



SAMPLE COURSE OUTLINE

MEDIA PRODUCTION AND ANALYSIS GENERAL YEAR 11

Copyright

© School Curriculum and Standards Authority, 2014

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 4.0 Australia licence](#)

Disclaimer

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 Production and Analysis – General Year 11

Unit 1 and Unit 2

Semester 1 – Mass media

Note: some tasks overlap other task timeframes. 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 timeframes to suit your school's unique timeframes and resources.

Week	Key teaching points	Resources
Term 1 Week 1	<ul style="list-style-type: none"> MPA course overview and introduction to Mass media 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 Course outline
Week 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 purposes and characteristics of familiar media work features of popular genres narrative elements; character, setting, conflict and resolution common codes and conventions and the meanings they construct stars and heroes 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 Samples of superhero comics and/or TV series such as: those produced by Marvel, DC Comics, those published by Dark Horse (check classification), <i>Smallville</i> (2011), <i>The Greatest American Hero</i> (1981–1983), <i>Buffy the Vampire Slayer</i> (1997–2003), <i>Wonder Woman</i> (1975–1979)
Week 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>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 Comic book templates

Week	Key teaching points	Resources
	<ul style="list-style-type: none"> 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>– paper versions for initial concept drafts</p>
	<ul style="list-style-type: none"> Discuss upcoming comic book trailer production to be introduced in Week 6, to give students time to collate ideas Explain that the trailer will be based on the comic book segment produced in this task <p>Task 2 due Week 7</p>	<ul style="list-style-type: none"> Computer programs, such as <i>Comic Life 3</i>, <i>Comic Book Creator</i>, <i>Manga Studio</i>, <i>Comiqs</i>, <i>Strip Generator</i>, <i>Toondoo</i>, <i>Pixton</i> and/or iPad®/tablet apps, such as <i>Comic Maker HD</i>, <i>Strip Designer</i>, <i>Kaboom</i>, <i>Halftone 2 – Comic Book Creator</i>
Week 8–10	<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) linking media work to audience classifying media work 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: www.tvtonight.com.au/category/ratings https://thinktv.com.au classification: www.classification.gov.au http://www.freetv.com.au
Term 2 Week 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</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 information for a specific task awareness of safety when using technologies and resources applying team skills; specific role responsibilities and setting timelines 	<p>Task 4: Production</p> <ul style="list-style-type: none"> Production task sheet and marking key Sample promos for analysis, such as <i>Wonder Woman</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=Clsrifik5P0

Week	Key teaching points	Resources
	<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><i>Lois and Clark</i> (1997) www.youtube.com/watch?v=nL-2CrALK-s&list=PL98F15418A1A89584&index=3</p> <ul style="list-style-type: none"> • Teacher generated script and storyboard; for example, trailer/s chosen • Resource examples: AV recording devices – digital camcorder, tripods and dollies, storage media, batteries, lighting kits, chroma screen, editing software and computers, production journals
	<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) ▪ constructing a basic audience profile ▪ values in representations (such as superheroes/villains) and how they connect to audience values ▪ identifying subcultures ▪ changes within traditional media genres ▪ how audiences interact with new media • Plan, research and draft the response • Monitor student progress and provide feedback <p>Task 5 due Week 4: to be completed under test conditions as set out in the Year 12 externally set task handbook. Student essay template and notes can be used with teacher approval</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) • Sample promos used in Task 4
Week 6–7	School examination week	

Semester 2 – Unit 2 – Point of view

Note: some tasks overlap other task timeframes. 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 timeframes to suit your school's unique timeframes and resources.

Week	Key teaching points	Resources
<p>Term 2 Week 9</p> <p>Term 3 Week 2</p>	<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 media languages and/or representation sections Look at example essay for task. View and analyse Australian and/or international TV news broadcast samples, in the context of: <ul style="list-style-type: none"> key terminology, technologies, purposes and characteristics of media work defined viewing, listening and interacting contexts use of codes and conventions in media work to construct a point of view narrative selection processes and point of view representation of identities, places and ideas how representations are used to construct point of view processes of selection, emphasis and omission in media work Plan, research and draft the response Monitor student progress and provide feedback, final response to be completed in students' own time <p>Task 6 due Week 2</p>	<ul style="list-style-type: none"> Syllabus Assessment outline Course outline <p>Task 6: Response</p> <ul style="list-style-type: none"> Task sheets and marking keys Example essay for response task Samples of Australian and/or international TV news broadcast segments covering both commercial and non-commercial broadcasters
<p>Week 2–6</p>	<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 and communicating information for a specific task demonstrating an awareness of safety procedures when using technologies and resources applying team skills, including specific role responsibilities and setting timelines applying a clear production process – applying technical skills and processes reflecting on the production process evaluating strengths and weaknesses in the production 	<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 Audio recording devices, AV recording devices – digital camera, tripods and dollies, storage media, batteries, lighting kits, editing software and computers, production journals

Week	Key teaching points	Resources
	<ul style="list-style-type: none"> 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>	
Week 7–9	<p>Task 8: Production of a complete 25-minute current affairs program/s as a class, using segments produced in Task 7 The current affairs program must include:</p> <ul style="list-style-type: none"> 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, including intro, anchor segments, segment montages for ‘coming up after the ad break’ with voice over, conclusion etc. <p>As a class:</p> <ul style="list-style-type: none"> 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 affairs program <ul style="list-style-type: none"> by having regular meetings with pairs and smaller production crews working on specific sections by updating the production running sheet to assist students to bring it all together 	<p>Task 8: Production</p> <ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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 <p>Task 8 due Week 9</p>	

Week	Key teaching points	Resources
<p>Term 3 Week 10</p> <p>Term 4 Week 4</p>	<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 media ▪ intended audiences for commercial and non-commercial media works ▪ intended audiences and marketing strategies (such as radio station website, social media links, cross-promotion competitions and prizes) ▪ considering the needs, interests and values of audiences when constructing point of view ▪ controls and constraints appropriate to: <ul style="list-style-type: none"> ○ community expectations ○ limitations in production – access to technology, cost, time • 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 Hits, My Perth Digital, 6PR, 92.9, SBS PopAraby, Nova 93.7) www.digitalradioplus.com.au
<p>Week 4–6</p>	<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 test conditions as set out in the Year 12 externally set task handbook. 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)
<p>Week 6–7</p>	<p>School examination week</p>	