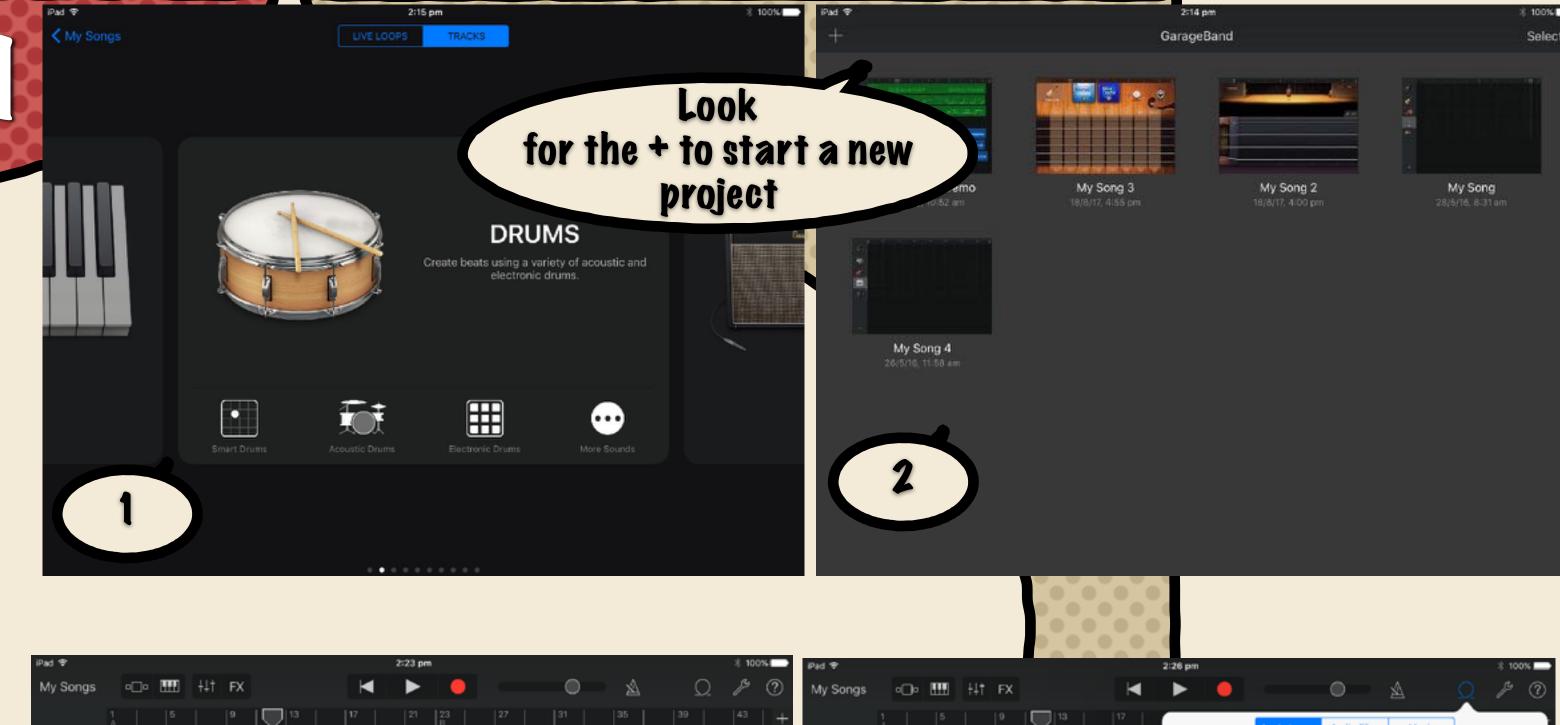An app in iPad (but there are PC equivalents)

