



Government of **Western Australia**
School Curriculum and Standards Authority

MEDIA PRODUCTION AND ANALYSIS

Year 12 | ATAR

Lesson-by-lesson package on Art Direction

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Copyright

© School Curriculum and Standards Authority, 2022

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 (the 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 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 4.0 International](https://creativecommons.org/licenses/by/4.0/) licence.

Disclaimer

This lesson-by-lesson package is an additional support document based on a Media Production and Analysis, 12 ATAR teacher's interpretation of syllabus content. This syllabus content was identified as new or changed in the Media Production and Analysis 12 ATAR syllabus reviewed for teaching from 2023.

Any resources such as texts, worksheets, 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.

Company names or names of products referred to in this document are used for education related, non-commercial and descriptive purposes only. These names may be registered trademarks and the property of their respective owners.

Art direction

Aims

By the end of this package, students should have analysed, created content for and explored the curriculum points below:

- applying skills effectively within defined production roles including art direction, cinematography (or cinematographic elements), editing and sound design
- selecting appropriate strategies and formats to document and communicate ideas
- critically evaluating own and others' productions
- experimenting with, manipulating and refining the use of codes and conventions to convey theme, genre, style and narrative.

Package structure

This lesson-by-lesson set is a Project-based Learning package. Typically, students are introduced to an overarching project at the beginning of the set, and the lessons throughout will assist them in arriving at their final product. This lesson set should span five or six 60-minute sessions.

Project overview

Students are to develop a mood board for their final practical production.

Requirements: at this stage, students should have completed their script for their film.

Mood board:

Students will compose a mood board using Pinterest, Canva or other software, such as Microsoft Paint or Photoshop.

They will capture a visual tone for the film, while also considering other Art Direction elements, such as:

- colour palette
- props and costumes
- setting layouts
- visual style.

Lesson section 1: what does art direction deal with?

Objective of lesson section:

Define art direction and view student work that exemplifies a high standard in the art direction role.

Syllabus links:

- applying skills effectively within defined production roles including art direction, cinematography (or cinematographic elements), editing and sound design
- critically evaluating own and others' productions.

1. Overview of art direction:

See the 'Overview of Art Direction' PowerPoint at

<https://www.slideshare.net/AndrewWare24/art-directionpptx-252187026>

2. Analysis of 'Happiness'

Watch short film 'Happiness' at <https://www.youtube.com/watch?v=e9dZQelULDk&t=3s>

Think-pair-share:

- What do you think is a major theme of Happiness?
- How have mise-en-scene, props, costumes, portrayal of setting and colour been used to support this theme?

Art direction retrieval chart: literal, tonal and symbolic

See support documents for teachers below.

3. Analysis of 'How the U.S. Ruined Bread'

Watch the first five minutes of 'How the U.S. Ruined Bread' at

<https://www.youtube.com/watch?v=Fovlygov1uA>

- What is the theme and preferred meaning of the documentary?
- How has the filmmaker made the seemingly uninteresting topic of bread highly engaging?

Analyse how the filmmaker has used props, selection, omission and setting to enhance his storytelling and theme.

Retrieval chart: literal, tonal and symbolic.

4. Share findings with class

In groups, share individual findings to make a master list to share with the class.

5. Review

- Are students comfortable with the elements of art direction?
- Can they analyse how these elements are used to reinforce the theme of a production?

Lesson section 2: art direction – what can you achieve?

Objective of lesson section:

Analyse exemplar ATAR films and see what is possible to achieve on a shoestring budget.

Syllabus links:

- applying skills effectively within defined production roles including art direction, cinematography (or cinematographic elements), editing and sound design
- critically evaluating own and others' productions
- selecting appropriate strategies and formats to document and communicate ideas
- experimenting with, manipulating and refining the use of codes and conventions to convey theme, genre, style and narrative.

1. Watch 'Charlotte and Jane'

Watch 'Charlotte and Jane' at <https://www.youtube.com/watch?v=6391nFR2mXk>

2. Watch 'Art Direction Analysis 'Charlotte and Jane'

Watch 'Art Direction Analysis 'Charlotte and Jane' at <https://www.youtube.com/watch?v=J5PTYc9kJiY>

Charlotte and Jane statistics:

- Budget – \$0

Key equipment:

- 3x Neewer 660 LED lights
- Blackmagic 4K camera
- Gimbal and dolly

3. Analyse Golden Soil

Watch 'Golden Soil' at https://drive.google.com/file/d/1phnrXk9kh8AATdRZuQmYv5_F-x7n5nX/view

- What is the theme of Golden Soil?
- How has the filmmaker taken the documentary format and adapted it to further utilise art direction?

Analyse how props, setting, mise-en-scene and selection/omission have been used to support the theme of Golden Soil.

4. Discuss mood board project

Mood board:

Students will compose a mood board using Pinterest, Canva or other software, such as Microsoft Paint or Adobe Photoshop.

They will capture a visual tone for the film, while also considering other art direction elements, such as:

- colour palette
- props and costumes

- setting layouts
- visual style.

