

# Teaching Media Arts

Arts Winter School - Workshop 1  
July 2018

Warming  
up for Media  
Arts

Making  
Media Arts

Responding  
to Media Arts

**Who are we**

**What you want to learn from this workshop**

**Networking**

**Ideas for Activities that generate learning**

**Deeper curriculum knowledge**

**Confidence**



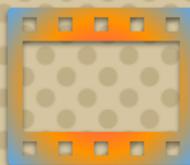
Warming Up



Edging in/Engaging



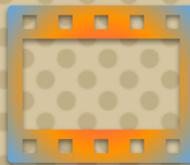
Activity focus 1 - 3 picture stories



Sharing/showing/responding



Activity focus 2 - iMovie templates



Sharing/showing/responding



Consolidating specific learning



Cooling Down

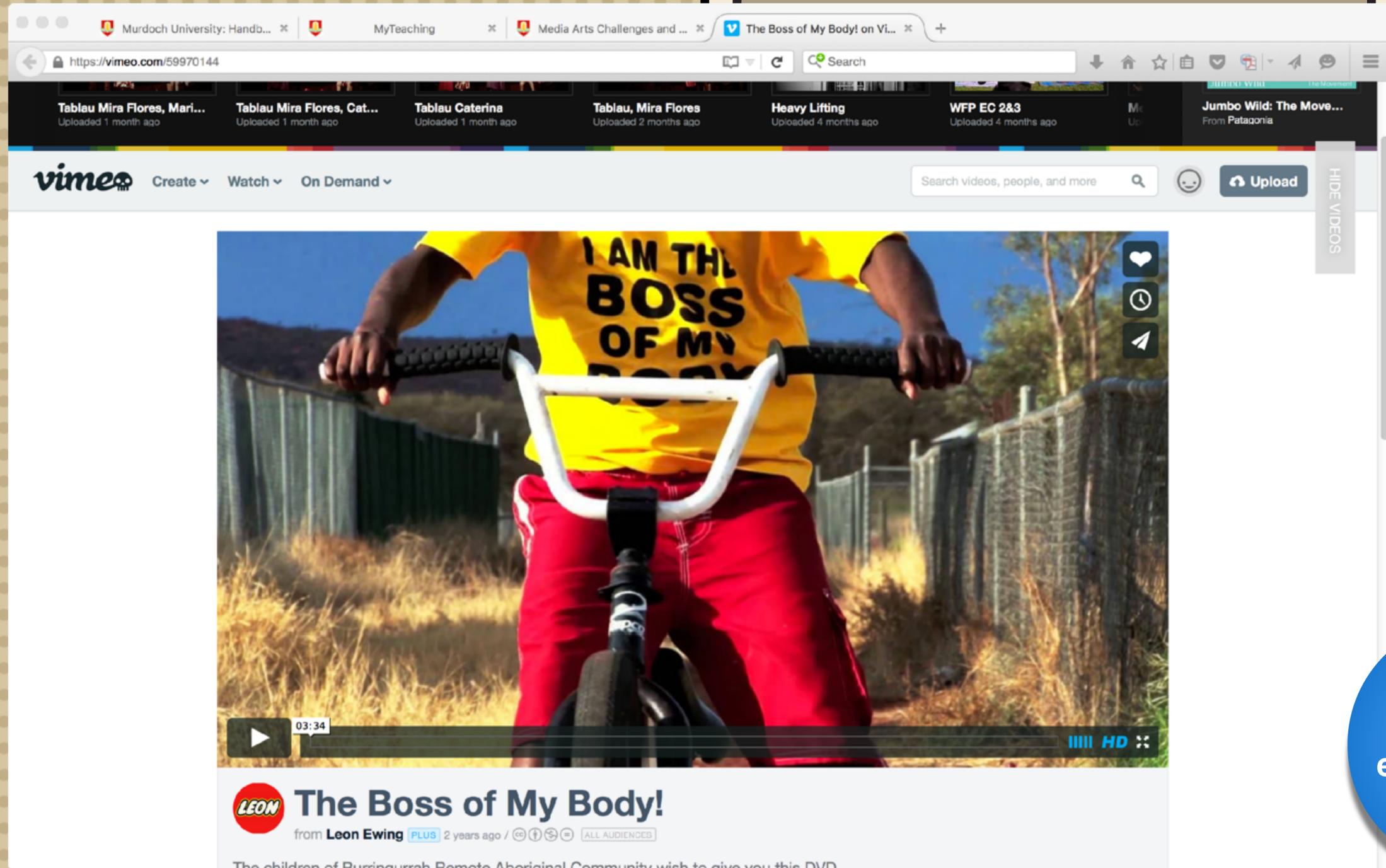
Shape of this workshop

Physical

Cognitive

Social

Emotional



The screenshot shows a web browser window with several tabs open, including 'Murdoch University: Handb...', 'MyTeaching', 'Media Arts Challenges and ...', and 'The Boss of My Body! on Vi...'. The address bar shows the URL 'https://vimeo.com/59970144'. The Vimeo interface includes a navigation bar with 'vimeo' logo, 'Create', 'Watch', and 'On Demand' options. A search bar and an 'Upload' button are also visible. The main content area displays a video player with a person riding a bicycle. The person is wearing a bright yellow t-shirt with the text 'I AM THE BOSS OF MY BODY!' and red pants. The video player includes a play button, a progress bar showing 03:34, and a 'HD' indicator. Below the video player, the title 'The Boss of My Body!' is displayed, along with the creator's name 'Leon Ewing' and a 'PLUS' badge. The video is marked as 'ALL AUDIENCES'.

Why warm ups are essential for the Arts

<https://vimeo.com/leonewing/bossofmybody>



Context

Art Forms

Making/  
Responding

Outcomes/  
audience

# The Boss of My Body!

Leon Ewing PLUS 3 years ago | more

+ Follow

## More from Leon Ewing

Autoplay on



The Boss of My Body!  
from Leon Ewing

# A media survey

In the last day estimate how much time you spent with the following media

Watching television  
(free to air/  
cable/  
internet)

Movies  
(in a  
cinema/  
internet/  
DVD)

Reading a  
newspaper  
or magazine

Reading  
posters/  
advertisements

On your  
personal  
screen  
(e.g.  
Facebook,  
video  
games,etc)

Listening to  
radio or  
music

**Our lives are powerfully  
shaped by the media**

**We want our students to not  
just respond critically but to be able to  
express and communicate ideas using  
the media**



# A media survey of young people



## How much time each week do our students spend with the media

	4-5 years	
	Schoolday (minutes/ day)	Non-Schoolday (minutes/ day)
Television	100.7	147.9
Computer use including games	7.8	12.3
Reading	21.2	31.5
Organised activities including sport	11.1	50.5
Other leisure (arts, puzzles, etc.)	50.4	106.3
Other non-home leisure/culture	19.8	65.1
Physical activity excluding sport	31.8	75.5
Doing nothing	1.5	3.4
Homework including computer use	-	-

# A media survey of young people



## How much time each week do our students spend with the media

	4-5 years		10-11 years	
	Schoolday (minutes/ day)	Non-Schoolday (minutes/ day)	Schoolday (minutes/ day)	Non-Schoolday (minutes/ day)
Television	100.7	147.9	91.5	185.2
Computer use including games	7.8	12.3	27.0	79.7
Reading	21.2	31.5	15.5	20.0
Organised activities including sport	11.1	50.5	28.9	27.3
Other leisure (arts, puzzles, etc.)	50.4	106.3	13.3	41.8
Other non-home leisure/culture	19.8	65.1	7.1	42.1
Physical activity excluding sport	31.8	75.5	40.2	105.8
Doing nothing	1.5	3.4	4.5	9.9
Homework including computer use	-	-	24.3	8.7

**What are the media in our lives?**



**What are the media in the lives of our students?**

# Media Arts in schools

What are the media?



Why include media arts in school?  
Don't they get enough already?

the media [treated as sing. or pl.]  
the main means of mass communication (esp. television, radio, newspapers, and the Internet) regarded collectively

**Communications  
technologies**

**Stories**

**In Media Arts, students use  
communications technologies to  
creatively explore, make and interpret  
stories about people, ideas and the  
world around them.**



**Australian  
CURRICULUM**

They (students) engage their **senses, imagination and intellect** through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

Senses

Imagination

Mind

De-code this  
curriculum  
speak



Australian  
CURRICULUM

**Media from a range  
of perspectives**

**Viewing  
in English**

**Technologies  
Technology Process  
Digital Technologies**

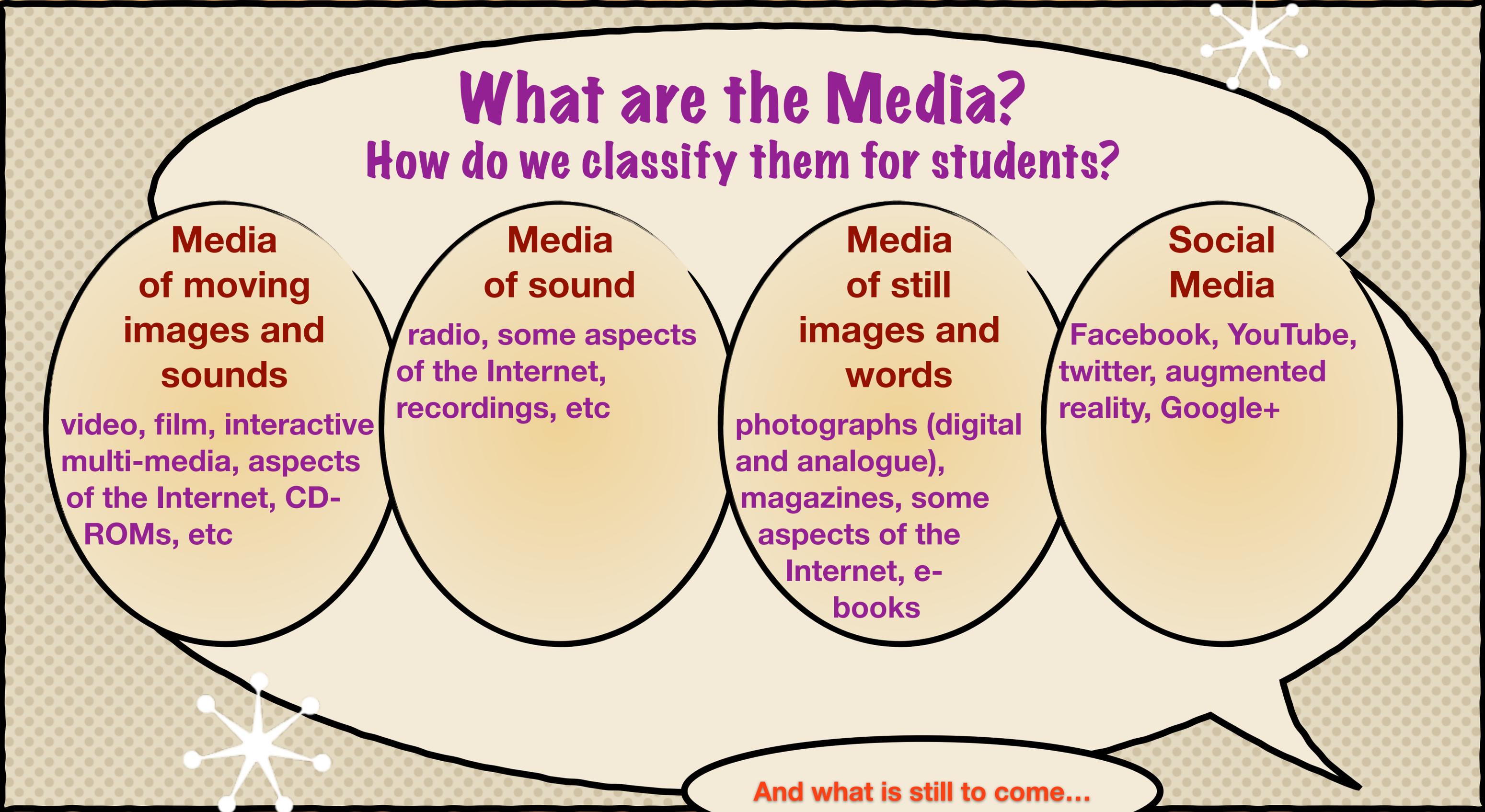
**Media  
Arts**  
**Media in The Arts**