In GarageBand there are loops of sounds

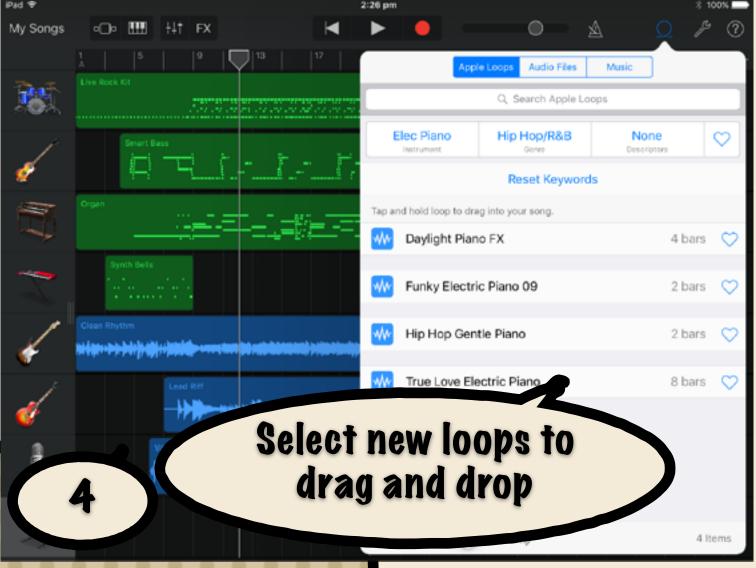Loops are fragments of sounds – from different instruments

These loops can be selected, dragged and dropped to create layers of sounds that work together
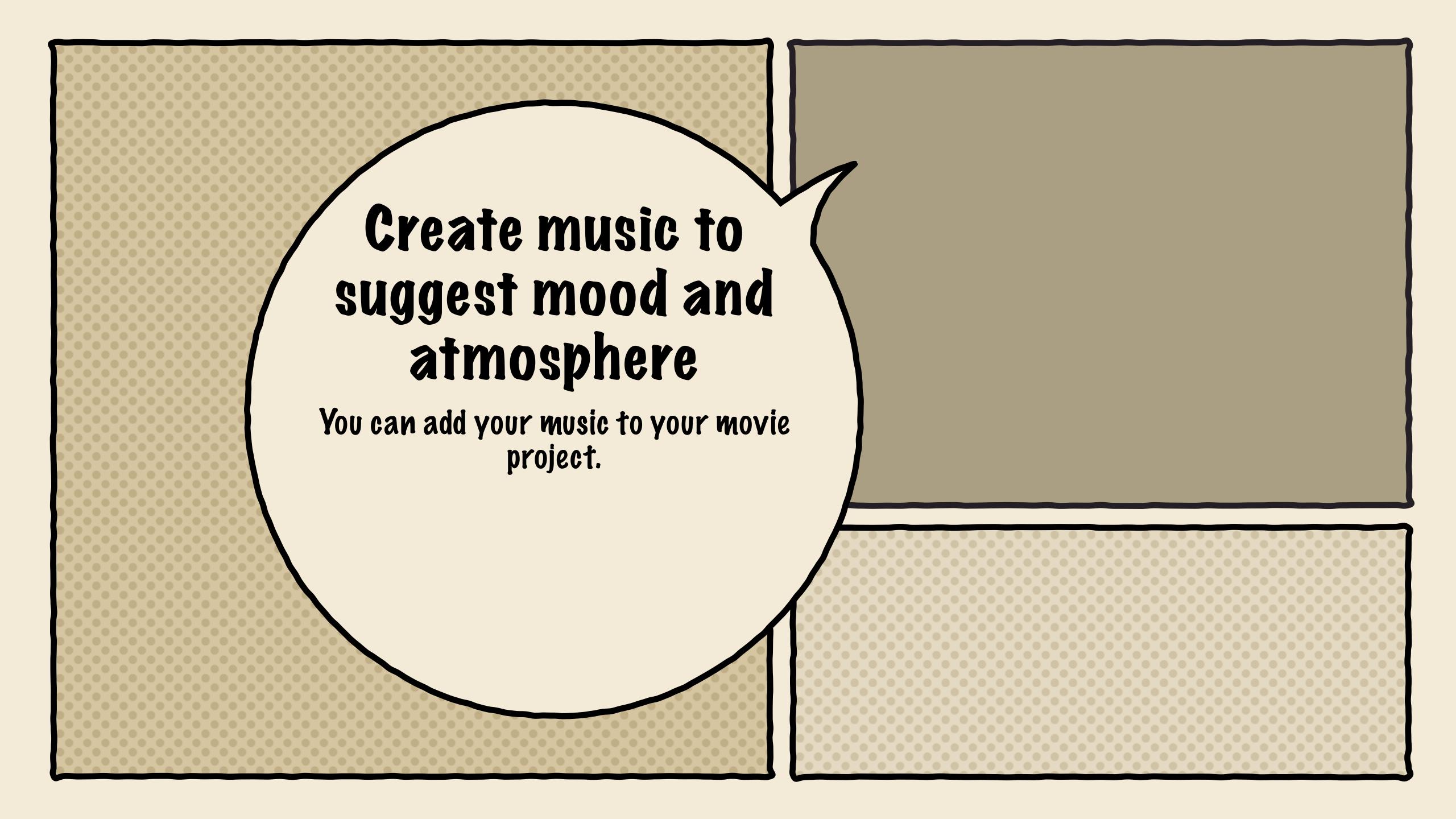
Play with sounds to make your own music

