



## SAMPLE COURSE OUTLINE

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### **MEDIA PRODUCTION AND ANALYSIS** **ATAR YEAR 11**

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## 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	Tasks and activities	Resources
<b>Term 1</b> Week 1–2	<ul style="list-style-type: none"> <li>MPA course overview and introduction to Popular culture</li> <li>Review media codes and conventions of music videos, film production and editing</li> <li>Identify and discuss narrative elements in different genres (music video vs reality TV) and styles, including characters, settings, conflicts, resolutions</li> <li>Look at how codes and conventions construction meaning</li> <li>Realism and engagement in music videos</li> <li>Music videos as a form of commercial media. Compare to non-commercial media</li> </ul>	<ul style="list-style-type: none"> <li>Syllabus</li> <li>Assessment outline</li> <li>Course outline</li> </ul>
3–5	<p><b>Task 1: Production of a music video</b></p> <ul style="list-style-type: none"> <li>Workshop for script writing and storyboarding of a music video. Deconstruct storyboard and scripting example</li> <li>Discuss criteria of Task 1: Production of a music video</li> <li>Work on processes and skills of production, with particular attention to demonstrating collaborative/team skills</li> <li>Students assign primary and secondary roles for production</li> <li>Complete pre-production plans, storyboard and script for teacher feedback by end of Week 4</li> </ul> <p><b>Task 2: Respond to music video work in the contexts of media languages and representation</b></p> <ul style="list-style-type: none"> <li>Hand out Task 2: Response and marking key</li> <li>Look at example essay for task</li> <li>View and analyse music videos in the context of:               <ul style="list-style-type: none"> <li>the process of constructing representations</li> <li>linking representations to the values of mainstream and subcultural audiences</li> <li>the effect of using stereotypes</li> <li>the impact of technologies on popular media</li> <li>the evolution of media technologies.</li> </ul> </li> <li>Start planning, research and draft for response</li> </ul> <p><b>Task 2 due Term 1, Week 5</b></p>	<p>Task sheets and marking keys</p> <p><b>Task 1: Production</b></p> <ul style="list-style-type: none"> <li>Storyboard example/s</li> <li>Scripting example/s</li> <li>Music video examples</li> <li>Storyboard templates</li> </ul> <p><b>Task 2: Response</b> Example essay for response task</p>
5–9	<p><b>Task 1: Production of a music video (continued)</b></p> <ul style="list-style-type: none"> <li>Workshop codes and conventions used relevant for their music videos (such as filming techniques, dolly and tripod usage, editing techniques, chroma and special effects)</li> <li>Development and application of production skills in terms of:               <ul style="list-style-type: none"> <li>investigating and analysing media</li> <li>knowledge and application of safety procedures</li> <li>applying production skills (independent management of time</li> </ul> </li> </ul>	<p><b>Task 1: Production</b> AV recording devices – digital camera, tripods and dollies, storage media, batteries, lighting kits, chroma screen, editing software and computers, production journals</p>

Week	Tasks and activities	Resources
	<p>and technologies, management of team members, negotiating and adapting production processes, identifying problems and applying appropriate solutions)</p> <ul style="list-style-type: none"> <li>▪ fulfilling defined production roles</li> <li>▪ implementing production processes based on proposals, scripts and plans</li> <li>▪ using conventional genres, style and conventions</li> <li>▪ reflecting on the production process</li> <li>▪ evaluating own and others' production (peer and/or professional)</li> </ul> <ul style="list-style-type: none"> <li>• Complete final editing, peer review ready for submission</li> </ul> <p><b>Task 1 due Term 1, Week 9</b></p>	
5–9	<p><b>Task 3: Respond to music video work in the context of Audience</b> (under invigilated conditions)</p> <ul style="list-style-type: none"> <li>• Hand out Task 3: Response to music video media work and the marking key</li> <li>• Look at example essay for task</li> <li>• View and analyse music videos in the context of: <ul style="list-style-type: none"> <li>▪ values that shape the interpretation and response to media work</li> <li>▪ how meaning is encoded by the producer and decoded by audiences</li> <li>▪ linking stars and celebrities to value systems</li> <li>▪ representation of subcultures</li> <li>▪ particular subcultures' media preferences</li> <li>▪ the impact and appeal of trends in media genres and/or styles</li> </ul> </li> <li>• Start planning and research for invigilated response</li> </ul> <p><b>Task 3 due Term 1, Week 9</b></p>	<p><b>Task 3: Response</b> Example essay for response task</p>
<p><b>Term 1</b> Week 10</p> <p><b>Term 2</b> Weeks 1–4</p>	<p><b>Task 4: Respond to music video media work in the context of Production</b></p> <ul style="list-style-type: none"> <li>• Hand out Task 4: Response to music video media work and the marking key</li> <li>• Look at example essay for task</li> <li>• View and analyse music videos in the context of: <ul style="list-style-type: none"> <li>▪ comparing commercial and non-commercial media</li> <li>▪ marketing strategies which appeal to specific audiences</li> <li>▪ the relationship between international media and Australian popular media</li> <li>▪ effect of budgets on production</li> <li>▪ censorship and classification</li> </ul> </li> <li>• Start planning, research and draft for response</li> </ul> <p><b>Task 4 due Term 2, Week 4</b></p>	<p><b>Task 4: Response</b> Example essay for response task</p>
<p><b>Term 2</b> Weeks 5–7</p>	<p><b>Examination revision</b> <b>Task 5: 120–150 minute written examination reflecting the examination requirements as outlined in the ATAR Year 12 examination design brief</b></p>	<p>Examination</p>

