



SAMPLE COURSE OUTLINE

MEDIA PRODUCTION AND ANALYSIS **ATAR YEAR 11**

Acknowledgement of Country

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Media and Production Analysis – ATAR Year 11

Semester 1 – Unit 1 – Popular culture

Note: Some tasks overlap other task time frames. This is to model the nature of the delivery of MPA in many schools running concurrent assessments, such as one response task and a production task at the same time. Adjust time frames to suit your school’s unique time frames and resources.

Week	Key teaching points, tasks and activities	Syllabus content
1–2	<ul style="list-style-type: none"> • MPA course overview and introduction to popular culture • Ensure students have access to the Year 11 ATAR course syllabus, assessment outline and course outline. Highlight other support documents available for the study of the course. • Discuss the variety of media choices in society and popular ways audiences access media work and use media. • Identify codes and conventions of different film genres and styles. • Screen excerpts of popular or mainstream films, as well as teacher selected short films, and look at the use of codes and conventions to construct meaning. • Identify and discuss narrative structures and narrative elements in different film genres and styles. • Explore the construction of theme in popular or mainstream films, as well as in teacher selected short films. • Investigate the production process involved in making films; discuss production roles. <p>Introduction to Task 1: Production of a short film</p> <ul style="list-style-type: none"> • Discuss criteria for Task 1: Production of a short film. • Emphasise the importance of students independently managing their time, appropriate use of technologies, following safety procedures and organising resources during Task 1. • Workshop planning a short film and production roles during pre-production phase. • Workshop developing proposals, scripts and plans. 	<p>Media languages</p> <p>System of communication</p> <ul style="list-style-type: none"> • Relationship between media, popular culture and context • Trends in media use, genres and/or styles <p>Narrative, codes and conventions</p> <ul style="list-style-type: none"> • Narrative structures • Narrative elements in different genres and styles, including characters, settings, conflicts, resolutions • Codes and conventions used to construct meaning • Construction of theme in media work <p>Production</p> <p>Ideas and reflective practice</p> <ul style="list-style-type: none"> • Investigating and analysing examples of media work • Developing proposals, scripts and plans <p>Controls and constraints</p> <ul style="list-style-type: none"> • Independent management of time, technologies, safety procedures and resources

Week	Key teaching points, tasks and activities	Syllabus content
3–4	<ul style="list-style-type: none"> Explore how to plan for the construction of theme in student production work. Identify meaning constructed by the use of certain codes and conventions in examples of media work. Examine the use of codes and conventions to convey theme, genre, style and narrative in examples of media work. Continue to develop proposals, scripts and plans reflecting on the decisions made and how these serve the theme of the short film. Formative assessment presented as a mini pitch of finished proposals, scripts and plans with teacher and peer feedback <p>Introduction to Task 2: Response to extended answer questions</p> <ul style="list-style-type: none"> Commence case study on a teacher selected popular culture/blockbuster/mainstream feature film. Explore the features or key elements of a popular culture/blockbuster/mainstream feature film. Spend class-time viewing the teacher selected feature film and refer back to specific sections of the film while teaching syllabus content in the weeks that follow. Consider and debate how mainstream audience values inform feature film. Identify stereotypes and discuss the effects of using stereotypes in feature film. 	<p>Media languages</p> <p>Narrative, codes and conventions</p> <ul style="list-style-type: none"> Codes and conventions used to construct meaning Construction of theme in media work <p>Production</p> <p>Ideas and reflective practice</p> <ul style="list-style-type: none"> Investigating and analysing examples of media work Developing proposals, scripts and plans <p>Purpose and content</p> <ul style="list-style-type: none"> Using codes and conventions to convey theme, genre, style and narrative <p>Audience</p> <ul style="list-style-type: none"> How mainstream audience values inform media work <p>Representation</p> <ul style="list-style-type: none"> The effects of using stereotypes
5–6	<ul style="list-style-type: none"> Discuss the factors that affect feature films produced in a large-scale institution. Briefly compare large-scale institution to student context when creating their own short film. Explore the influence of globalisation on feature films considering trends in media use, genres and/or styles. Discuss the effect of controls and constraints on production. Revise narrative, codes and conventions in relation to teacher selected popular culture/blockbuster/mainstream feature film, revising narrative structures, narrative elements, codes and conventions, meaning and theme. Examine how meaning is encoded by the producer of the selected feature film and decoded by audiences. 	<p>Industry</p> <p>Media producers</p> <ul style="list-style-type: none"> Factors that affect media work produced in a large-scale institution <p>Production contexts</p> <ul style="list-style-type: none"> The influence of globalisation on media work Effect of controls and constraints on production <p>Media languages</p> <p>System of communication</p> <ul style="list-style-type: none"> Trends in media use, genres and/or styles <p>Narrative, codes and conventions</p> <ul style="list-style-type: none"> Narrative structures Narrative elements in different genres and styles, including characters, settings, conflicts,