**What is  
distinctive about  
viewing in the  
English  
curriculum?**

**Multi literacies**

**How do we connect and  
integrate Media?**

**Multi modal**



# What are the Media?

## How do we classify them for students?

### Media of moving images and sounds

video, film, interactive  
multi-media, aspects  
of the Internet, CD-  
ROMs, etc

### Media of sound

radio, some aspects  
of the Internet,  
recordings, etc

### Media of still images and words

photographs (digital  
and analogue),  
magazines, some  
aspects of the  
Internet, e-  
books

### Social Media

Facebook, YouTube,  
twitter, augmented  
reality, Google+

And what is still to come...



## Telling 3 picture stories

What's the story?

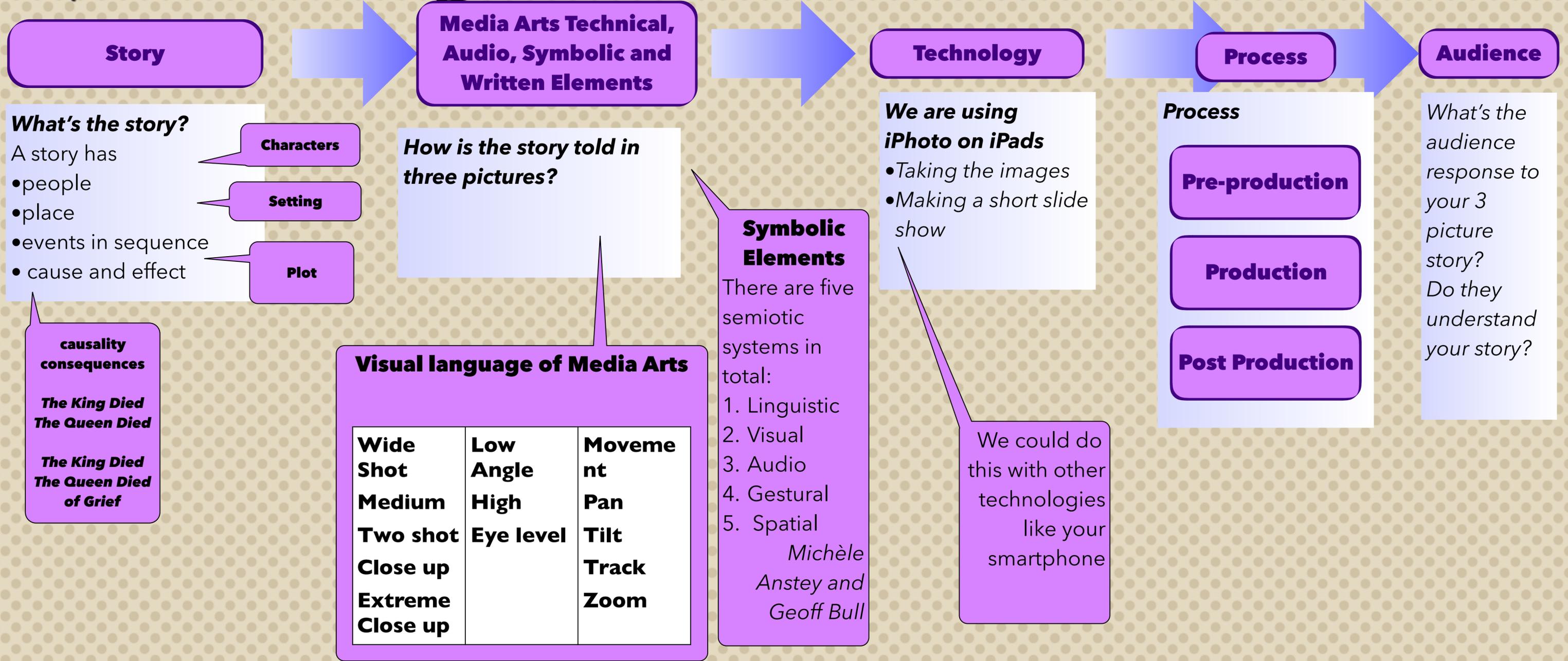
How is it told?

What are the codes & Conventions?

To explore and apply story and codes and conventions  
To explore Pre-Production, Production and Post-Production

# Teaching 3 picture story

\* To tell the story we need:



**Story**

**What's the story?**  
A story has

- people
- place
- events in sequence
- cause and effect

- Characters**
- Setting**
- Plot**

**causality consequences**

*The King Died  
The Queen Died*

*The King Died  
The Queen Died  
of Grief*

**Media Arts Technical, Audio, Symbolic and Written Elements**

**How is the story told in three pictures?**

**Visual language of Media Arts**

<b>Wide Shot</b>	<b>Low Angle</b>	<b>Movement</b>
<b>Medium</b>	<b>High</b>	<b>Pan</b>
<b>Two shot</b>	<b>Eye level</b>	<b>Tilt</b>
<b>Close up</b>		<b>Track</b>
<b>Extreme Close up</b>		<b>Zoom</b>

**Symbolic Elements**

There are five semiotic systems in total:

1. Linguistic
2. Visual
3. Audio
4. Gestural
5. Spatial

*Michèle Anstey and Geoff Bull*

**Technology**

**We are using iPhoto on iPads**

- Taking the images
- Making a short slide show

We could do this with other technologies like your smartphone

**Process**

- Process**
- Pre-production**
  - Production**
  - Post Production**

**Audience**

**What's the audience response to your 3 picture story? Do they understand your story?**

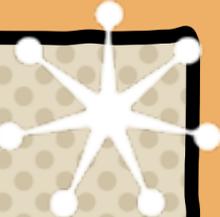
# Activity: 3 picture story



What's the  
story?

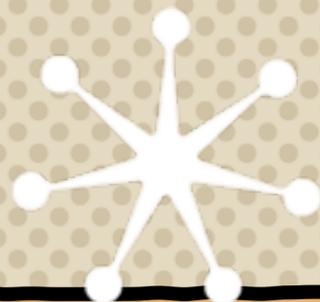
How does our  
mind fill in the  
gaps in the  
story?





• **Unpacking the codes and conventions (elements) of Media Arts**

- **Technical**
- **Symbolic**
- **Audio**
- **Written**



# What's this story?



Your reaction as an audience?

**How does the story change if we change the order of the images?**



*Your reaction as an audience?*

# Audio

<b>Volume and audibility</b>	<b>loudness, softness</b>
<b>Pitch</b>	<b>High or soft or variations</b>
<b>Pace</b>	<b>fast, slow, phrasing, use of silence</b>
<b>Use of voice</b>	<b>modulation, articulation, timbre, intonation (pitch), stress projection (audibility)</b>

**Make the connection with drama and music**

**Remember why we put Media Arts as the last of the 5 arts subjects**

**How does the story change if we change the order of the images?**



*And add music?*

*Your reaction as an audience?*

**Written**

<b>Vocabulary</b>	<b>Breadth</b>
<b>Structure</b>	<b>Form</b>
<b>Grammar of oral and written language</b>	<b>Accuracy</b> <b>Variation for meaning</b>
<b>Genre</b>	<b>Varying vocabulary, structure and grammar according to audience and purpose</b>

**Make the connection with English and Literacy**

# Pre-primary

## Making

### Ideas

- \* Exploration and experimentation with images, with or without text, to communicate messages (ACAMAM054)
- \* Familiarisation of signs and symbols, including logos and icons, that have meaning and purpose (ACAMAM054)

### Skills

- \* Exploration and experimentation with the codes and conventions of media:
    - technical (capturing, selecting and arranging images)
    - symbolic (objects, colour)
- to produce media work (ACAMAM055)

### Production

- \* Production of images and/or signs and symbols in a media work to communicate a message for a purpose (ACAMAM056)

## Responding

- \* Responses to images that communicate messages in the community and use different features to capture an audience (ACAMAR057)
- \* Personal responses to media work they view and produce (ACAMAR057)

## Making

### Ideas

- \* Exploration of how sequenced images, audio and text can be used to tell a story or convey a message (ACAMAM058)
- \* Exploration of how fictional characters are represented in stories (ACAMAM058)

### Skills

- \* Exploration and experimentation with the codes and conventions of media:
  - technical (sequencing and editing images to organise events in a story; camera shots (close-up); camera angles (low angle))
  - symbolic (objects, colour, setting, using costumes and props to represent familiar people as fictional characters)
  - audio (loudness and softness; music to convey a mood; sound effects)
  - written (selecting, arranging and editing text to organise important features of an idea or story)

when producing media work (ACAMAM059)

### Production

- \* Production of media work, using codes and conventions to enhance the story or message for an intended audience (ACAMAM060)

# Year 3

## Responding

- \* Appropriate responses to, and respect for, media work from different social, cultural and/or historical contexts (ACAMAR061)
- \* Responses that involve identifying and reflecting on, the use of codes and conventions of media in their own and others' media work, using media terminology (ACAMAR061)

•How will we know if students have learnt successfully?