Work out how the app works - transfer what you know from other apps
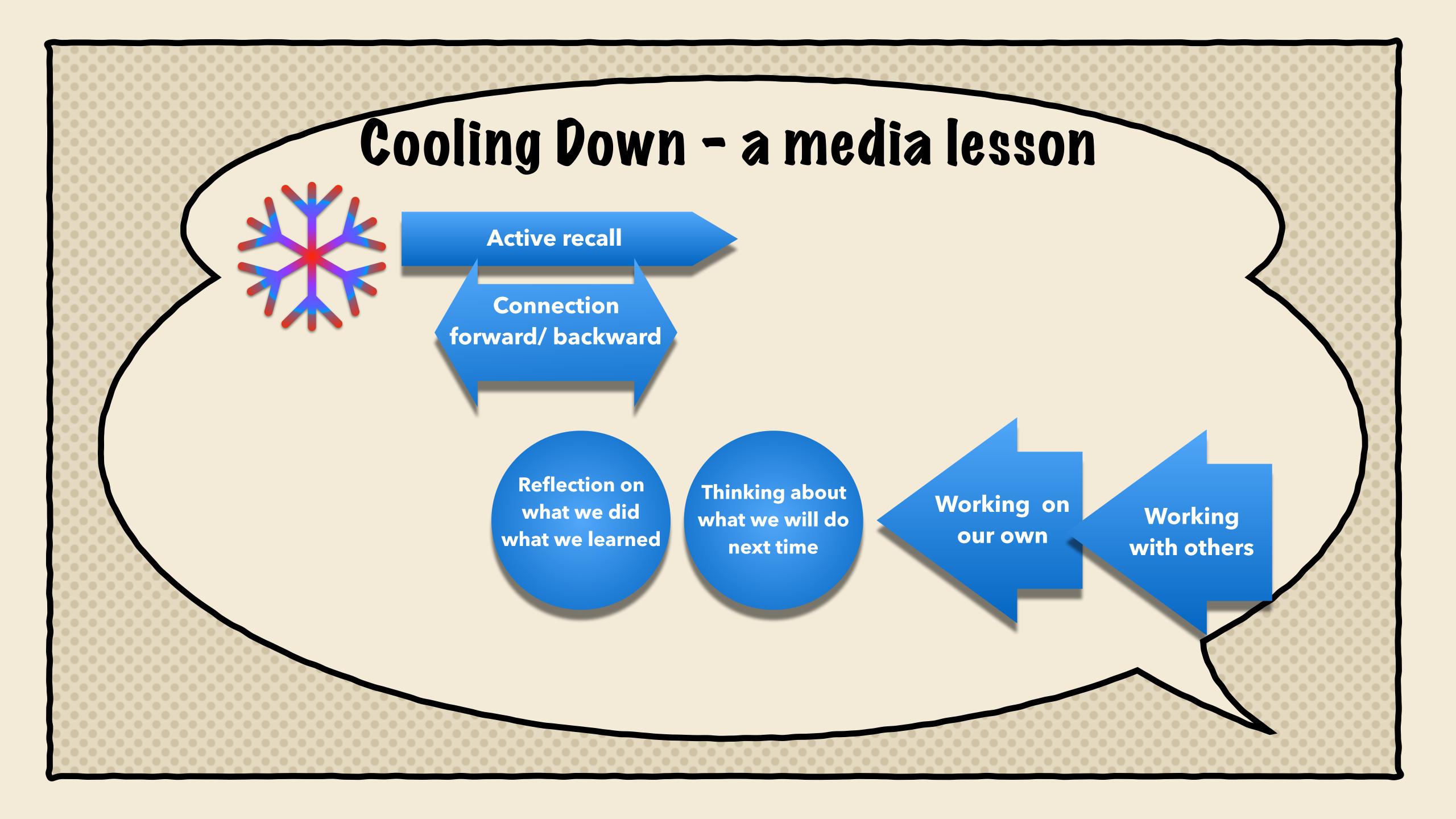