Week	Key teaching points, tasks and activities	Syllabus content
	<ul style="list-style-type: none"> Workshop on responding to extended answer questions including an explanation of how to structure an extended response and use relevant and detailed examples from media work/s studied. Teachers may choose to pre-release extended answer questions and marking keys before the in-class invigilated response. <p>Due – Task 2: Response to extended answer questions</p>	<p>resolutions</p> <ul style="list-style-type: none"> Codes and conventions used to construct meaning Construction of theme in media work <p>Audience</p> <ul style="list-style-type: none"> How meaning is encoded by the producer and decoded by audiences <p>Production</p> <p>Ideas and reflective practice</p> <ul style="list-style-type: none"> Investigating and analysing examples of media work
7–8	<ul style="list-style-type: none"> Discuss the difference in narrative structures and narrative elements in feature films vs short films. Watch teacher selected short films and discuss the construction of theme and use of codes and conventions to construct meaning. Discuss popular culture audiences and the potential audience for their short films, linking purposeful and/or popular culture content to an identified target audience. Refine scripts and plans as required. Workshops on applying production skills and fulfilling defined production roles focusing on: <ul style="list-style-type: none"> art direction camera operation/cinematography editing sound recording/sound design In class workshop activities provide opportunities to observe students identifying production problems and applying appropriate solutions. Formative assessment presented as a mini interview or panel discussion where students research and then assume the roles listed above and discuss their understanding of the skills required to fulfil the roles including sharing ideas relating to their productions Discuss production processes and the importance of ensuring proposals, scripts and plans are followed. Explain reflective practice during the production process where students may modify their approach by negotiating and adapting production processes. Discuss independent management of time, technologies, safety procedures and 	<p>Media languages</p> <p>Narrative, codes and conventions</p> <ul style="list-style-type: none"> Narrative structures Narrative elements in different genres and styles, including characters, settings, conflicts, resolutions Codes and conventions used to construct meaning Construction of theme in media work <p>Production</p> <p>Ideas and reflective practice</p> <ul style="list-style-type: none"> Reflecting on the production process <p>Skills and processes</p> <ul style="list-style-type: none"> Applying production skills and processes based on proposals, scripts and plans Fulfilling defined production roles <p>Controls and constraints</p> <ul style="list-style-type: none"> Independent management of time, technologies, safety procedures and resources Negotiating and adapting production processes Identifying problems and applying appropriate solutions <p>Purpose and content</p> <ul style="list-style-type: none"> Producing purposeful and/or popular culture content