Pre-primary

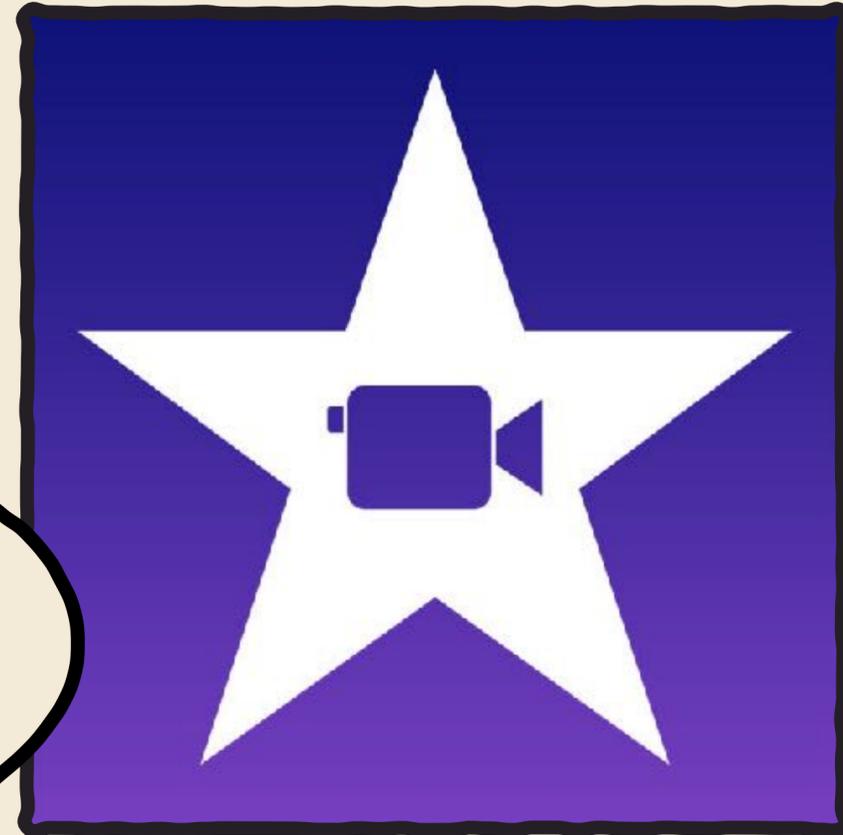
At Standard, students produce media work that **communicates meaning**. They **select or capture mostly relevant images**, also using **signs and symbols** to **give meaning** to their messages. Students **identify the features** used in media work to communicate messages and capture an audience. They **share their opinion** about media work viewed and produced.

Year 3

At Standard, students produce media work for **a specific purpose, using codes and conventions of media** for some audience engagement. They explore **how sequenced images, audio and text are used to tell stories and convey messages**. Students explore the **representation of fictional characters** in stories. They **sequence and edit images, using audio and text** appropriate to the message. Students **use props and costumes** to represent familiar people as fictional characters. Students **respond respectfully** to media work from **different social, cultural and/or historical contexts**. They **identify codes and conventions** used in their own and others' media work, using some media terminology.

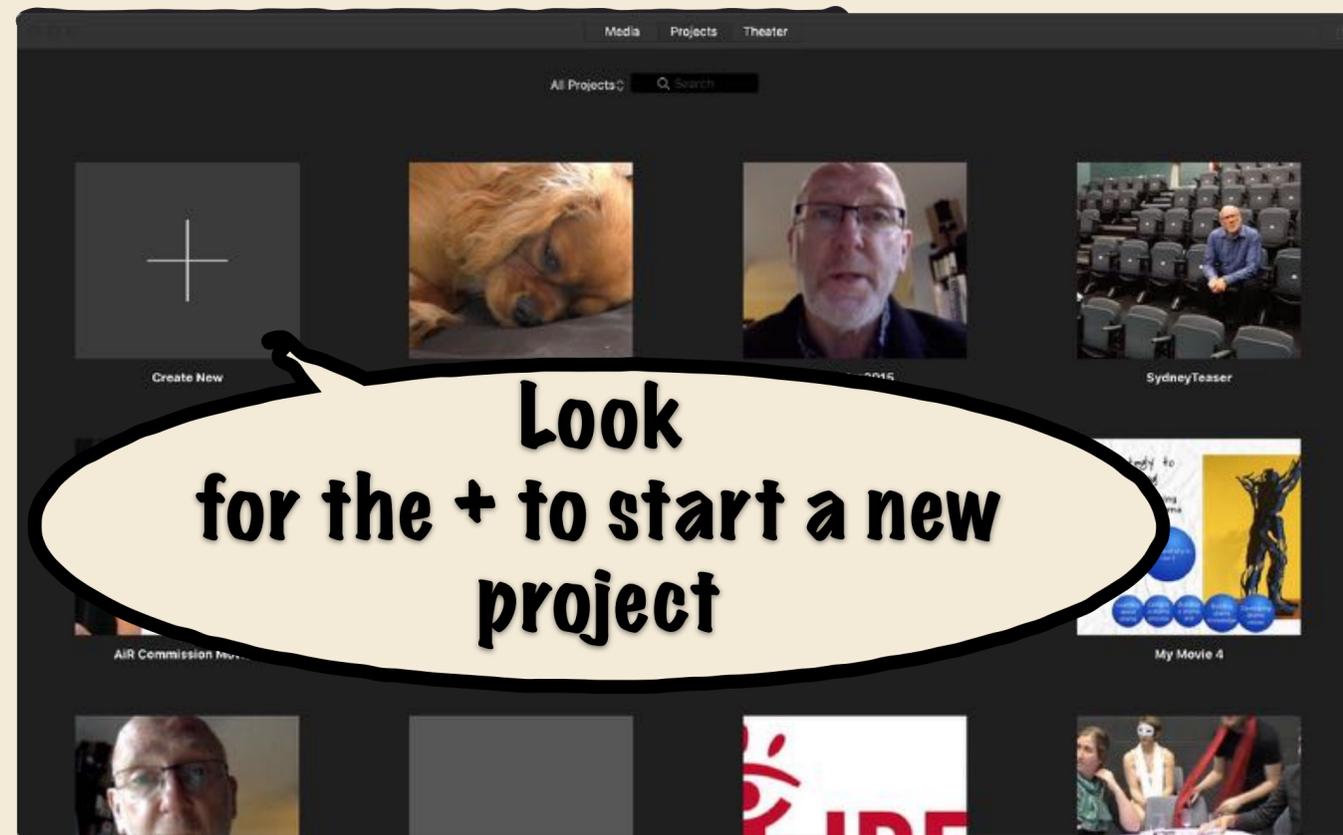
Based on the content taught, student learning is described through Achievement Standards. These Standards show progressively what is expected of students as they learn.

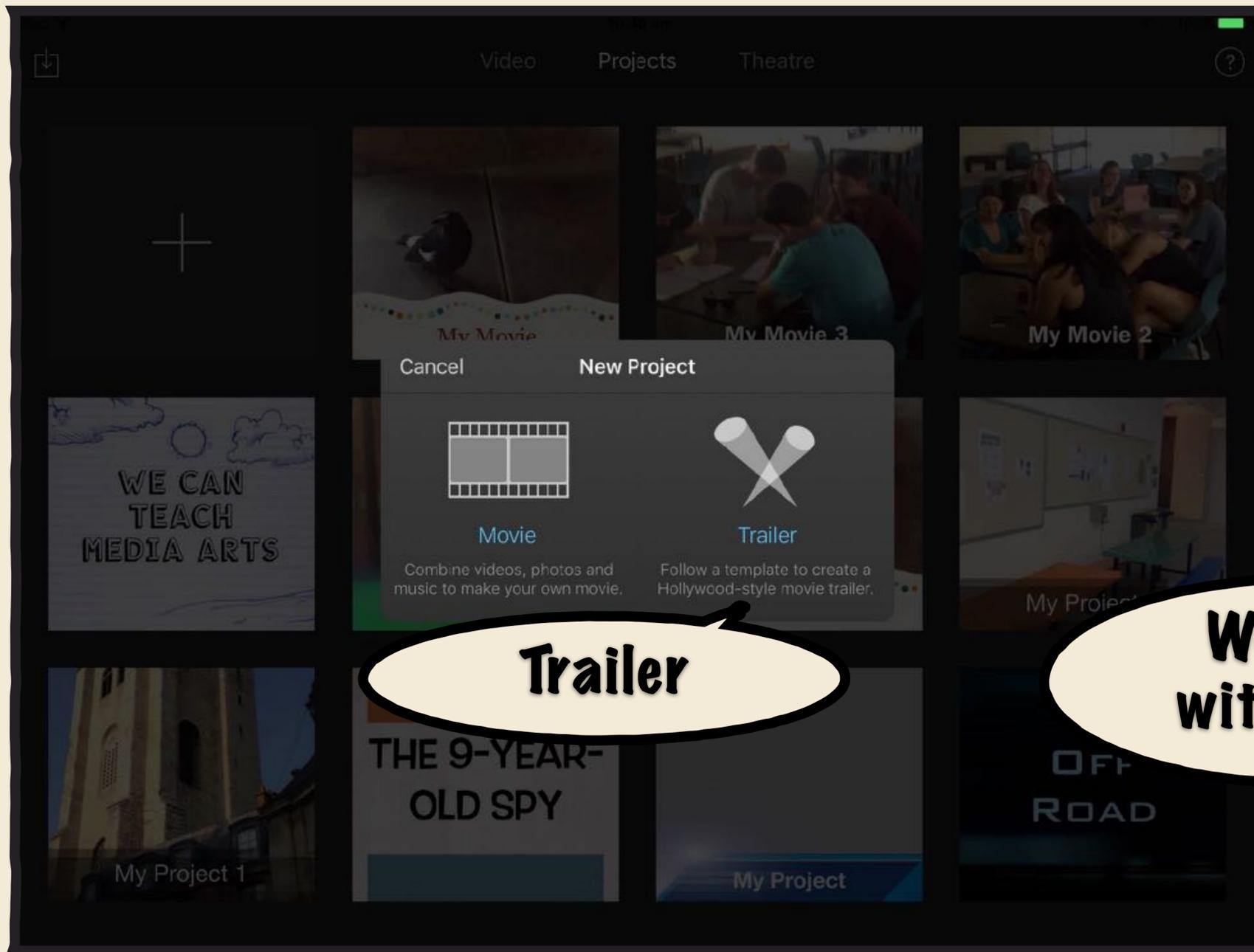
# Using iPads and iMovie



To explore and apply media concepts and codes and conventions  
To explore Pre-Production, Production and Post-Production