## Semester 2 – Unit 2 – Journalism

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	Tasks and activities	Resources
<b>Term 2</b> Week 8	<ul style="list-style-type: none"> <li>MPA course overview and introduction to Journalism</li> <li>Media codes and conventions of documentaries, film production and editing. Analyse how codes and conventions are used to construct realism</li> </ul>	<ul style="list-style-type: none"> <li>Syllabus</li> <li>Assessment outline</li> <li>Course outline</li> </ul>
<b>Term 2</b> Weeks 8–10  <b>Term 3</b> Weeks 1–4	<p><b>Task 6: Production of a documentary</b></p> <ul style="list-style-type: none"> <li>Workshop codes and conventions relevant to documentary (such as development of the exposition, sourcing appropriate archival footage, selection of appropriate footage for emphasis, re-enactments, interview filming techniques, editing techniques)</li> <li>Discuss criteria of Task 6: Production of a documentary</li> <li>Work on collaborative processes and skills of production working in a collaborative pair. Students assign primary and secondary roles for production</li> <li>Complete pre-production plans, storyboard and script for teacher feedback by the end of Week 10</li> <li>Development and application of production skills in terms of:               <ul style="list-style-type: none"> <li>investigating, analysing and evaluating media</li> <li>independent application of safety procedures in all production contexts</li> <li>applying production skills (independent management of time and technologies, management of team members, negotiating and adapting production processes, identifying problems and applying appropriate solutions)</li> <li>refining skills within defined production roles</li> <li>implementing production processes based on proposals and plans</li> <li>manipulating genres, styles and conventions</li> <li>reflecting on the production process</li> </ul> </li> <li>Final editing</li> <li>Peer review</li> <li>Evaluation of own and others' productions (peer and/or professional)</li> <li>Completion of production journals</li> <li>Completion of output format</li> </ul> <p><b>Task 6 due Term 3, Week 4</b></p>	Task sheets and marking keys  <p><b>Task 6: Production</b></p> <ul style="list-style-type: none"> <li>Storyboard example/s</li> <li>Scripting example/s</li> <li>Documentary examples</li> <li>Storyboard templates</li> <li>Audio recording devices, AV recording devices – digital camera, tripods and dollies, storage media, batteries, lighting kits, editing software and computers, production journals</li> <li>Production journals, DVDS for burning, editing software and finalising software (such as After Effects), projector for viewing productions</li> </ul>

Week	Tasks and activities	Resources
<p><b>Term 3</b> Weeks 5–7</p>	<p><b>Task 7: Respond to current affairs media work in the context of media languages and representation</b></p> <ul style="list-style-type: none"> <li>• Hand out Task 7: Response to current affairs media work and the marking key</li> <li>• Look at example essay for task</li> <li>• View and analyse current affairs programs in the context of: <ul style="list-style-type: none"> <li>▪ technologies and production processes in journalistic media</li> <li>▪ media ownership, sources of revenue and expectations of particular media</li> <li>▪ audience reach, accessibility and interaction</li> <li>▪ narrative conventions in journalistic media</li> <li>▪ constructing preferred meanings, values and point of view</li> <li>▪ representation of issues and groups in how changing values shape representations</li> <li>▪ selection processes, including sources of information, styles, selection, omission and emphasis</li> <li>▪ codes and conventions to construct realism.</li> </ul> </li> <li>• Start planning, research and draft for response</li> </ul> <p><b>Task 7 due Term 3, Week 7</b></p>	<p><b>Task 7: Response</b> Example essay for response task</p>
<p><b>Term 3</b> Weeks 8–10</p>	<p><b>Task 8: Respond to news media work in the context of Audience (under invigilated conditions)</b></p> <ul style="list-style-type: none"> <li>• Hand out Task 8: Response to news media work and the marking key</li> <li>• Look at example essay for task</li> <li>• View and analyse Australian news broadcast in the context of: <ul style="list-style-type: none"> <li>▪ social practices and cultural experiences that influence the interpretation of media work</li> <li>▪ how different contexts influence the point of view of media work</li> <li>▪ linking dominant values to audiences</li> <li>▪ comparing representations in media work produced for particular audiences</li> <li>▪ immediacy and global access</li> </ul> </li> <li>• Start planning and research for invigilated response</li> </ul> <p><b>Task 8 due Term 3, Week 10</b></p>	<p><b>Task 8: Response</b> Example essay for response task</p>
<p><b>Term 4</b> Weeks 1–4</p>	<p><b>Task 9: Respond to news media work in the context of Production</b></p> <ul style="list-style-type: none"> <li>• Hand out Task 9: Response to news media work and the marking key</li> <li>• Look at example essay for task</li> <li>• View and analyse news media in the context of: <ul style="list-style-type: none"> <li>▪ characteristics, benefits and limitations of concentrated media ownership</li> <li>▪ characteristics, benefits and limitations of independent media production</li> <li>▪ social and/or political factors that bring about changes in news media content</li> <li>▪ how media use influences production for a specific audience</li> <li>▪ ethical issues and legal consequences</li> <li>▪ censorship and privacy.</li> </ul> </li> <li>• Start planning, research and draft for response</li> </ul> <p><b>Task 9 due Term 4, Week 4</b></p>	<p><b>Task 9: Response</b> Example essay for response task</p>

Week	Tasks and activities	Resources
<b>Term 4</b> Weeks 5–7	<b>Examination revision</b> <b>Task 10: 150 minute written examination reflecting the examination requirements as outlined in the ATAR Year 12 examination design brief</b>	Examination