MEDIA ARTS: YEARS 5-6

Ready-Ed Publications

Includes
Online
Media

By Lisa Craig

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.

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-5-6/

Please Note: Type 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 in an email.

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

1. Study the two family photos below. Complete the table with your observations.

Photo 1 – Family 1900s

Photo 2 – Family present day

State Library of Queensland

Observations!

Aspects to consider	Photo 1	Photo 2
How is the family represented in the photo?		
Where was the photo taken?		
Describe the body language/ gestures of the people.		
Describe the emotions of the participants in the photo.		
How do you feel when you look at the photo?		

Conclusion

2. How have family photos changed over time? Give a reason for your answer.

_____

_____

_____

Ready-Ed Publications

Cultures And Societies 2 [Activity]

❏ Below are three images. Picture 1 was taken in Thailand. Picture 2 was taken in Peru. Picture 3 was taken in Portugal. Complete the table to show what you think the images tell you about the cultures captured.

	What I can see framed in the photo.	**What this photo tells me about the culture.**
Picture 1		
Picture 2		
Picture 3		

❏ **Discuss!** Can you judge a culture from popular media images?

❑ Over the next three pages, you are going to create a video game for your game character to star in. Consider the following things:

● What is the character's role in the game?

● Who else is in the game?

● What is the setting for your game story?

● Who will play this game (intended audience)?

● What is the objective of the game?

● Is there a winner or a loser?

● Does the player receive points/prizes?

1. **Make a Plan!** Plan away with this graphic organiser.

Character's role	Other characters' roles
Setting of the game	**My Game** / **Objective**

2. **Draw** Draw the other characters in the game (freehand or with software).

❑ Annotate these pictures in the same way that you did in the activity on the previous page. Remember to think about:

colour	camera angle	positioning
patterns	lighting	proportion sharpness of focus
leading lines		camera shot

Picture 1

Picture 2

Picture 3

Film and television productions have genres or categories. Some of these genres are:

fantasy   western   science-fiction   drama   mystery   adventure   romance
horror   comedy   musical   animation   historical-drama   war   action

You can quickly recognise a film and television genre by noting:

- the actors' costumes; make-up and body language
- the setting of the action, the props and background scenery
- the dialogue (technical vocabulary, characters singing, etc.)
- the musical score or background music

❑ Identify the genres of the following films/TV shows by examining the still photographs. Think about the points listed above.
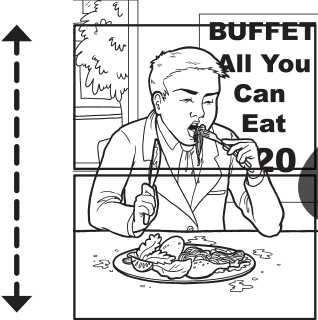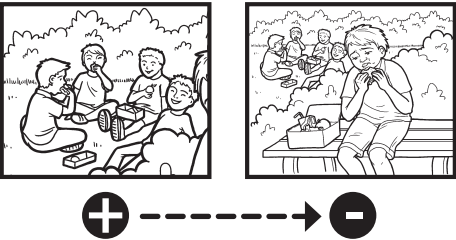
Film/TV stills	Genre/Evidence
Picture 1	①
Picture 2	②
Picture 3	③
Picture 4	④

To add excitement to your media art productions, you could combine static and moving images. It's easy to capture movement on your digital devices and your audience will be dazzled by the result!

☐ Look at the following camera movements. Describe the effect that these camera movements (1 - 3) will have on the viewer of these scenes.

Camera Movement	Technique & Effect
PAN E.g. Focus on boy. Camera pans to penguins.	Stand still and carefully move the camera from left to right across the scene. The camera can be hand-held or placed on a tripod. The trick is to relax and keep the camera steady. Effect:_____ _____ _____
TILT BUFFET All You Can Eat 20 E.g. Camera is tilted vertically to move between the man's plate and him eating.	Instead of moving the camera horizontally, it is tilted slowly upwards or downwards. The camera can be held steadily or mounted on a tripod. Effect:_____ _____ _____
ZOOM ➕ - - - - - ➖ E.g. Children sitting happily eating lunch. Camera zooms out to show child excluded from the group sitting alone.	Most cameras have built-in zoom features that you can enable/disable by double tapping on the device's screen or by pressing the W and T buttons on digital cameras. Effect:_____ _____ _____

Sample