Look for the + to start a new project





**Trailer**

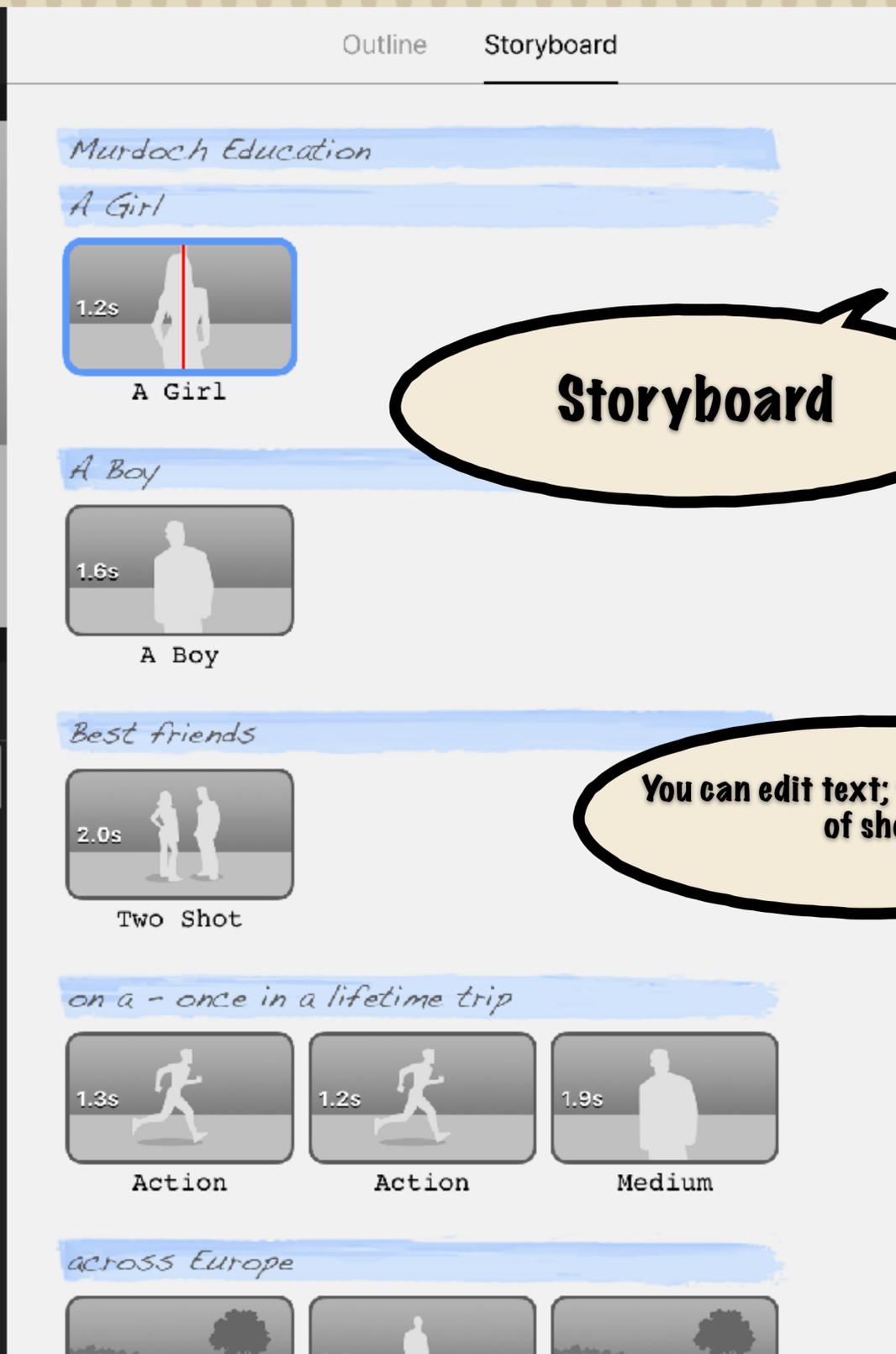
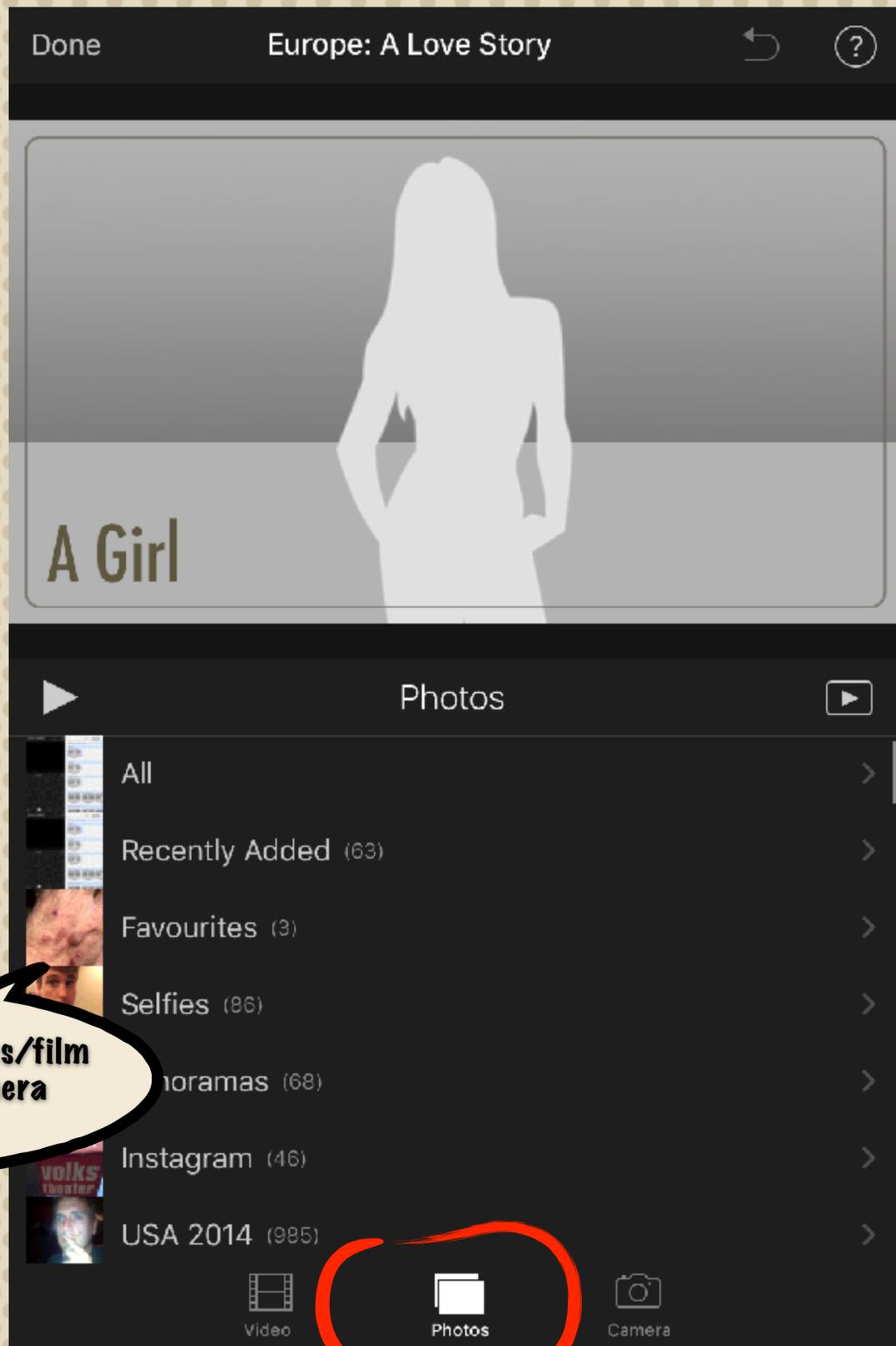


**Working with Genre**

**Working with templates**



**Setting up project**



**Storyboard**

**You can edit text; you know types of shots**

**You can add images/movies/film your own using the camera**

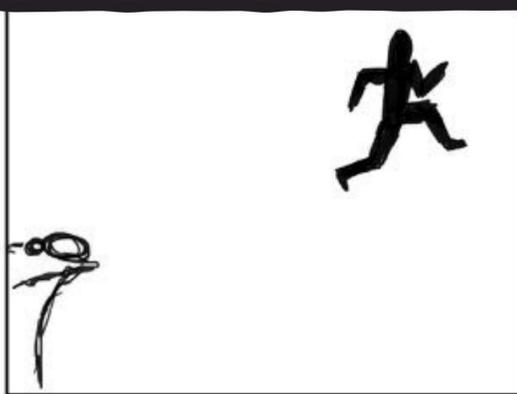


**Responding**

**Beyond  
the giggles, oooos  
and ahs!**

**What  
questions would you  
ask your students to  
answer as they watch the  
trailers of others  
students**

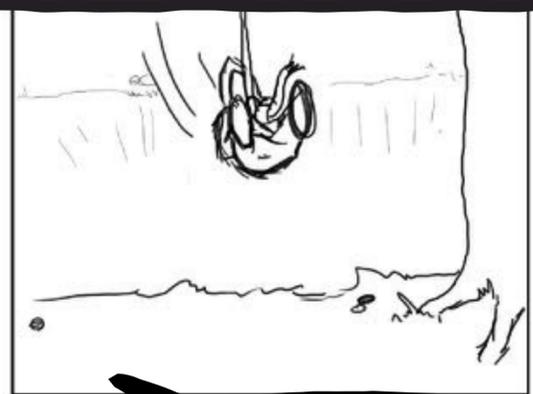
**Looking at your  
trailer movies**



13. Content: Pro leaping through the air, showing the extent of the gap and the drop below. Slow motion  
Camera: Long shot



14. Content: Hand reaching out for and grabbing rope. Slow motion  
Camera: Extreme close up

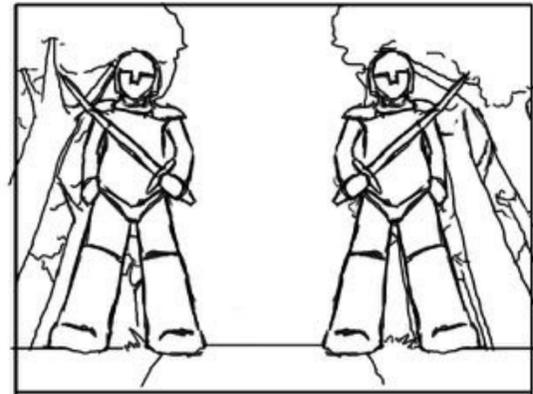


15. Content: Pro looking down at the rope

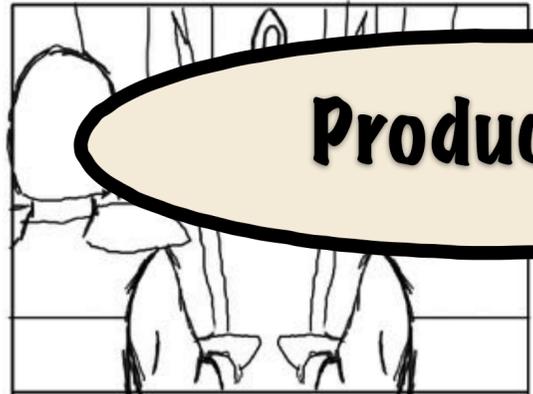
**Pre-production**



16. Content: Pro running from behind, guards silhouetted in the distance  
Camera: Mid shot, ensuring background visible for guards