Week	Key teaching points, tasks and activities	Syllabus content
	<p>resources.</p> <ul style="list-style-type: none"> Develop shooting schedules and allow students time to commence filming their short films observing, where possible, their independence in managing their time, technologies, following of safety procedures and managing resources. 	
9–10	<ul style="list-style-type: none"> Formative assessment to check student filming progress. Students may emulate a production meeting format with classmates and gather peer feedback on footage collected. Students may use a teacher generated feedback template to identify the use of codes and conventions in each other's footage and make comment on the evolving theme, genre, style and/or narrative of their short films. Encourage students to re-shoot footage and/or re-record audio that is not achieving its intended goal or is not technically sound (negotiating and adapting production processes, identifying problems and applying appropriate solutions). Revise editing and sound design workshops. Continue filming their short films. Allow students time to commence editing their short films. 	<p>Production</p> <p>Ideas and reflective practice</p> <ul style="list-style-type: none"> Reflecting on the production process Evaluating own and others' productions <p>Controls and constraints</p> <ul style="list-style-type: none"> Independent management of time, technologies, safety procedures and resources Negotiating and adapting production processes Identifying problems and applying appropriate solutions <p>Skills and processes</p> <ul style="list-style-type: none"> Applying production skills and processes based on proposals, scripts and plans Fulfilling defined production roles <p>Purpose and content</p> <ul style="list-style-type: none"> Producing purposeful and/or popular culture content Using codes and conventions to convey theme, genre, style and narrative
11–12	<ul style="list-style-type: none"> Formative assessment to check student filming and editing progress. Students may emulate a production meeting format with classmates and gather peer feedback on editing and sound design. Students may use a teacher generated feedback template to identify the use of codes and conventions in each other's rough cuts and make comment on the evolving theme, genre, style and/or narrative of their short films together with the use of audio/sound design. Students continue to edit their short films. Workshops on the importance of sound and sound editing <p>Introduction to Task 3: Response to unseen short answer questions</p> <ul style="list-style-type: none"> Using teacher identified examples, investigate 	<p>Production</p> <p>Ideas and reflective practice</p> <ul style="list-style-type: none"> Reflecting on the production process Evaluating own and others' productions <p>Controls and constraints</p> <ul style="list-style-type: none"> Independent management of time, technologies, safety procedures and resources Negotiating and adapting production processes Identifying problems and applying appropriate solutions <p>Skills and processes</p> <ul style="list-style-type: none"> Applying production skills and processes based on proposals, scripts and plans

Week	Key teaching points, tasks and activities	Syllabus content
	<p>the relationship between social media platforms, user-generated content, popular culture and context.</p> <ul style="list-style-type: none"> Highlight trends in media use in terms of social media platforms and user-generated content, linking to the ability of brands to creatively engage audiences in advertising their products or services. Discuss the role of media producers in the commercialisation of media work, that is, how do creative/popular culture content creators get their media work out to mass audiences to make money and/or become influencers. Formative assessment presented as a short research task where students may investigate a particular (teacher approved) content creator and present their findings to the class Workshop on responding to short answer questions including an explanation of how to structure a short answer responses and use relevant and detailed examples from media work/s studied 	<ul style="list-style-type: none"> Fulfilling defined production roles <p>Purpose and content</p> <ul style="list-style-type: none"> Producing purposeful and/or popular culture content Using codes and conventions to convey theme, genre, style and narrative <p>Media languages</p> <p>System of communication</p> <ul style="list-style-type: none"> Relationship between media, popular culture and context Trends in media use, genres and/or styles <p>Industry</p> <p>Media producers</p> <ul style="list-style-type: none"> The role of media producers in the commercialisation of media work
13–15	<ul style="list-style-type: none"> Explain the process of constructing representations. Examine the values of mainstream audiences and how these link to representations constructed in user-generated content. <p>Due – Task 3: Response to unseen short answer questions</p> <ul style="list-style-type: none"> Students complete final editing ready to submit their short film. Formative assessment presented as a practical production statement of up to two pages, reflecting the examination requirements as outlined in the ATAR Year 12 practical examination design brief <p>Due – Task 1: Production of a short film</p> <ul style="list-style-type: none"> Examination revision including an explanation of the Media Production and Analysis ATAR Year 12 written examination design brief Recap and revise media works studied in class. 	<p>Representation</p> <ul style="list-style-type: none"> The process of constructing representations Linking representations to the values of mainstream audiences <p>Production</p> <p>Controls and constraints</p> <ul style="list-style-type: none"> Independent management of time, technologies, safety procedures and resources Negotiating and adapting production processes Identifying problems and applying appropriate solutions <p>Skills and processes</p> <ul style="list-style-type: none"> Applying production skills and processes based on proposals, scripts and plans Fulfilling defined production roles <p>Purpose and content</p> <ul style="list-style-type: none"> Producing purposeful and/or popular culture content Using codes and conventions to convey theme, genre, style and narrative

