MEDIA ARTS: YEARS 3-4

Ready-Ed Publications

Section 1:
Representation

Section 2:
Codes and Conventions

Section 3:
Audience and Purpose

Section 4:
Layout

Section 5:
Responsible
Media Practice

Includes
Online
Media

By Lindsay Marsh

Teachers' Notes

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

What are media artworks?
This book helps students to understand that media artworks come in many different forms. Media artworks might combine sound, image and text and might be created using a range of digital technologies. 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 media artworks?
A broad range of technologies might be used to create media artworks. This book 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 and maximise your use of this BLM, it is recommended that your students do have access to a range of technologies, such as a class camera, and have a secure connection to the internet. However, students can still use the book without this.

What else do I need to know about this book?
This BLM includes a number of visuals (predominantly photographs) which students are asked to annotate, analyse or use as inspiration to create their own work. All visual images provided in this BLM can be viewed in colour and in greater detail at:

### www.readyed.net/media-arts-year-3-4/

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.

1. In your own words say what you think a 'selfie' is.

_____

_____

2. Brainstorm what technologies could be used to take selfies.

BRAINSTORM
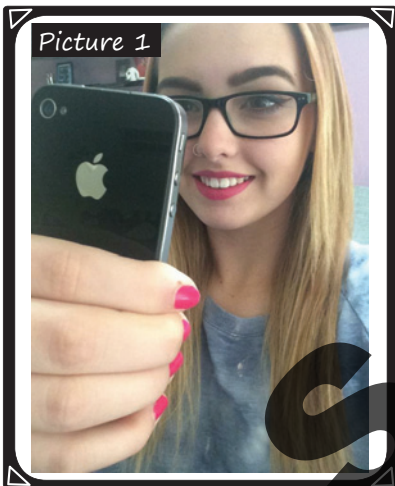
Picture 1

3. People took selfies in the past too! Look at the two pictures.

Picture 1 is a selfie taken in 2016. Picture 2 is a selfie taken in the 1900s!

Both females are using cameras to represent themselves. We can use cameras to represent our: emotions, where we live, when we lived, and give clues about our likes and dislikes.

a. Complete the T-chart to show what you think the selfies tell us about the females.
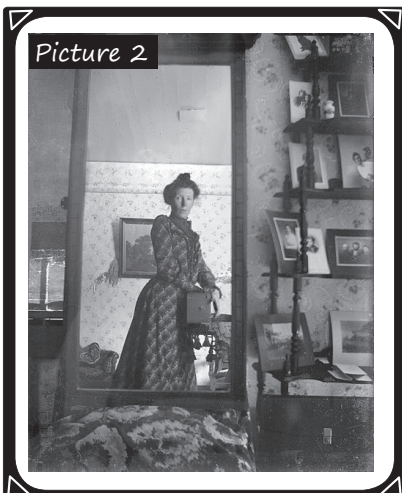
PICTURE 1	PICTURE 2

Picture 2

❑ You can take selfies to create stories. Look at the example below.

Picture 1

Picture 2

Picture 3

Picture 4
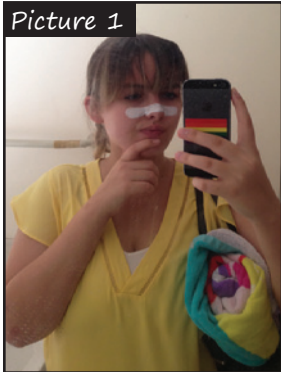
❑ This selfie story represents the girl as:

✓ indecisive   ✓ excited

❑ What tells us that the girl is indecisive? Think about her: body language, facial expression, costume, props. Jot down notes below.

_____

_____

_____

_____

❑ This story has a beginning, a middle and an end. Explain the three parts of the story below.