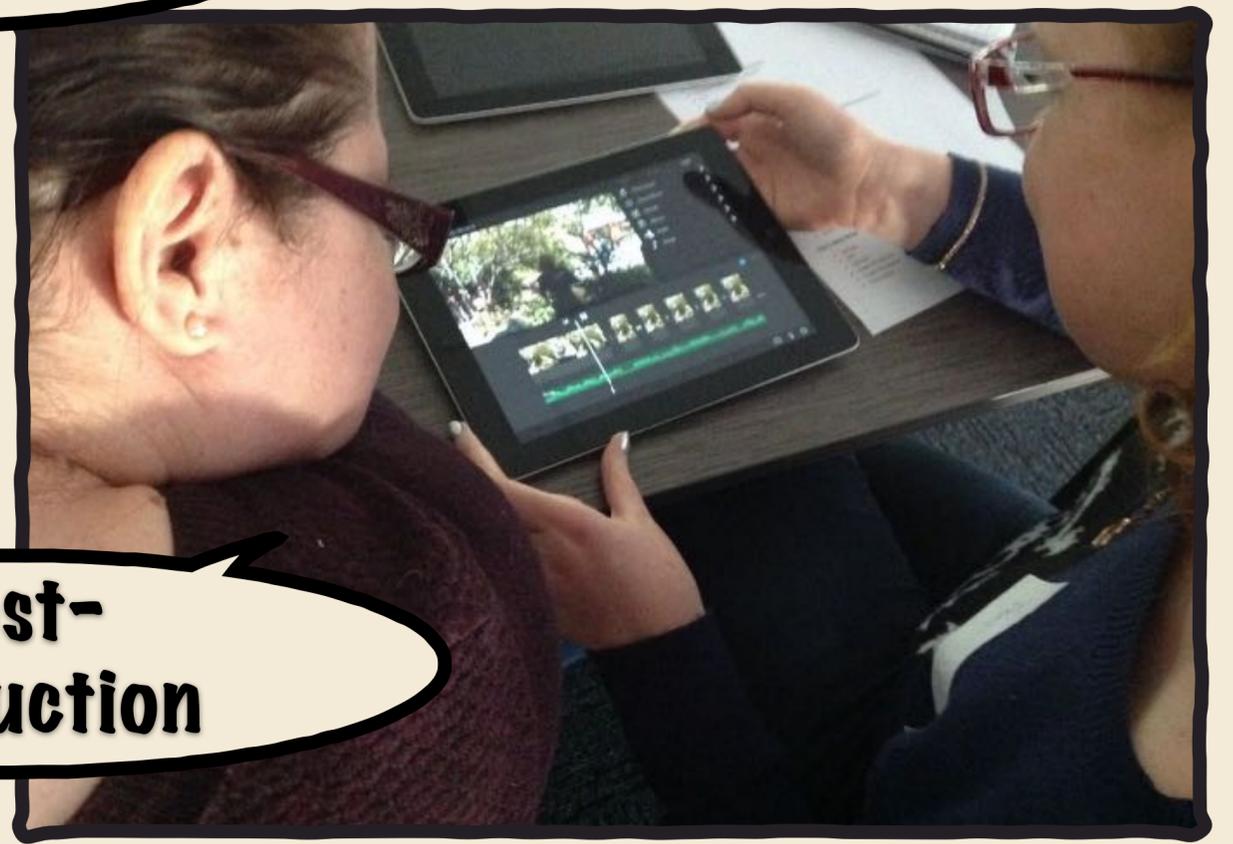
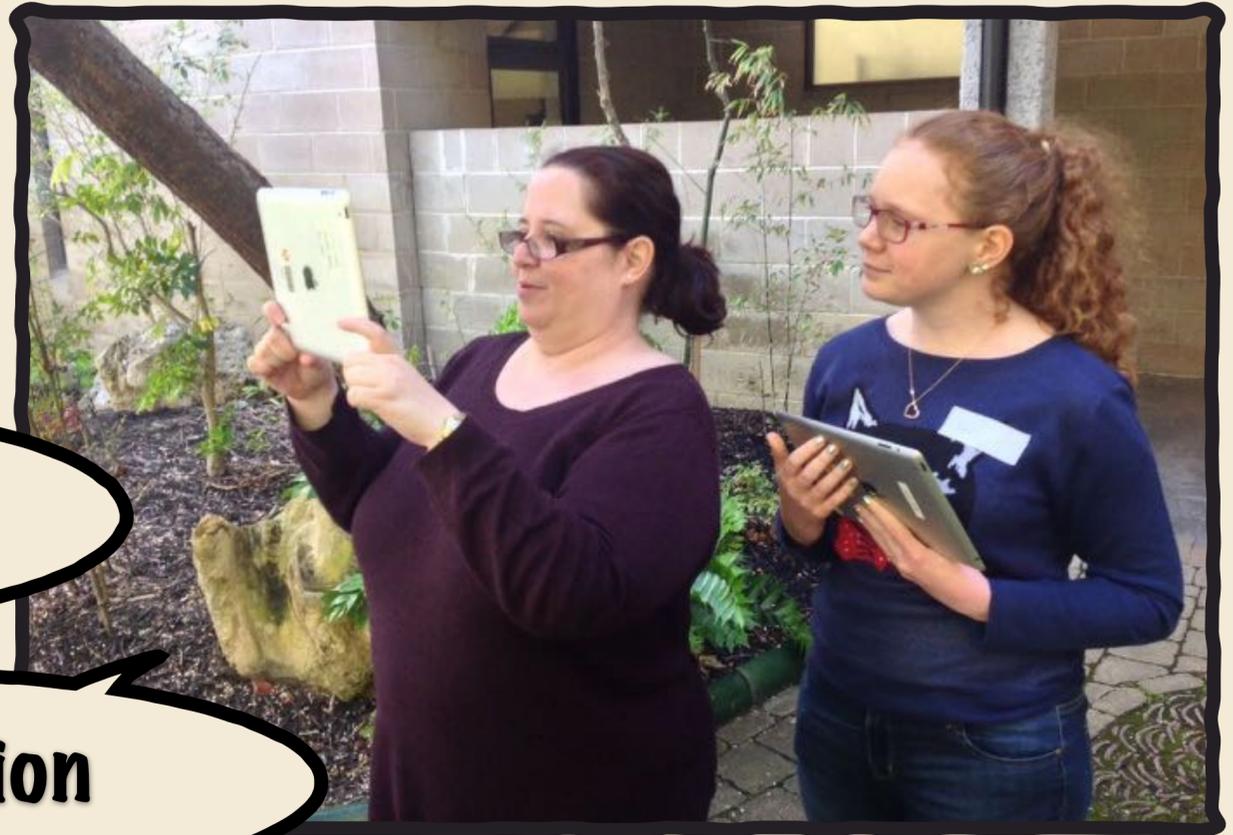


17. Content: Guards readying themselves as Pro approaches  
Camera: steady, low shot showing the guards



18. Content: Over the shoulder shot of Pro running at the guards  
Camera: Long shot, Track slightly up revealing Pro running

**Production**



**Post-production**

# Teaching students key Media Arts processes



Download more iMovie Trailer Planners at [learninginhand.com/trailers](http://learninginhand.com/trailers)

Topic

Writer(s)

Movie Name

Studio Name

What is essential to include?

List important details.

List other interesting, funny, or trivial information.

After brainstorming and/or researching the above information, narrow down what you will actually include in your trailer. Your trailer must include what's essential. It should include many of the important details, and you might use just one or two of the interesting/funny/trivial information. Remember, trailers are very short, so you have to be concise.

Which tone best matches your topic?

Exiting or Thrilling

Humorous or Whimsical

Heartwarming or Inspiring

Serious or Thoughtful

iMovie templates to consider using:

Adrenaline Expedition Swashbuckler

Bollywood Fairy Tale Family

Coming of Age Indie Teen

Narrative Romance Scary

Go to this website

Download the planning template for your chosen trailer

Plan quickly before you shoot

Pre-production

What will you teach your students about Pre-production?

The Media Arts tell stories through technologies

<http://learninginhand.com/blog/2014/8/6/plan-a-better-imovie-trailer-with-these-pdfs>

