



COURSE OUTLINE
MEDIA PRODUCTION & ANALYSIS – GENERAL YEAR 11: 2021
UNIT 1 AND UNIT 2



This course will run the two units, 1 and 2, concurrently. The student Semester 1 grade will therefore be an estimate.

Term	Week	Knowledge	Assessment
1	1	<ul style="list-style-type: none"> MPA course overview and introduction to <i>Mass Media</i> Introduction/review of the basic communication model Introduce/review media codes and conventions and technologies of superhero comics and superhero TV series, TV production and editing Introduce key terminology in the genre/s	<ul style="list-style-type: none"> Syllabus Assessment outline Assessment program
1	2-5	<p>Task 1: Response to superhero comics and/or superhero TV series in the context of Media languages and Representation</p> <ul style="list-style-type: none"> Hand out Task 1: Response and marking key Look at example essay for task View and analyse superhero comics and/or superhero TV series, in the context of: <ul style="list-style-type: none"> typical viewing, listening, interacting contexts of comics/TV series purposes and characteristics of comics/TV series features of the genre chosen narrative elements; character, setting, conflict and resolution use of codes and conventions and the meanings they construct superheroes and the values they represent how stereotypical representations are constructed using codes and conventions Model examples of good practice regarding note taking and keeping a list of resources for the bibliography Discuss strategies regarding planning and drafting the response Monitor student progress and provide feedback, final response to be completed in student’s own time <p>Task 1 due Week 5</p>	<p>Task 1: Response</p> <ul style="list-style-type: none"> Response task sheet and marking key Teacher generated example essay for response task (or student sample from previous year) Teacher generated writing template for response task <p>Samples of superhero comics and/or TV series such as: Marvel, DC Comics, Darkhorse (check classification), <i>Smallville</i> (2011), <i>The Greatest American Hero</i> (1981–1983), <i>Buffy the Vampire Slayer</i> (1997–2003), <i>Wonderwoman</i> (1975–1979)</p>

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1	4-7	<p>Task 2: Production of a comic book segment based on a fictional superhero/es</p> <ul style="list-style-type: none"> Workshop for story writing and drawing/creating of a comic book or strip based on a superhero. Explore comic book/strip examples Discuss criteria of Task 2: Production of a comic book segment Complete concept draft/s, script/s, comic draft/s, with teacher monitoring student progress. Ensure feedback is given and encourage changes to ensure the criteria of the task is being addressed <p>Ensure the production journal is kept up to date and includes strong examples of the criteria and, in particular, examples which exemplify the individual production roles</p>	<p>Task 2: Production</p> <ul style="list-style-type: none"> Comic book/strip task sheet and marking key Comic book script example/s Storyboard/ concept draft of comic book examples Comic book examples <p>Comic book templates – paper versions for initial concept drafts</p>
1	8-9	<p>Task 3: Response to superhero films and/or TV series in the context of Production</p> <ul style="list-style-type: none"> Hand out Task 3: Response and marking key Look at example essay for task <ul style="list-style-type: none"> view and analyse superhero films or TV series, in the context of: <ul style="list-style-type: none"> purposes of mass media (e.g. profit motive) production formats and genre measuring audience use (TV ratings or box office) link superhero films or TV series to target audience/s and timeslotting classification of superhero films or TV series to meet regulated standards (such as film classifications) controls and constraints in media production Plan, research and draft the response Monitor student progress and provide feedback, final response to be completed out-of-class <p>Task 3 due Week 10</p>	<p>Task 3: Response</p> <ul style="list-style-type: none"> Response task sheet and marking key Teacher generated example essay for response task (or student sample from previous year) Media production resources: <ul style="list-style-type: none"> measuring audience use: <ul style="list-style-type: none"> www.tvtonight.com.au/category/ratings www.thinktv.com.au/content_common/pg-ratings-information.seo <p>classification: www.classification.gov.au</p>
2	1-8	<p>Task 4: Production of a trailer for a TV series based on the comic book concept and superhero/es developed in Task 2 (due Week 4)</p> <ul style="list-style-type: none"> Hand out Task 4: Production and marking key, highlighting that the task runs concurrently with Task 5: Response (due Week 4) Explore a number of ‘promos’ (trailers) for superhero TV series, focusing on narrative structure, codes and conventions Deconstruct the script and storyboard based on one of the samples studied Workshop codes relevant to superhero TV series, such as filming techniques, special effects, dolly and tripod usage, editing techniques, chroma and special effects (e.g. the superman flying technique) Development and application of production skills in terms of: <ul style="list-style-type: none"> collecting appropriate information for this task awareness of safety when using technologies and resources <p>applying team skills, specific individual roles and responsibilities and setting timelines</p>	<p>Task 4: Production</p> <ul style="list-style-type: none"> Production task sheet and marking key <p>Sample promos for analysis, such as <i>Wonderwoman</i> (1977) www.youtube.com/watch?v=Y9cqwgqyNazw, <i>The Incredible Hulk</i> (1978) www.youtube.com/watch?v=XFdWBC9vbHg <i>No Ordinary Family</i> (2010) www.youtube.com/watch?v=ClSrikif5P0 <i>Lois and Clark</i> (1997)</p>



