



MEDIA ARTS: FOUNDATION - YEAR 2

Section 1:
Sound

Section 2:
Images

Section 3:
Photography

Section 4:
Responsible
Practice

**Includes
Online
Media**

By Karyn Jones

Teachers' Notes

What is Media Arts?

Media Arts is a new learning area which asks students to create, view and respond to media artworks.

What are media artworks?

This book helps students to understand that media artworks can be created using a range of technologies to combine sound, image and text. Media artworks might tell digital stories using traditional story telling principles. Media artworks have intended purposes and audiences.

What technologies might be used to create some media artworks?

A broad range of technologies could be used to create media artworks. This resource encourages students to use and investigate technologies such as: cameras, iPads, tablets or PCs to make their own media artworks. It leads them to examine a plethora of apps such as: MovieMaker, Prezi, online storyboard generators and more.

Do I need access to technology to teach Media Arts?

To teach Media Arts in the classroom you do not need access to technology, but to maximise your use of this BLM, it is recommended and beneficial that your students do have access to a range of technologies and have a secure connection to the internet.

What else do I need to know about this book?

This BLM includes a number of visuals. All visual images provided in this BLM can be viewed in greater detail at:

www.readyed.net/media-arts-foundation-year-2/

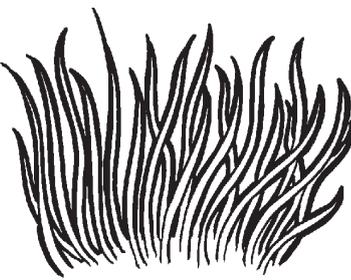
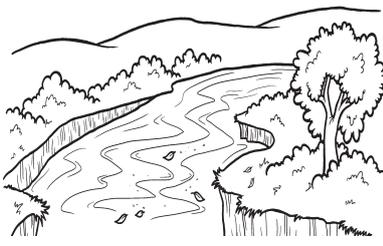
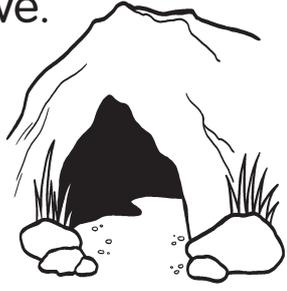
Please Note: Type in the link into your browser exactly as shown above. If you have difficulty locating the web pages, email info@readyed.com.au and we will send you the link an an email.

Thank you for purchasing this resource, I hope that you have fun teaching Media Arts.

Creating Sound Activity



Look at the pictures. How would each picture sound? Draw or write how you could create these sounds. The first one has been done for you!

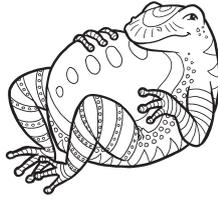
<p>Long, wavy grass.</p>  <p>Sounds like: <i>ribbons waving through the air</i></p> 	<p>A deep, cold river.</p>  <p>Sounds like:</p>	<p>Thick, oozy mud.</p>  <p>Sounds like:</p>
<p>A big, dark forest.</p>  <p>Sounds like:</p>	<p>A swirling, whirling snowstorm.</p>  <p>Sounds like:</p>	<p>A narrow, gloomy cave.</p>  <p>Sounds like:</p>

Collect objects to create the sounds of the pictures. How will you record these sounds?

Retell the story *Tiddalick The Greedy Frog* using words and sounds.

1.

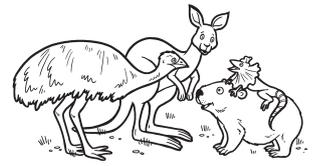
Voice over:



Sound effects:

2.

Voice over:



Sound effects:

3.

Voice over:



Sound effects:

4.

Voice over:



Sound effects:

5.

Voice over:



Sound effects:

6.

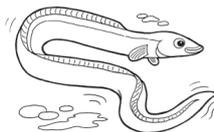
Voice over:



Sound effects:

7.

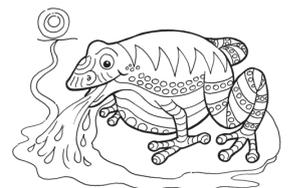
Voice over:



Sound effects:

8.

Voice over:



Sound effects:

Thinking In Pictures Activity

Use a highlighter to show your favourite image for each line of the song, and tell your class, group or friend about your preferences.