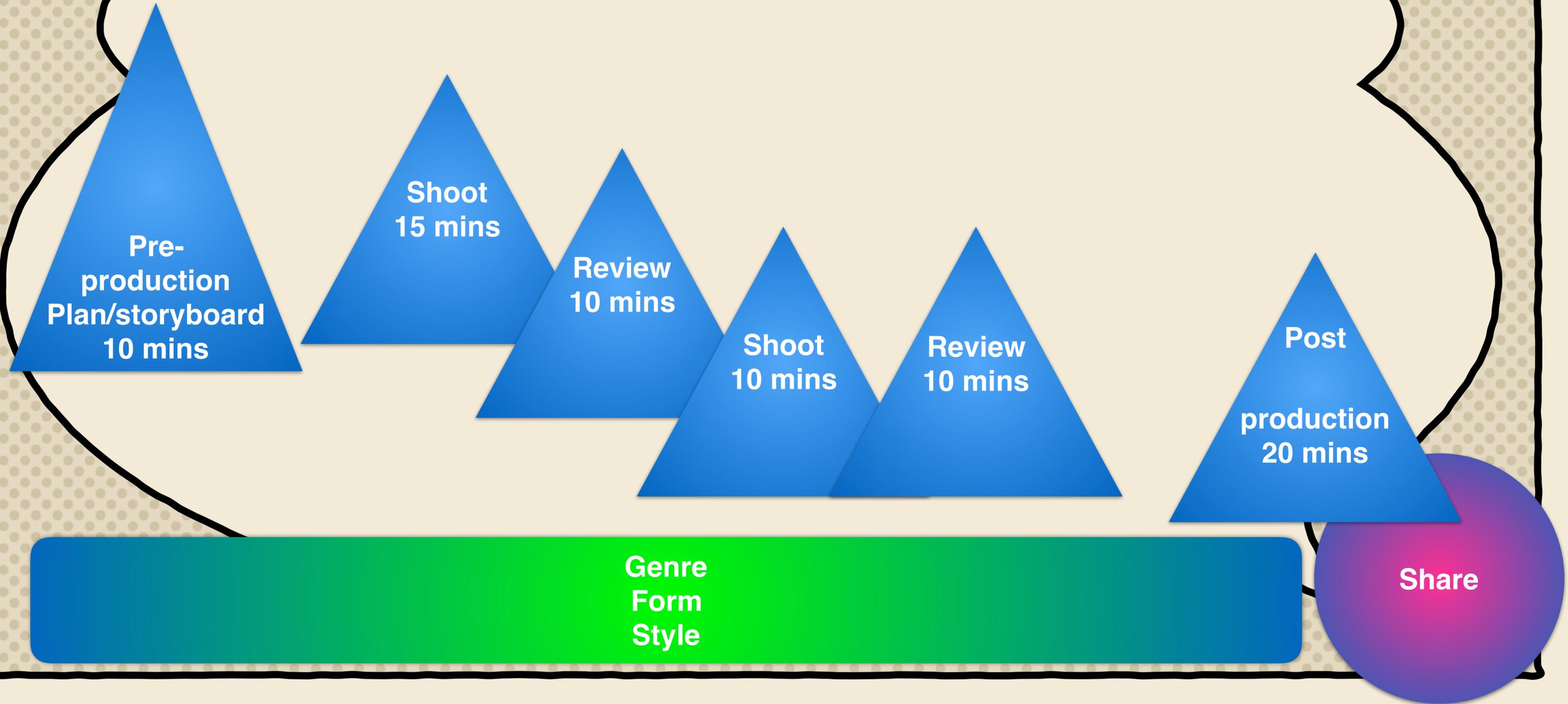
# Your task in the group

1. Identify your story/  
storyboard
2. Identify your genre  
features
3. Look at the storyboard
4. Shoot
5. Review
  - Shoot
  - Review
    - Shoot
    - Review
      - Shoot
      - Review
6. Edit
7. Share



**Production**

# Activity Timeline



**Genre**

**Codes and  
Conventions**

**Story**

**Audience  
Intended  
message**

**Our questions for  
students are...**

**How will we work  
with responding at this  
point in the project?**

**Use  
the curriculum to shape  
your questions**

# Learning Focus

## THE ARTS– Scope and sequence P–6

		Dance	Drama	Media Arts	Music	Visual Arts
<b>Exploring ideas and improvising with ways to represent ideas</b>	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	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	Exploration of, and experimentation with, the visual art elements of shape, colour, line and texture
<b>Developing skills and processes</b>	<p>Exploration of, and experimentation with, two (2) elements of dance</p> <ul style="list-style-type: none"> <li>Body:                             <ul style="list-style-type: none"> <li>body awareness (awareness of body in space in relation to objects)</li> <li>body zones (whole body movements)</li> <li>body bases (feet)</li> </ul> </li> <li>Space:                             <ul style="list-style-type: none"> <li>levels (medium)</li> <li>direction (forward, backward)</li> <li>personal space</li> <li>shape (straight, curved)</li> </ul> </li> </ul> <p>to create dance sequences</p> <p>Locomotor (walking, skipping, running) and non-locomotor movements (twisting, bending, turning, swaying) to develop body control and coordination</p> <p>Safe dance practices, including being aware of personal space</p>	<p>Exploration and experimentation of two (2) elements of drama:</p> <ul style="list-style-type: none"> <li>voice (loud, soft)</li> <li>movement (big, small)</li> </ul> <p>to create drama</p> <p>Simple stories based on stimuli and available technologies</p> <p>Development of improvisation skills (accepting offers) to develop dramatic action</p>	<p>Exploration and experimentation with the codes and conventions of media:</p> <ul style="list-style-type: none"> <li>technical (capturing, selecting and arranging images)</li> <li>symbolic (objects, colour)</li> </ul> <p>to produce media work</p>	<p>Development of aural skills by exploring the elements of music, including:</p> <ul style="list-style-type: none"> <li>rhythm (sound, silence; long, short; steady beat)</li> <li>tempo (fast, slow)</li> <li>pitch (high, low; pitch direction; distinguish between speaking and singing voice)</li> <li>dynamics (loud, soft)</li> <li>form (same, different; echo patterns)</li> <li>timbre (exploration of sounds produced on percussion instruments)</li> </ul> <p>to create music</p>	<p>Development of artistic skills through experimentation with:</p> <ul style="list-style-type: none"> <li>shape (familiar shapes; simple 2D shapes)</li> <li>colour (primary colours, secondary colours)</li> <li>line (curved, straight, wavy, zigzag)</li> <li>texture (familiar objects)</li> </ul> <p>to create artwork</p> <p>Exploration of tactile techniques, such as block printing, clay work or collage</p>	
<b>Sharing the arts through performance, presentation or display for an audience</b>	<p>Performance of improvised movements that communicate ideas to an audience</p> <p>Performance skills (facing the audience) when presenting dance</p>	<p>Performance of improvised drama that communicate ideas to an audience</p> <p>Performance skills (facing the audience) when sharing drama with peers</p>	<p>Production of images and/or signs and symbols in a media work to communicate a message for a purpose</p>	<p>Improvisation and practise of music (singing, playing, moving) for a specific purpose and a familiar audience</p> <p>Development of performance skills (singing chants, songs and rhymes, and playing classroom instruments in tune and in time)</p>	<p>Use of a variety of techniques, to create 2D and 3D artwork inspired by personal experiences, ready for display</p> <p>Sharing artwork with others</p>	
<b>Responding to and interpreting</b>	<p>Audience behaviour (being attentive, responding appropriately) to dance</p> <p>Different places and special occasions where people dance</p> <p>Personal responses to dances they view and make</p>	<p>Audience behaviour (being attentive, responding appropriately) when viewing drama</p> <p>Different places and special occasions where drama is seen or heard in the community</p> <p>Personal responses to drama they view and make</p>	<p>Responses to images that communicate messages in the community and use different features to capture an audience</p> <p>Personal responses to media work they view and produce</p>	<p>Audience behaviour (being an attentive listener) during performances</p> <p>Different places and occasions where music is experienced</p> <p>Personal responses to music they listen to and make</p>	<p>Appreciation of where and how artwork is displayed in the local community</p> <p>Personal responses and feelings about artwork they view and make</p>	

Specific Media Arts Content Descriptions

- Using (subverting?) existing templates – vs – free form
- Story
  - Features of stories – people/places/action/sequence/cause and effect
- Genre conventions
  - Features of specific genres
- Processes
  - Pre-production
  - Production
  - Post-production
- Time management
- Collaboration
- Responding – formally responding beyond "*that was so good*"
  - *Describe/Analyse/Interpret/Make Informed judgment*
- *Showing your work with assertiveness*

Meaning making



Hands on  
Practical

Discovering  
Finding out by doing  
Problem solving

**Teaching  
Media Arts**



# Teach students to make choices

Choices  
in Frame

Composition



Active looking at  
space

Leading the eye  
on a journey thro  
the space

# Issues in teaching Media Arts

- Warm up (was there a warm up and how was this different? )
- Teach use of processes -
- There is no mystery in the technology – hands on trial and error
- Focus on story telling
- Making choices e.g. location (what does each tell you? how do you read the locations – everything you point the camera at has a meaning and you read that meaning