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		<ul style="list-style-type: none"> ▪ following a clear production process using basic technical skills and processes, basic scripts, storyboards and layouts ▪ reflecting on the progress of production ▪ evaluating the strengths and weaknesses in the production <ul style="list-style-type: none"> • Continue to monitor and provide feedback throughout the production process • Ensure the production journal is kept up to date and includes strong examples of the criteria and in particular, examples which exemplify the individual production roles • Finalise the production in a teacher approved format <p>Production of Task 4 runs concurrently with Task 5 Task 4 due Week 8</p> <p>Task 5: Response, in essay form, to superhero films and/or TV series in the context of Audience</p> <ul style="list-style-type: none"> • Hand out Task 5: Response and marking key • Look at example essay for the task • View and analyse superhero films or TV series, in the context of: <ul style="list-style-type: none"> ▪ making links between media work and own context (such as Australian cultural context) ▪ profile intended audiences (including subcultures within the audiences) for chosen media work studied ▪ values in representations (such as superheroes/villains) and how they connect to audience values ▪ identifying subcultures represented within the media work chosen ▪ changes in the superhero action genre across media platforms ▪ how audiences interact with new media and how this relates to the superhero genre • Plan, research and draft the response • Monitor student progress and provide feedback <p>Task 5 due Week 4: to be completed under invigilated conditions as set out in the Year 12 Externally set task. Student essay template and notes can be used with teacher approval.</p>	<ul style="list-style-type: none"> • www.youtube.com/watch?v=nL-2CrALK-s&list=PL98F15418A1A89584&index=3 • Teacher generated script and storyboard for example trailer/s chosen <p>Resource examples: AV recording devices – digital camcorder, tripods and dollies, storage media, batteries, lighting kits, chroma screen, editing software and computers, production journals</p> <p>Task 5: Response</p> <ul style="list-style-type: none"> • Response task sheet and marking key • Teacher generated example essay for response task (or student sample from previous year) <p>Sample promos used in Task 4</p>
2	9-11	<ul style="list-style-type: none"> • MPA course overview and introduction to point of view media codes and conventions of current affairs, TV production and radio program production <p>Task 6: Response to Australian and/or international TV news in the context of Media languages and/or Representation</p> <ul style="list-style-type: none"> • Hand out Task 6: Response and marking key. The essay criteria may cover any of the syllabus content from sections Media languages and/or Representation • Look at example essay for task. View and analyse Australian and/or international TV news broadcast samples, in the context of: Media languages 	<ul style="list-style-type: none"> • Syllabus • Assessment outline • Assessment program <p>Task 6: Response</p> <ul style="list-style-type: none"> • Task sheets and marking keys • Example essay for response task <p>Samples of Australian and/or international TV news broadcast</p>



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		<ul style="list-style-type: none"> ▪ key terminology, technologies, purposes and characteristics ▪ defined viewing, listening and interacting contexts ▪ use of codes and conventions in TV news to construct a point of view ▪ narrative selection processes and point of view <p>Representation</p> <ul style="list-style-type: none"> ▪ representation of identities, places and ideas ▪ how representations are used to construct point of view ▪ processes of selection, emphasis and omission in media work <ul style="list-style-type: none"> • Plan, research and draft the response • Monitor student progress and provide feedback, final response to be completed in student’s own time <p>Task 6 due Week 2</p>	<p>segments covering both commercial and non-commercial broadcasters</p>
3	1-6	<p>Task 7: Production of a current affairs segment exploring an issue or event for a teenage audience</p> <ul style="list-style-type: none"> • Hand out Task 7: Production and marking key • Analyse current affairs program example/s • Workshop for script writing and storyboarding of a current affairs segment. Deconstruct storyboard and scripting example/s • Teach production codes and conventions specific to the TV current affairs genre (for example, bias, use of emotive and persuasive language, inclusion of both fact and opinion) • Students may choose to work in pairs or groups for the production component • Development and application of production skills in terms of: <ul style="list-style-type: none"> ▪ collecting appropriate information for this task ▪ awareness of safety when using technologies and resources ▪ applying team skills, specific individual roles and responsibilities and setting timelines ▪ following a clear production process using basic technical skills and processes, basic scripts, storyboards and layouts ▪ reflecting on the progress of production ▪ evaluating the strengths and weaknesses in the production • Teacher to continue to monitor and provide feedback throughout the production process • Ensure the production journal is kept up to date and includes strong examples of the criteria and in particular, examples which exemplify the individual production roles • Finalise the production in a teacher approved format <p>Task 7 due Week 6</p>	<p>Task 7: Production</p> <ul style="list-style-type: none"> • Task sheets and marking keys • Current affairs segment examples • Storyboard example/s • Scripting example/s • Storyboard templates • Focus questions, templates and worksheets to assist students with the completion of their production journal completion <p>Audio recording devices, AV recording devices – digital camera, tripods and dollies, storage media, batteries, lighting kits, editing software and computers, production journals</p>
3	7-9	<p>Task 8: Production of a complete 25 minute current affairs program/s as a class, using segments produced in Task 7.</p>	<p>Task 8: Production</p>