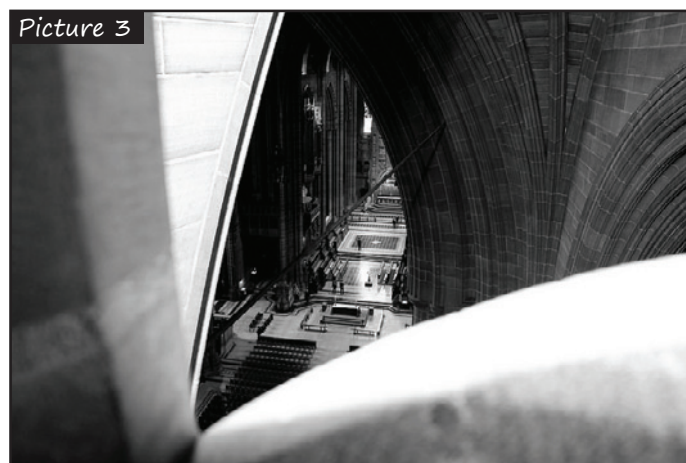**Part 1** (beginning/introduction to the problem):_____

_____

Part 2 (middle/problem): _____

_____

Part 3 (end/resolution): _____

_____

❑ Studying the annotated picture on page 13. Annotate Pictures 1, 2 and 3 below in a similar way. Think about:

- what is used as the frame;

- where it makes us look;

- how the frame affects space and time (this is a tricky one!).


Picture 1

Picture 2

Picture 3

❑ Look at your camera's settings to see what options are available to you to control lighting when you take a picture.

❑ Study Picture 1. The lit area in the centre of the photograph makes it seem as if there is lots of space and the balloons might travel forever.

Picture 1

❑ Now study Picture 2. In pairs think about lighting. Jot down some of your thoughts below.

Picture 2
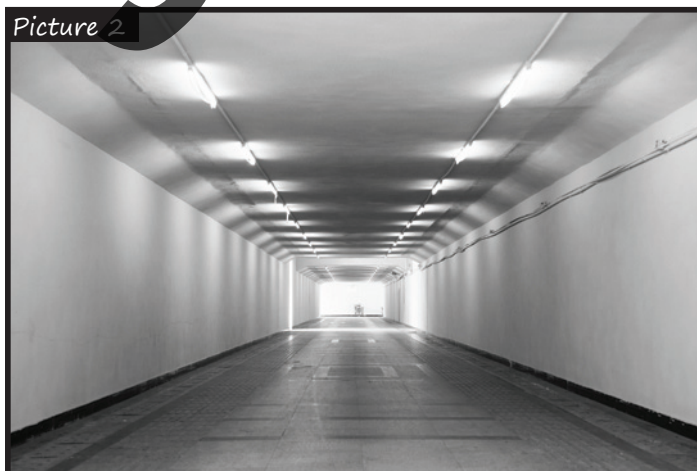
❏   Sound can make a place come alive. Suggest how you could create sounds to bring each place to life below. Jot down your ideas.
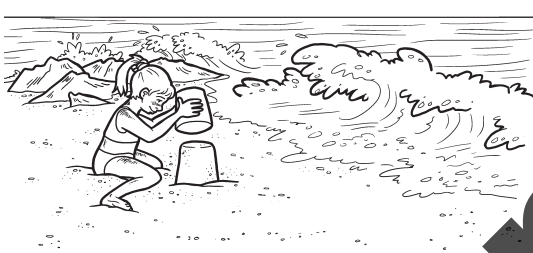
①

_____

_____

_____

②

_____

_____

_____

③

_____

_____

_____

④

_____

_____

_____

1. Recreate some of the sounds that you have noted down. What do you need to recreate these sounds?

_____

2. Where will you source what you need?

_____

3. Can you record the sounds? _____

4. What media technologies are available to you to do this?

_____

5. Share your ideas with the class. Maybe you can put your audio together and create a sound class catalogue.

Mini Digital Story   Activity

❏ The website *placestories.com* allows you to create your own short digital story in postcard form using:

✓ one photograph

✓ a sound effect

✓ voice over

✓ short written text

❏ Look at this plan for a mini digital story in postcard form.

Photograph:

Picture 1

Sound Effect:

Scrunch leaves in hands.

Voice Over:

"This leaf litter is found at our school near the nature playground. Leaf litter lays on top of the soil and provides a home for living things. What do you think lies beneath?"

Written Text:

"Slugs, snails, worms, millipedes, centipedes and beetles are some of the living things that you might find living in this leaf litter. Which is your favourite leaf litter dweller?"

❏ Answer these questions.

Who do you think would be the audience for this mini digital story?

_____

_____

What do you think is the purpose of this mini digital story?

_____

_____

❏ Now hop on to *placestories.com* and navigate your way around the site. Have a look at some examples of mini digital stories in postcard form. Do you know any other websites that are similar to *placestories.com*? Jot them down on the back of this sheet.