## ✦ Trusting kids with technology

Permissions

Accessible technology

Teaching Technical, Audio, Symbolic and technical codes



Censorship

Changing media cultures

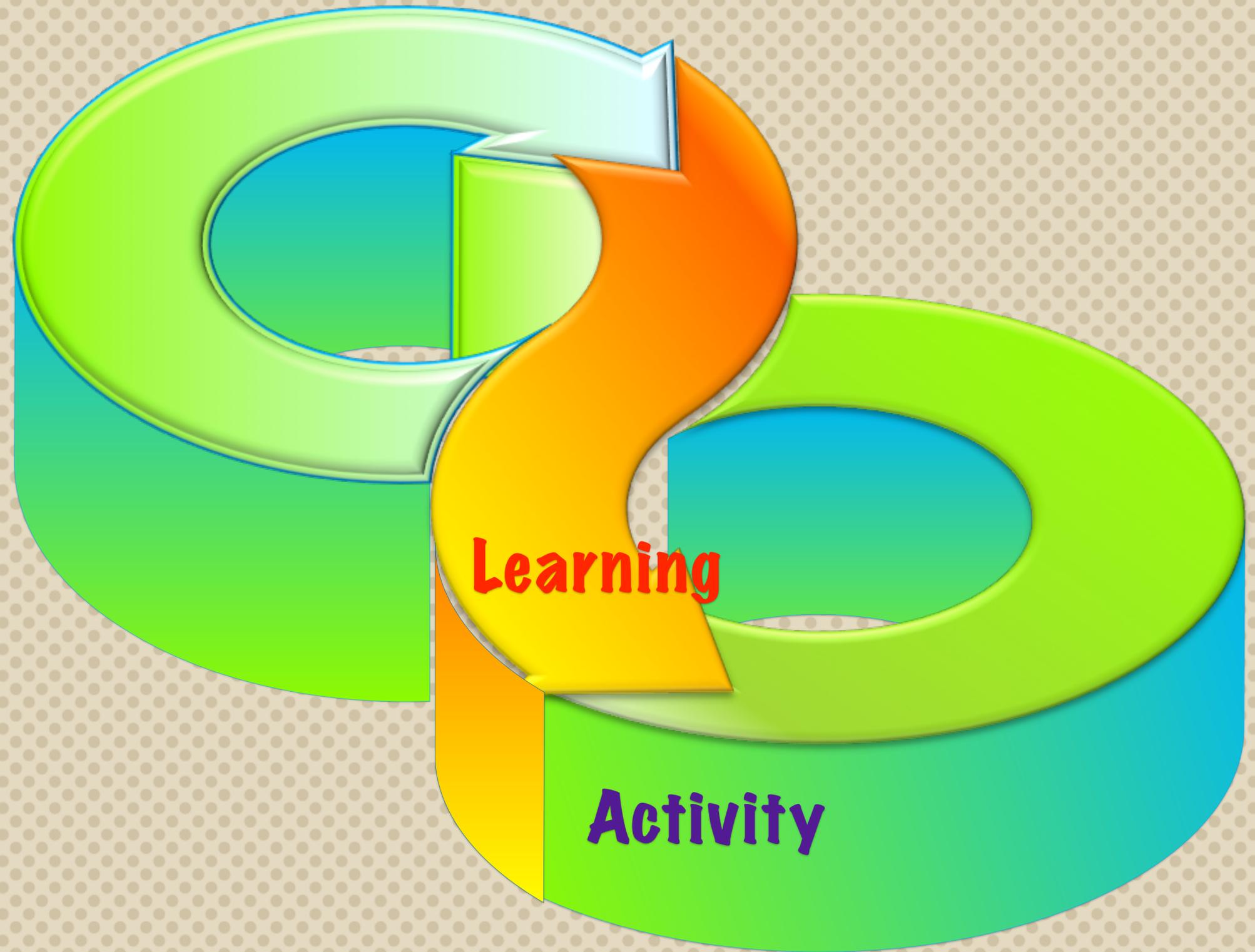
Media processes

Creative Commons

Copyright

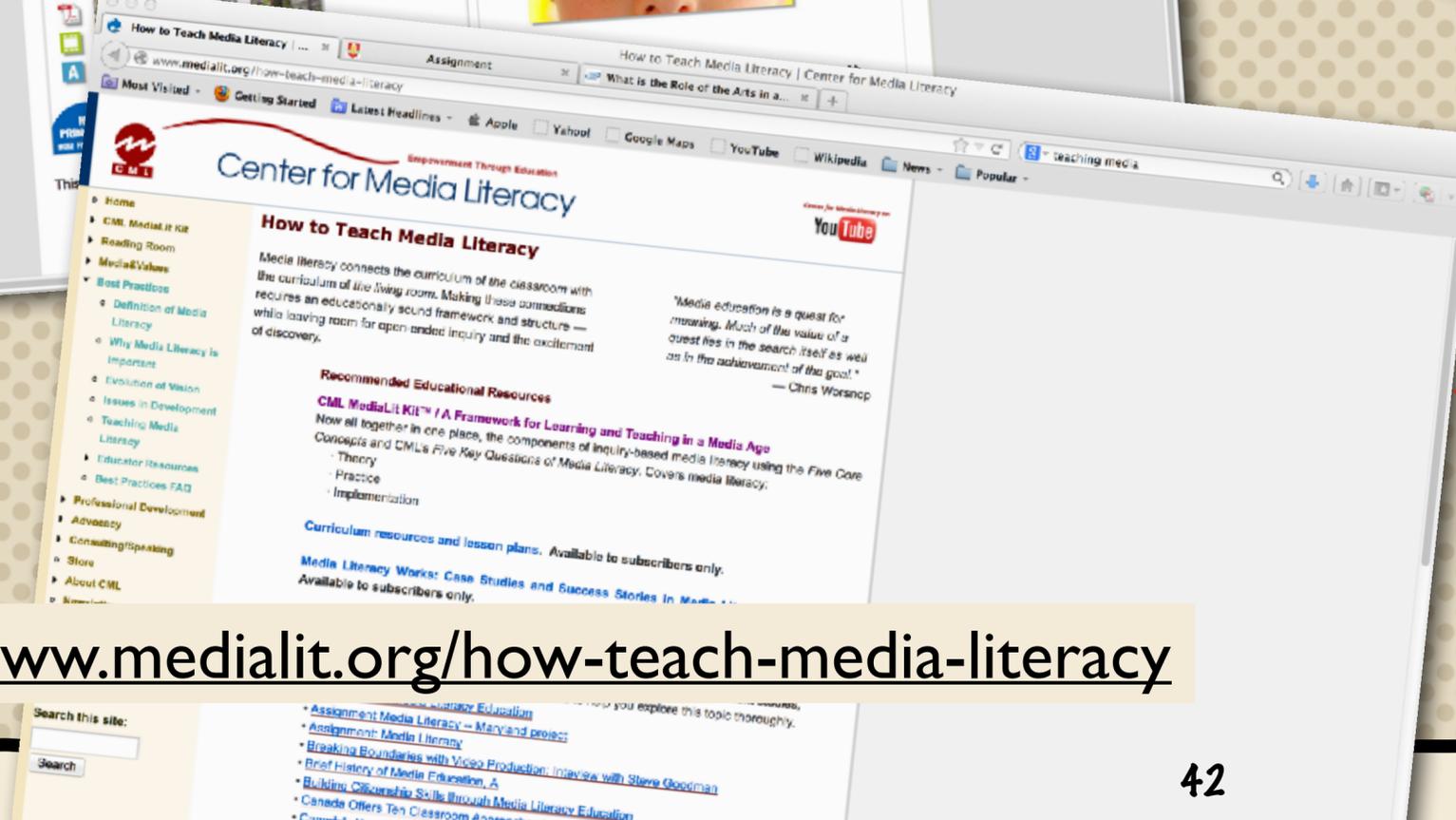
Making artistic choices - but whose making is it? Teacher or students?

**The activity  
is the vehicle  
for the  
learning**

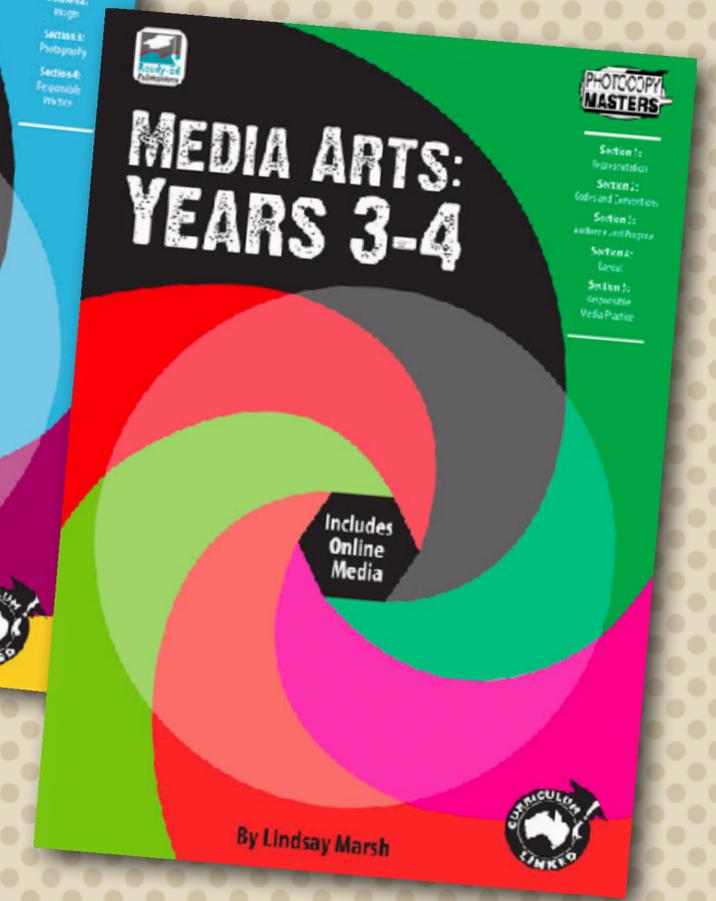
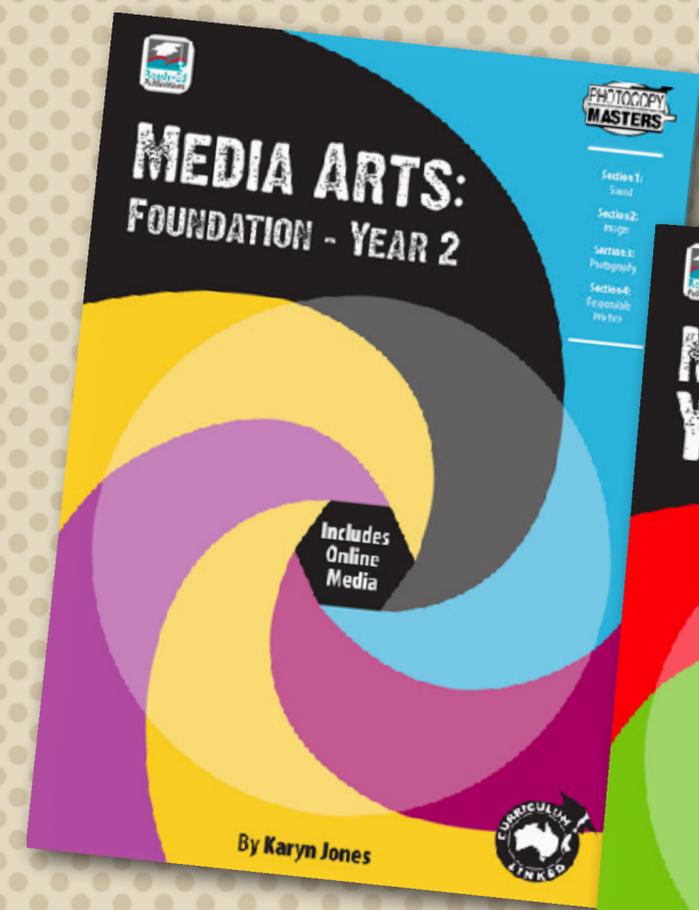