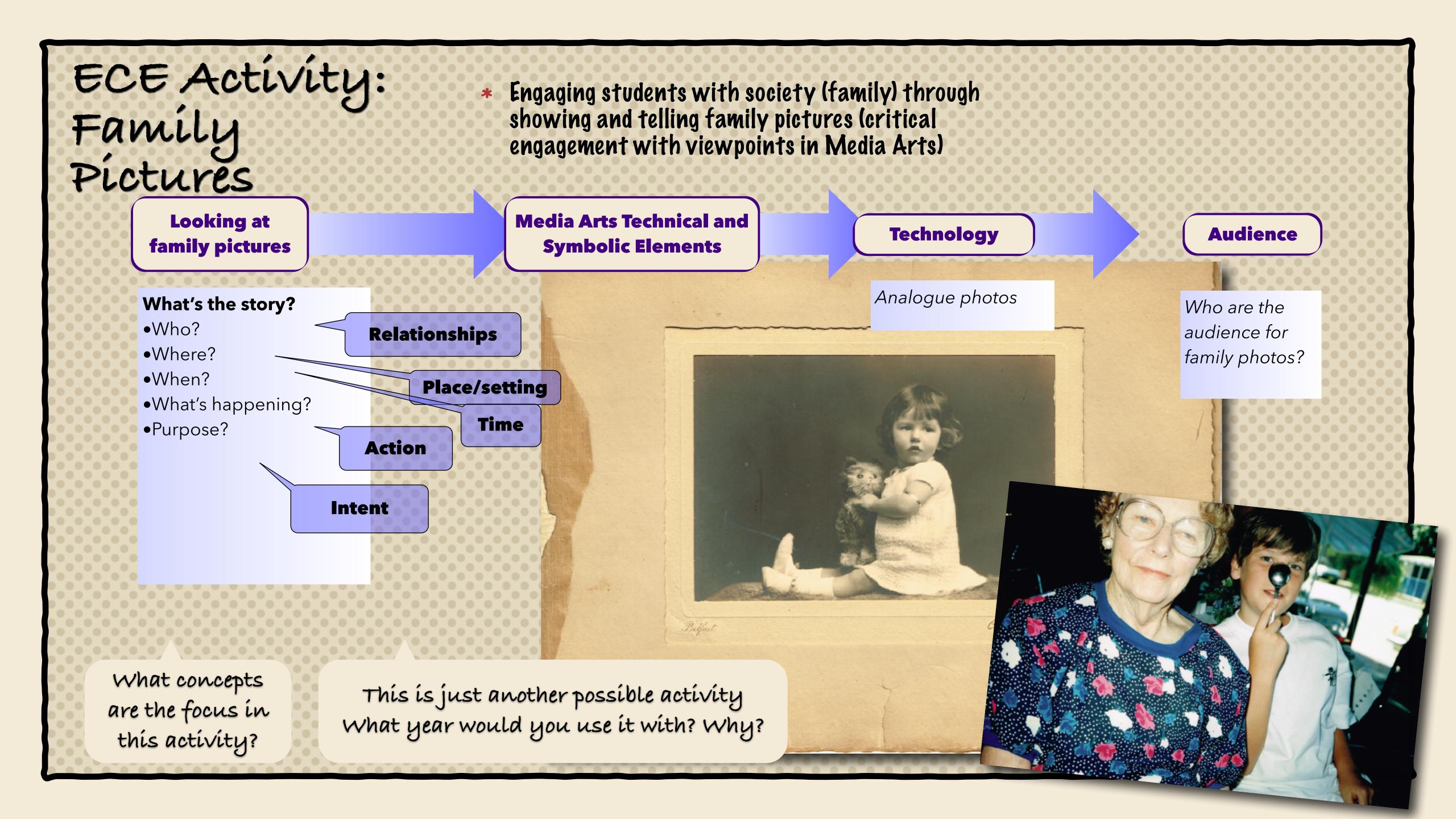
Using technology to make music