Week	Key teaching points, tasks and activities	Syllabus content
16	<ul style="list-style-type: none">• Examination revision Task 4: 150 minute written examination reflecting the examination requirements as outlined in the Media Production and Analysis ATAR Year 12 written examination design brief	<ul style="list-style-type: none">• A representative sample of Unit 1 syllabus content

Semester 2 – Unit 2 – Influence

Note: Some tasks overlap other task time frames. This is to model the nature of the delivery of MPA in many schools running concurrent assessments, such as one response task and a production task at the same time. Adjust time frames to suit your school's unique time frames and resources.

Week	Key teaching points, tasks and activities	Syllabus content
1–3	<ul style="list-style-type: none"> MPA course overview and introduction to influence, influential media and/or journalism Ensure students have access to the Year 11 ATAR course syllabus, assessment outline and course outline. Highlight other support documents available for the study of the course. Discuss the use of narrative in documentaries (structure, character, conflict, point of view). <p>Introduction to Task 5: Production of a documentary</p> <ul style="list-style-type: none"> Discuss criteria for Task 5: Production of a documentation. Using excerpts of documentary examples and/or short documentaries, investigate, analyse and evaluate how codes and conventions are used to construct realism. Explain how documentaries are constructed to convey preferred meanings, themes, values and point of view. Workshop on planning a documentary and revision of production roles during pre-production phase emphasis on location scouting, costume choice and setting up effective spaces for interviews within the Art Director role. Workshop on developing proposals and plans in order to create purposeful and/or influential content that uses codes and conventions to convey theme, genre, style and narrative. Continue to develop proposals and plans reflecting on the decisions made and how these serve the theme of the documentary. Formative assessment presented as a mini pitch of finished proposals and plans with teacher and peer feedback Students modify plans based on peer and teacher feedback if required. Workshop on setting up and filming an interview with emphasis on art direction and sound roles. 	<p>Media languages</p> <p>Narrative, codes and conventions</p> <ul style="list-style-type: none"> Use of narrative in journalistic or influential media work Codes and conventions to construct realism in journalistic or influential media work How media work is constructed to convey preferred meanings, themes, values and point of view <p>Production</p> <p>Ideas and reflective practice</p> <ul style="list-style-type: none"> Investigating, analysing and evaluating examples of media work Developing proposals and plans Evaluating own and others' productions <p>Purpose and content</p> <ul style="list-style-type: none"> Producing purposeful and/or influential content Using codes and conventions to convey theme, genre, style and narrative <p>Skills and processes</p> <ul style="list-style-type: none"> Refining skills within defined production roles