# Teaching Media Resources

<http://mediaed.org.uk/>



<http://www.medialit.org/how-teach-media-literacy>



<https://www.readyed.net/product/media-arts-foundation-year-2/>

# Teaching Media Resources



## Media Key Terms & Concepts

Second Edition

Vincent Donnelly  
Vanessa Peters



## Learning Media Arts Teaching Media Arts

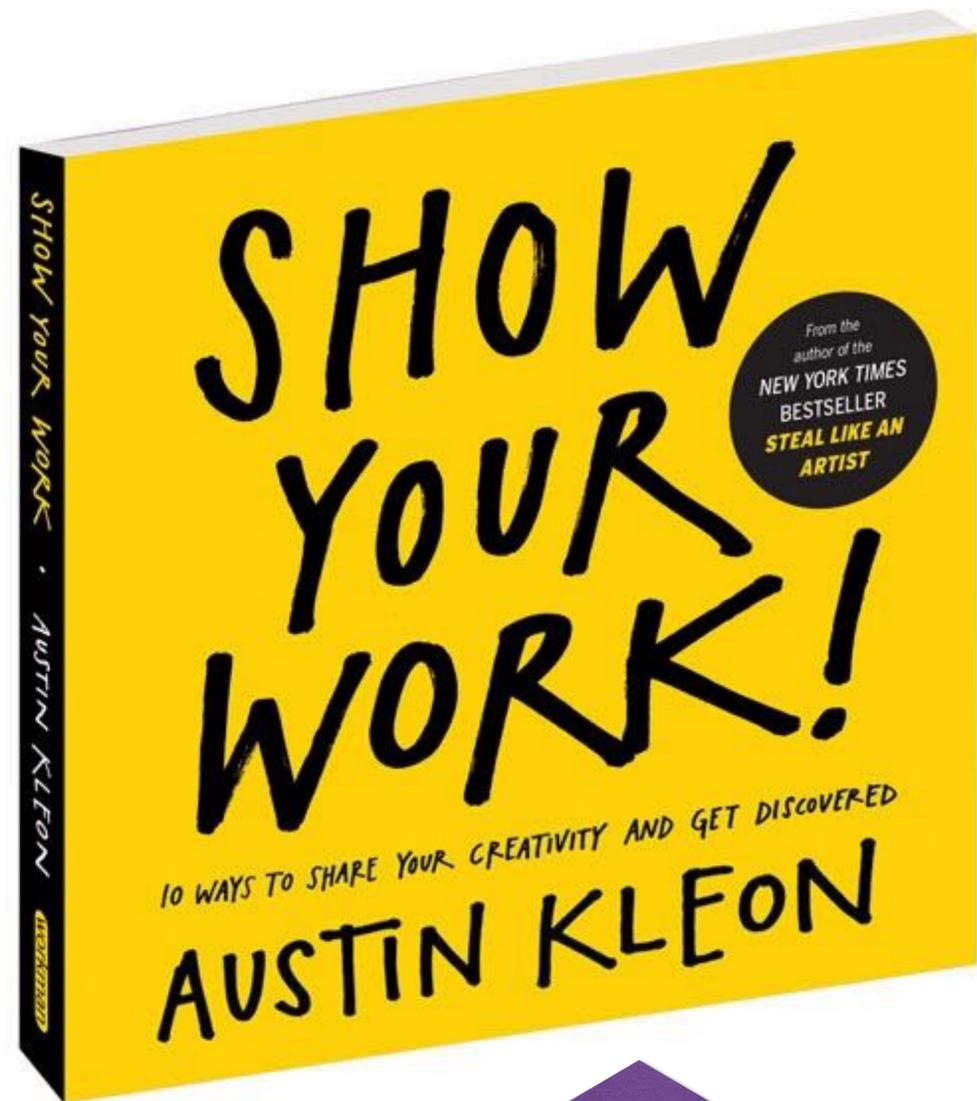
Essential Concepts  
and Strategies

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This is an excerpt from a pre-publication version of a forthcoming book for teaching Media Arts. It is made available to participants in the Arts Winter School. Publication details are available from [www.stagepage.com.au](http://www.stagepage.com.au). Uncorrected page proofs



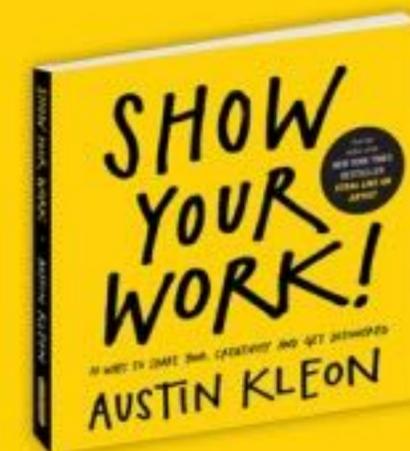
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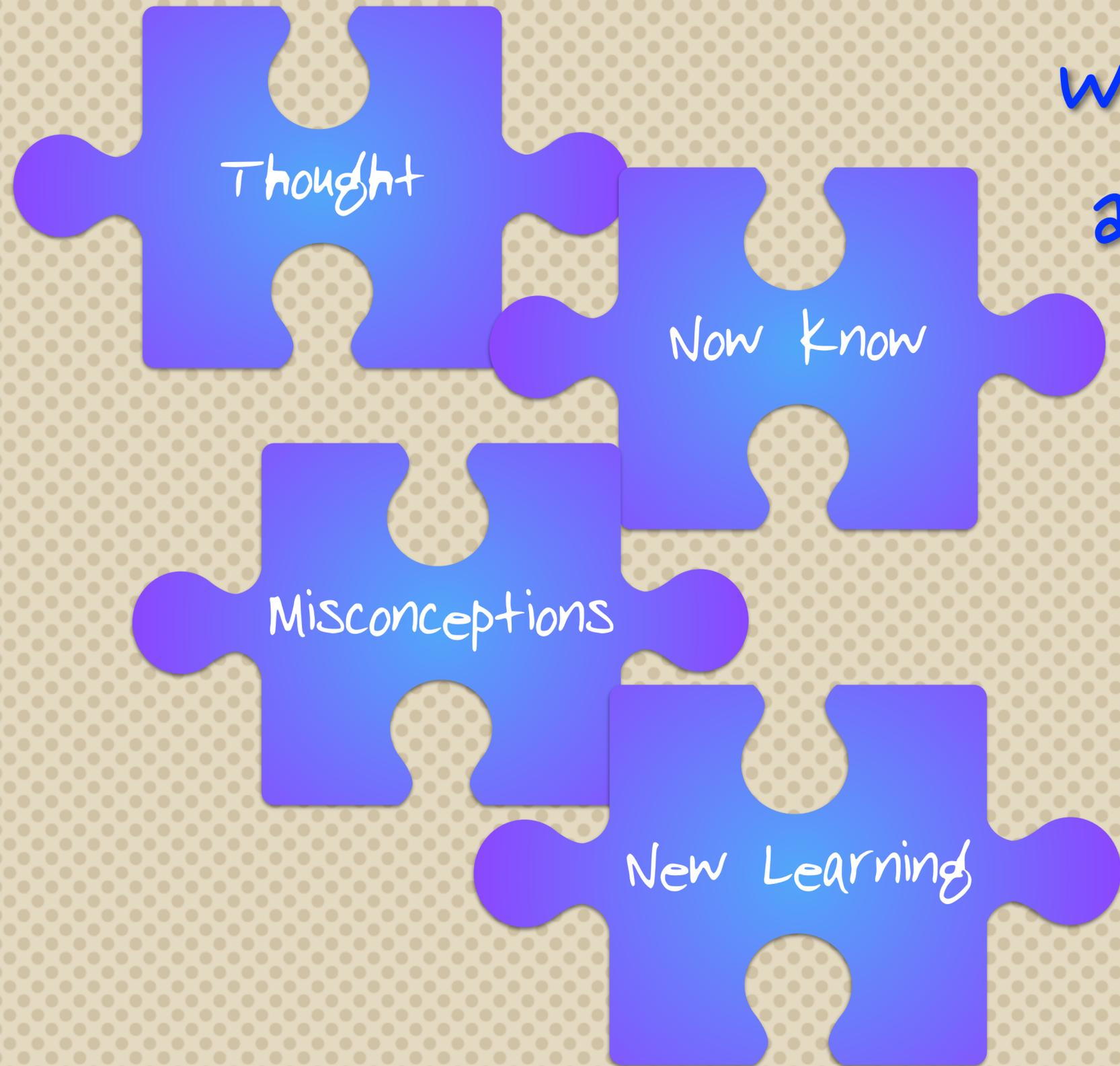


**Claim  
your work  
Assert yourself  
Don't  
apologise**

- ① YOU DON'T HAVE TO BE A GENIUS.
- ② THINK PROCESS, NOT PRODUCT.
- ③ SHARE SOMETHING SMALL EVERY DAY.
- ④ OPEN UP YOUR CABINET OF CURIOSITIES.
- ⑤ TELL GOOD STORIES.
- ⑥ TEACH WHAT YOU KNOW.
- ⑦ DON'T TURN INTO HUMAN SPAM.
- ⑧ LEARN TO TAKE A PUNCH.
- ⑨ SELL OUT.
- ⑩ STICK AROUND.

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What I thought I knew  
about teaching Media  
Arts

What I now know  
Misconceptions  
New Learning

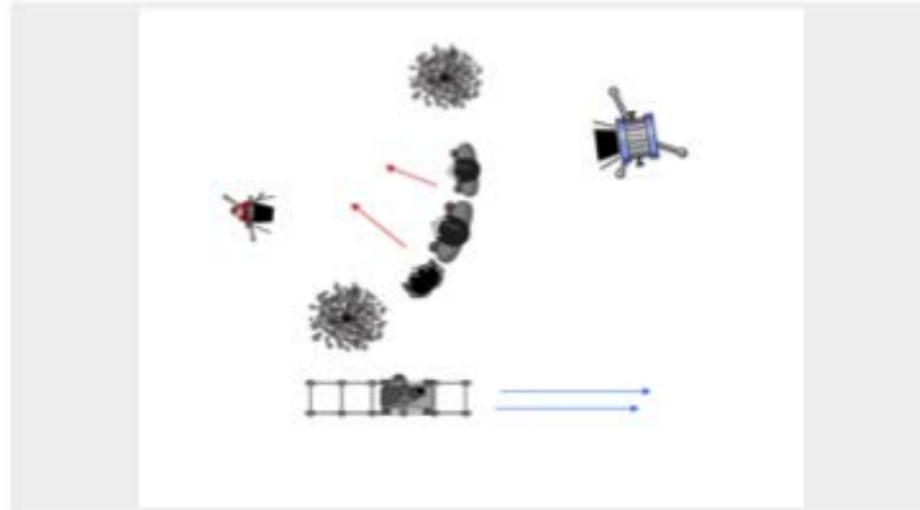
# Teach students to storyboard

1. EXT.FOREST.DAY

(PAGE 1 OF 5)

1.1

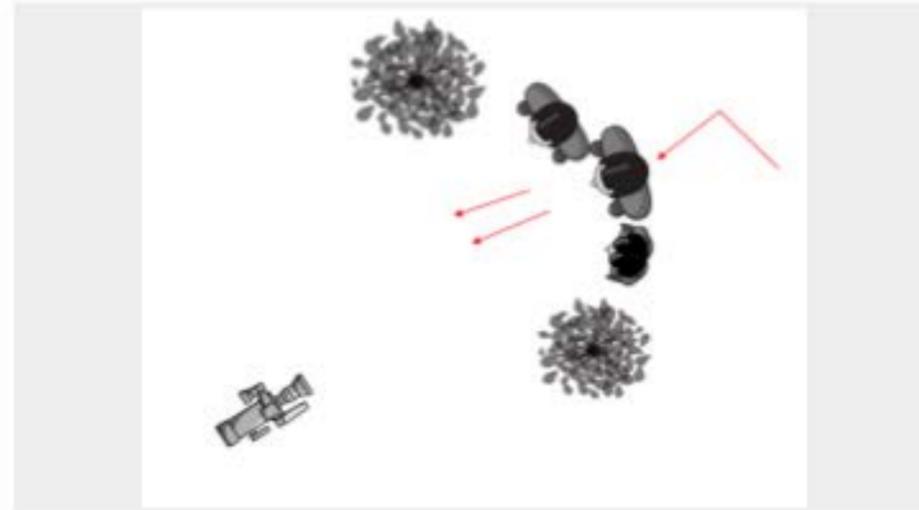
VERY WIDE SHOT



Dorothy, Tin Man, Scarecrow and Toto walk through a thick forest.

1.2

MEDIUM



The Emerald City is seen far in the distance.