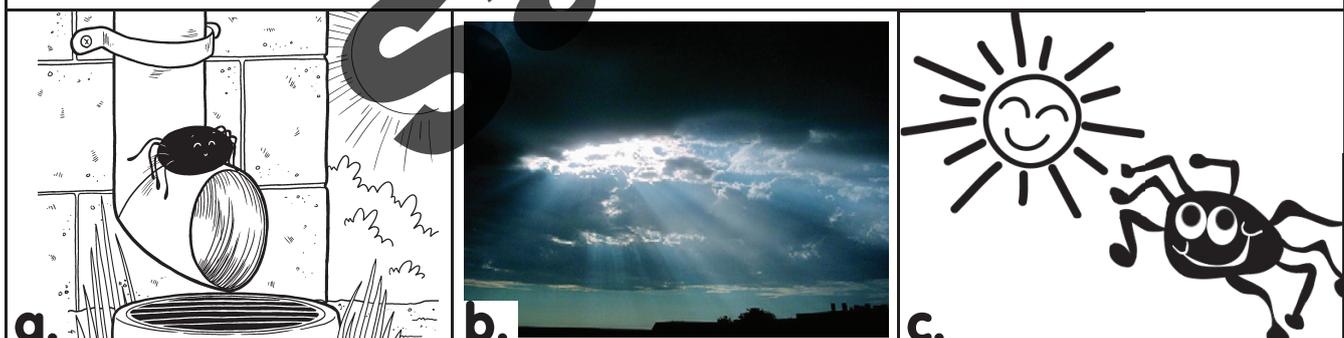
1. Incy Wincy Spider climbed up the water spout



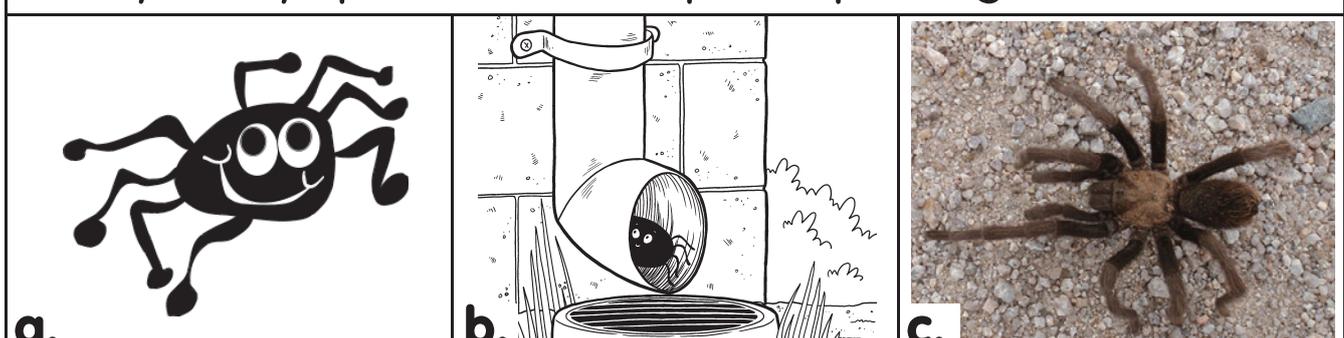
2. Down came the rain and washed the spider out



3. Out came the sunshine and dried up all the rain so...



4. Incy Wincy Spider climbed up the spout again.



□ Cut out the pictures from the story *The Three Little Pigs* and put them in the correct order on a blank A3 sheet of paper. Add speech bubbles to create a mini comic book!



- Select and write down one day of the week in the box below.



- Plan a photo story for the day that you have chosen.

Sample



Answer the questions about using cameras responsibly.

1. Is there anyone you should ask before using the class camera?
Who?

2. For how long should you be allowed to use the class camera, before you give it to the next person?

3. Where does the camera go once you have finished with it and nobody else needs it?

4. Should you ask people for permission before taking a picture or video of them? Why or why not?

5. Is it ok to photograph or film someone and then share that photograph or film without the person knowing about it? Why/why not?

6. What makes a good photograph?

7. Some people like to get ready or even pose when they are photographed or filmed. How can we make sure someone is camera ready?