Week	Key teaching points, tasks and activities	Syllabus content
4–5	<ul style="list-style-type: none"> • Workshop on capturing effective and purposeful B-roll footage, use of titles or graphics and conventions of different documentary styles. • Discuss independent management of time, technologies, safety procedures and resources. • Workshops on refining production skills and fulfilling defined production roles focusing on: <ul style="list-style-type: none"> ▪ camera operation/cinematography ▪ editing • In class workshop activities provide opportunities to observe students identifying production problems and applying appropriate solutions. • Discuss production processes and the importance of ensuring proposals and plans are followed. • Explain reflective practice during the production process where students may modify their approach by negotiating and adapting production processes. • Develop shooting schedules and allow students time to film their documentaries observing, where possible, their independence in managing their time, technologies, following of safety procedures and managing resources. <p>Introduction to Task 6: Response to extended answer questions</p> <ul style="list-style-type: none"> • Workshop on writing responses to extended answer questions. • Using a teacher selected documentary, revise the use of narrative in influential media work. • Examine how codes and conventions are used to construct realism in the selected documentary. • Discuss how the documentary is constructed to convey preferred meanings, themes, values and point of view. • Investigate representations of groups, places, events and ideas within the selected documentary. • Examine how values shape representations. • Discuss the selection process, including sources of information, style, selection, omission and emphasis within the teacher selected documentary. 	<p>Production</p> <p>Ideas and reflective practice</p> <ul style="list-style-type: none"> • Reflecting on the production process <p>Controls and constraints</p> <ul style="list-style-type: none"> • Independent management of time, technologies, safety procedures and resources • Negotiating and adapting production processes • Identifying problems and applying appropriate solutions <p>Skills and processes</p> <ul style="list-style-type: none"> • Implementing production processes based on proposals and plans • Refining skills within defined production roles <p>Purpose and content</p> <ul style="list-style-type: none"> • Producing purposeful and/or influential content <p>Media languages</p> <p>Narrative, codes and conventions</p> <ul style="list-style-type: none"> • Use of narrative in journalistic or influential media work • Codes and conventions to construct realism in journalistic or influential media work • How media work is constructed to convey preferred meanings, themes, values and point of view <p>Representation</p> <ul style="list-style-type: none"> • Representation of groups, places, events and ideas • How values shape representations • Selection processes, including sources of information, style, selection, omission and emphasis

Week	Key teaching points, tasks and activities	Syllabus content
6–7	<ul style="list-style-type: none"> Identify how cultural context and audience values influence the interpretation of the teacher selected documentary. Examine how production contexts influence the point of view of media work. Formative assessment presented as a group production meeting to review student footage captured for their documentaries. Peers and teacher to provide verbal feedback on the progress and direction of production task with a focus on the use of codes and conventions to convey theme, genre, style and narrative. Encourage students to re-shoot footage and/or re-record audio that is not achieving its intended goal or is not technically sound (negotiating and adapting production processes, identifying problems and applying appropriate solutions) . Revise editing and sound design workshops. Continue filming their documentaries. Allow students to commence editing their documentaries. <p>Due – Task 6: Response to extended answer questions</p>	<p>Audience</p> <ul style="list-style-type: none"> How cultural context and audience values influence the interpretation of media work <p>Industry</p> <p>Production contexts</p> <ul style="list-style-type: none"> How production contexts influence the point of view of media work <p>Production</p> <p>Ideas and reflective practice</p> <ul style="list-style-type: none"> Reflecting on the production process <p>Controls and constraints</p> <ul style="list-style-type: none"> Independent management of time, technologies, safety procedures and resources Negotiating and adapting production processes Identifying problems and applying appropriate solutions <p>Skills and processes</p> <ul style="list-style-type: none"> Implementing production processes based on proposals and plans Refining skills within defined production roles <p>Purpose and content</p> <ul style="list-style-type: none"> Producing purposeful and/or influential content Using codes and conventions to convey theme, genre, style and narrative
8–10	<ul style="list-style-type: none"> Formative assessment to check student filming and editing progress. Students may emulate a production meeting format with classmates and gather peer feedback on editing and sound design. Students may use a teacher generated feedback template to identify the use of codes and conventions in each other’s rough cuts and make comment on the evolving theme, genre, style and narrative of their documentaries, together with the use of audio/sound design. Students continue to edit their documentaries. Workshops on the importance of sound and sound editing <p>Introduction to Task 7: Response to unseen scaffolded question</p>	<p>Production</p> <p>Ideas and reflective practice</p> <ul style="list-style-type: none"> Reflecting on the production process Evaluating own and others’ productions <p>Controls and constraints</p> <ul style="list-style-type: none"> Independent management of time, technologies, safety procedures and resources Negotiating and adapting production processes Identifying problems and applying appropriate solutions <p>Skills and processes</p> <ul style="list-style-type: none"> Implementing production processes based on proposals and plans