# Learning Focus

Specific Media Arts Content Descriptions

Government of **Western Australia**
**School Curriculum and Standards Authority**

## THE ARTS– Scope and sequence P–6

### The Arts: Pre-Primary

| | Dance | Drama | Media Arts | Music | Visual Arts |
|---|---|---|---|---|---|
| **Exploring ideas and improvising with ways to represent ideas** | Use of stimuli to explore movement ideas to create simple dance sequences | Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds | Exploration and experimentation with images, with or without text, to communicate messages<br><br>Familiarisation of signs and symbols, including logos and icons, that have meaning and purpose | Improvisation with voice, movement and play to explore and create music ideas<br><br>Use of symbols, pictures and movement and relevant technology to explore and share music ideas | Exploration of, and experimentation with, the visual art elements of shape, colour, line and texture<br><br>Exploration of natural and man-made materials when creating artwork |
| **Developing skills and processes** | Exploration of, and experimentation with, two (2) elements of dance<br>• Body:<br>  ▪ body awareness (awareness of body in space in relation to objects)<br>  ▪ body zones (whole body movements)<br>  ▪ body bases (feet)<br>• Space:<br>  ▪ levels (medium)<br>  ▪ direction (forward, backward)<br>  ▪ personal space<br>  ▪ shape (straight, curved)<br>to create dance sequences<br><br>Locomotor (walking, skipping, running) and non-locomotor movements (twisting, bending, turning, swaying) to develop body control and coordination<br><br>Safe dance practices, including being aware of personal space | Exploration and experimentation of two (2) elements of drama:<br>• voice (loud, soft)<br>• movement (big, small)<br>to create drama<br><br>Simple stories based on stimuli and available technologies<br><br>Development of improvisation skills (accepting offers) to develop dramatic action | Exploration and experimentation with the codes and conventions of media:<br>• technical (capturing, selecting and arranging images)<br>• symbolic (objects, colour)<br>to produce media work<br><br>Production of images and/or signs and symbols in a media work to communicate a message for a familiar audience | Development of aural skills by exploring the elements of music, including:<br>• rhythm (sound, silence; long, short; steady beat)<br>• tempo (fast, slow)<br>• pitch (high, low; pitch direction; distinguish between speaking and singing voice)<br>• dynamics (loud, soft)<br>• form (same, different; echo patterns)<br>• timbre (exploration of sounds produced on percussion instruments)<br>to create music<br><br>Improvisation and practise of music (singing, playing, moving) for a specific purpose and a familiar audience<br><br>Development of performance skills (singing chants, songs and rhymes, and playing classroom instruments in tune and in time) | Development of artistic skills through experimentation with:<br>• shape (familiar shapes; simple 2D shapes)<br>• colour (primary colours, secondary colours)<br>• line (curved, straight, wavy, zigzag)<br>• texture (familiar objects)<br>to create artwork<br><br>Exploration of tactile techniques, such as block printing, clay work or collage<br><br>Use of a variety of techniques, to create 2D and 3D artwork inspired by personal experiences, ready for display<br><br>Sharing artwork with others |
| **Sharing the arts through performance, presentation or display for an audience** | Performance of improvised movements that communicate ideas to an audience<br><br>Performance skills (facing the audience) when presenting dance | Performance of improvised drama that communicate ideas to an audience<br><br>Performance skills (facing the audience) when sharing drama with peers | | Audience behaviour (being an attentive listener) during performances<br><br>Different places and occasions where music is experienced | Appreciation of where and how artwork is displayed in the local community<br><br>Personal responses and feelings about artwork they view and make |
| **Responding to and interpreting** | Audience behaviour (being attentive, responding appropriately) to dance<br><br>Different places and special occasions where people dance<br><br>Personal responses to dances they view and make | Audience behaviour (being attentive, responding appropriately) when viewing drama<br><br>Different places and occasions where drama is seen or heard in the community<br><br>Personal responses to drama they view and make | Responses to images that communicate messages in the community and use different features to capture an audience<br><br>Personal responses to media work they view and produce | Personal responses to music they listen to and make | |

# ECE Activity: Family Pictures

*  **Engaging students with society (family) through showing and telling family pictures (critical engagement with viewpoints in Media Arts)**

**Looking at family pictures** → **Media Arts Technical and Symbolic Elements** → **Technology** → **Audience**

**What's the story?**
- Who?
- Where?
- When?
- What's happening?
- Purpose?

**Relationships**

**Place/setting**

**Time**

**Action**

**Intent**

*Analogue photos*

*Who are the audience for family photos?*

*What concepts are the focus in this activity?*

*This is just another possible activity What year would you use it with? Why?*

Media Arts enables students to analyse past technologies, and use existing and emerging technologies as they explore imagery, text and sound to create meaning. Students participate in, experiment with, and interpret cultures, media genres and styles, and different communication practices.

In Media Arts we teach students to
•design
•produce
•distribute
•interact with (respond to) print, audio, screen-based and hybrid communication technologies