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The current affairs program must include:

- a name, logo and intro theme music over opening montage
- an anchor person
- intro to the program by the anchor person
- intro into segments by the anchor person
- segments (using segments from task 7)
- intro into ad breaks
- conclusion and brief of next program
- credits and theme music

- Hand out **Task 8:** Production and marking key
- Discuss the criteria of the task
- Workshop current affairs program production, including the role of the control room and the producer in selecting the sequence of segments.
- Deconstruct a current affairs segment to identify key features to include, including intro, anchor segments, segment montages for 'coming up after the ad break' with voice-over, conclusion etc.

As a class:

- Students are to divide into pairs for this production task.
- Plan the TV news program structure. Decide on segments to be included and allocate segments to student pairs (NOT the original producers of the segments – Task 7). Discuss the re-editing process (cuts according to length of segment, compression of information, what is omitted and why). Some pairs may be involved in editing of designated montages, some in producing the anchor segments and voice-overs, and some in creating titles, logos and music. As a class, the tasks and roles are to be decided on with the teacher's guidance
- Discuss the importance of keeping the production journal up to date to ensure they are able to reflect and justify the editing required to conform to the conventions of a current affairs show
- Teacher to guide students to visualise the 'big picture' – the complete current affair program
 - by having regular meetings with pairs and smaller production crews working on specific sectionsby updating the production running sheet to assist students to 'bring it all together'

- Class to view and evaluate the completed current affairs program in their journals, with particular focus on the impact of their particular contribution to the final program

Task 8 due Week 9

- Task sheets and marking keys
 - Current affairs program examples
 - Teacher generated program running sheet
 - Focus questions, templates and worksheets to assist students with the completion of their production journal completion
 - Audio recording devices, AV recording devices – digital camera, tripods and dollies, storage media, batteries, lighting kits, editing software and computers, production journals
- Projector or viewing rooms to watch production



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3	10	<p>Task 9: Response to radio broadcast in the context of Production</p> <ul style="list-style-type: none"> • Hand out Task 9: Response and marking key • Look at example essay for task • Analyse radio programs, in the context of: <ul style="list-style-type: none"> ▪ comparing commercial and non-commercial radio ▪ intended audience and marketing strategies in radio (such as station website, social media links) ▪ considering the needs, interests and values of intended audiences when constructing point of view within programs ▪ controls and constraints appropriate to: <ul style="list-style-type: none"> ○ community expectations of radio programs ○ limitations in radio production, e.g. costs regarding copyright and licensing • Plan, research and draft for response • Monitor student progress and provide feedback, final response to be completed in student’s own time <p>Task 9 due Week 4</p>	<p>Task 9: Response</p> <ul style="list-style-type: none"> • Example essay for response task • Digital radio stations (e.g. Triple J, Buddha, MY Perth Digital, 6PR, 92.9, SBS PopAraby, Nova 93.7) www.digitalradioplus.com.au
4	1-4	<p>Task 10: Response to current affairs program in the context of Audience in the form of an in-class essay, modelling the Externally set task in the Year 12 syllabus</p> <ul style="list-style-type: none"> • Hand out Task 10: Response and marking key • Look at sample essay for task • View and analyse current affairs programs, in the context of <ul style="list-style-type: none"> ▪ identifying reasons for different points of view held by audiences ▪ how values in representations are used to reinforce point of view ▪ subcultures as intended audiences ▪ the impact of technologies on audiences forming point of view/s • Plan, research and draft for response • Monitor student progress and provide feedback <p>Task 10 to be completed during the school examination week: under invigilated conditions as set out in the Year 12 Externally set task. Student essay template and notes can be used with teacher approval.</p>	<p>Task 10: Response</p> <ul style="list-style-type: none"> • Task sheets and marking keys • Example essay for response task • Student notes and response to Task 10 • Samples of current affairs programs (including/or using samples used in Task 10)