Week	Key teaching points, tasks and activities	Syllabus content
	<ul style="list-style-type: none"> • Discuss social media platforms and user-generated content in terms of media ownership, sources of revenue and expectations. • Formative assessment – students complete research using a current newsworthy topic being communicated across various outlets and platforms, examining: <ul style="list-style-type: none"> ▪ audience reach ▪ immediacy ▪ accessibility ▪ interaction ▪ how user-generated content can blur the lines of journalism, potentially leading to misinformation. 	<ul style="list-style-type: none"> • Refining skills within defined production roles <p>Purpose and content</p> <ul style="list-style-type: none"> • Producing purposeful and/or influential content • Using codes and conventions to convey theme, genre, style and narrative <p>Media languages</p> <p>System of communication</p> <ul style="list-style-type: none"> • Media ownership, sources of revenue and expectations of particular media • Audience reach, immediacy, accessibility and interaction
11–13	<ul style="list-style-type: none"> • Compare news reporting or journalistic content on social media platforms to broadcast media journalism such as a TV news bulletin, examining how narrative is used. • Evaluate the effectiveness of social media platforms in disseminating journalistic content. • Discuss and debate the ethical issues, accuracy of information and legal consequences faced by social media platforms when communicating ‘truth’ and briefly highlight the Journalist’s code of ethics. • Teacher-led case study on news media ownership examining and explaining the impact of concentrated media ownership and the potential freedom of independent media producers and touching on advocacy journalism • Discuss the interrelationship between producers and audiences with consideration of citizen journalism and the importance news producers or organisations place on engaging and retaining their audiences. <p>Due – Task 7: Response to unseen scaffolded question</p> <ul style="list-style-type: none"> • Students continue to edit their documentaries. 	<p>Industry</p> <p>Media producers</p> <ul style="list-style-type: none"> • The impact of concentrated media ownership • The potential freedom of independent media producers <p>Production contexts</p> <ul style="list-style-type: none"> • Ethical issues, accuracy of information and legal consequences <p>Audience</p> <ul style="list-style-type: none"> • The interrelationship between producers and audiences <p>Production</p> <p>Controls and constraints</p> <ul style="list-style-type: none"> • Independent management of time, technologies, safety procedures and resources • Negotiating and adapting production processes • Identifying problems and applying appropriate solutions <p>Skills and processes</p> <ul style="list-style-type: none"> • Implementing production processes based on proposals and plans • Refining skills within defined production roles <p>Purpose and content</p> <ul style="list-style-type: none"> • Producing purposeful and/or influential content • Using codes and conventions to convey theme, genre, style and narrative

Week	Key teaching points, tasks and activities	Syllabus content
14–15	<ul style="list-style-type: none"> Students complete final editing ready to submit their documentaries. Formative assessment presented as a practical production statement of up to two pages, reflecting the examination requirements as outlined in the ATAR Year 12 practical examination design brief <p>Due – Task 5: Production of a documentary</p> <ul style="list-style-type: none"> Examination revision including a recap of the Media Production and Analysis ATAR Year 12 written examination design brief Recap and revise media works studied in class. 	<p>Production</p> <p>Controls and constraints</p> <ul style="list-style-type: none"> Independent management of time, technologies, safety procedures and resources Negotiating and adapting production processes Identifying problems and applying appropriate solutions <p>Skills and processes</p> <ul style="list-style-type: none"> Implementing production processes based on proposals and plans Refining skills within defined production roles <p>Purpose and content</p> <ul style="list-style-type: none"> Producing purposeful and/or influential content Using codes and conventions to convey theme, genre, style and narrative
16	<ul style="list-style-type: none"> Examination revision <p>Task 8: 150 minute written examination reflecting the examination requirements as outlined in the Media Production and Analysis ATAR Year 12 written examination design brief</p>	<ul style="list-style-type: none"> A representative sample of Unit 2 syllabus content