Support examples:

How to create a Film Moodboard (<https://www.youtube.com/watch?v=HOQSO3Ziajc>)

The psychology of color in film

(<https://i.pinimg.com/564x/9d/2f/2c/9d2f2c740ea39df8592e380bf4ac8f27.jpg>)

Titanic mood board example

(<https://i.pinimg.com/originals/9b/c9/df/9bc9dfe47cf3446b496015131c561eef.jpg>)

ATAR student film '1987' by Izzy Kerrigan (https://www.youtube.com/watch?v=xB_FRcrvuiU)

'1987' mood board (<https://drive.google.com/file/d/1744HI6h23WtwXamJMIK-1LpOahs4HuAg/view>)

5. Close lesson with review

- Are students comfortable with identifying Art Direction being used in film to support theme?
- Could they go away and identify theme in a fresh film?

Lesson section 3: deliver mood board

Objective of lesson section:

Finish mood board and then share with critical friend

Syllabus link:

- selecting appropriate strategies and formats to document and communicate ideas
- experimenting with, manipulating and refining the use of codes and conventions to convey theme, genre, style and narrative
- critically evaluating own and others' productions.

1. Develop mood board

Students will continue to develop their mood board. There are no right and wrong ways to do a mood board, but there are stronger examples.

Teacher will guide students to:

- Define a colour palette for their film. The objective isn't to have every item in their entire film coloured to the chosen palette but guide the collection of props and inform colour grading. For examples to support theme, see 'The Psychology of Color in Film' at <https://i.pinimg.com/564x/9d/2f/2c/9d2f2c740ea39df8592e380bf4ac8f27.jpg>.
- Consider key props and costumes, and potentially begin searching for the more unique props.
- Facilitate location scouting, either around the school, or prompt student to venture out after school/weekends to gather location photography to add to the mood board.

Have students considered cohesion of the elements? Do they work together? Do some mood board choices stick out unnecessarily, and if so, why?

2. Critical friend review

Students will show their completed mood board to a critical friend who has read the script.

Questions for critical friend:

- Does the mood board present a strong vibe and tone for the film?
- Are all the major props present from the script?
- Is there a cohesive colour scheme or idea?

3. Review

Student to take away feedback and adjust as required before filming.

- Are students able to start shooting? Do they have all their planning prepared?

Lesson section 1: support materials

Art Direction Retrieval Chart

Art Direction	<ul style="list-style-type: none">• intentional and appropriate use of mise-en-scene and/or the composition of multiple art direction elements in the scene• portrayal of time/place/context• colour, objects, symbols• prop creation or acquisition and/or decisions relating to props• costume creation or acquisition and/or decisions relating to costumes• hair and make-up• decisions relating to location choice and/or location scouting
Literal	
Tonal	
Symbolic	

Acknowledgements

PowerPoint	PowerPoint from: Ware, A. (2022). <i>Art Direction</i> [PowerPoint]. Retrieved July, 2022, from https://www.slideshare.net/AndrewWare24/art-directionpptx-252187026
Short film	Short film from: Cutts, S. (2017). <i>Happiness</i> [Video]. Retrieved June, 2022, from https://youtu.be/e9dZQeIUldk
Short film	Short documentary film from: Harris, J. (2022). <i>How The U.S. Ruined Bread</i> [Video]. Retrieved June, 2022, from https://www.youtube.com/watch?v=Fovlygov1uA
Short film	Short film from: Bourgault, E. and Anson, R. (2020). <i>Charlotte and Jane</i> [Video]. Retrieved June, 2022, from https://youtu.be/6391nFR2mXk
Analysis	Short analysis film from: Ware, A. (2022). <i>Art Direction Analysis Charlotte and Jane</i> [Video]. Retrieved June, 2022, from https://www.youtube.com/watch?v=J5PTYc9kJiY
Short film	Short film from: Bromage, W. (2021). <i>Golden Soil</i> [Video]. Retrieved June, 2022, from https://drive.google.com/file/d/1phrnXk9kh8AATdRZuQmYv5_F-x7n5nX/view
Tutorial	Tutorial from: Al-Agroobi, A. (2020). <i>How to Create a Film Moodboard</i> [Video]. Retrieved June, 2022, from https://www.youtube.com/watch?v=HOQSO3Ziajc
Infographic	Image from: Risk, M. (2020). <i>How to Use Color in Film: 50+ Examples of Movie Color Palettes</i> [The Psychology of Color in Film]. Retrieved June, 2022, from https://www.studiobinder.com/blog/how-to-use-color-in-film-50-examples-of-movie-color-palettes/
Moodboard	Image from: Nymph, N. (2019). [Titanic Moodboard]. Retrieved June, 2022, from https://www.pinterest.com.au/pin/501658845999737224/
Short film	Short film from: Kerrigan, I. (2021). <i>1987 An LGBT short film Director's Cut</i> [Video]. Retrieved June, 2022, from https://www.youtube.com/watch?v=xB_FRcvuiU
Moodboard	Image from: Kerrigan, I. (2021). [1987 Moodboard]. Retrieved June, 2022, from https://drive.google.com/file/d/1744HI6h23WtwXamJMIK-1LpOahs4HuAg/view