MEDIA PRODUCTION AND ANALYSIS

Year 12 | ATAR

Lesson-by-lesson package on Theme

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.

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 in 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.

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Theme and media aesthetics

Aims

By the end of this package, students should have developed strong understanding of:

- theme
- media aesthetics
- niche audience expectations
- narrative structure's connection to theme.

And students should have analysed, created content for and evaluated the curriculum points:

- media aesthetics and the construction of themes
- how media producers meet niche audiences' expectations
- manipulation of narrative elements and narrative structures.

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 given the prompt for a short film:

Krystal is 26 and works at Kmart as a shop assistant. Every day, she clocks in and out of work, largely unsatisfied with her life. One day she sees someone from afar. It's a person she knew from her old high school days, Emma.

Using this prompt, students will:

1. Create a main conflict and ending to the story in dot-point format.
2. They will then storyboard a key sequence in the film, using Media Aesthetics to reinforce their theme.

Rules: in their film, students will decide on a theme the story will follow and the preferred meaning of their theme. However, they need to keep this secret from the rest of the class. Students will storyboard their final sequence and label areas of media aesthetics they will use to reinforce their theme. They will present their storyboards in a pitch to the rest of the class. The class must then analyse the scene to guess the theme and preferred meaning, then judge whether the film fits a niche or mainstream audience. Peers will then evaluate if the scene was successful in presenting the intended theme and provide suggestions on how it could be improved.

To achieve the project objectives, students will need to know:

- theme
- media aesthetics
- narrative structure
- niche audiences' expectations.

Lesson section 1: theme, narrative

Objective of lesson section:
Recap for theme, connect narrative to theme and define Media Aesthetics

Syllabus links:
- media aesthetics and the construction of themes
- manipulation of narrative elements and narrative structures.

1. Recap of theme and narrative elements:

   Support PowerPoint on theme can be viewed at
   https://www.slideshare.net/secret/HNyhA8dmoQllM7.

   Recap narrative elements:

   - Character, setting, conflict, resolution
   - Narrative arc – character choices = theme message.

2. Analysis of Purl

   Watch Purl – By Pixar at https://youtu.be/B6uuIHpFkuo.

   Think-pair-share:
   - What do you think is a major theme of Purl?
   - What do you think is the thematic message of Purl?
   - What narrative elements have been constructed to support that theme?

   Students will argue their case in their pairs to the class.

   Teacher will **collect a shared theme from the class.**

   Optional documentary analysis:
   Watch clip from documentary 'Bowling for Columbine' at
   https://www.youtube.com/watch?v=58BDrZH7SX8.
   - What is the theme and thematic message of the clip?
   - How have documentary and narrative elements been used to construct a thematic message?

3. Lesson close

   Affirm students can connect construction of narrative to theme.

Lesson section 2: media aesthetics

Objective of lesson section:
Identify media aesthetics and analyse these in a short film.

Syllabus links:

- media aesthetics and the construction of themes.

1. Media aesthetics

   A PowerPoint on media aesthetics can be viewed at
   https://www.slideshare.net/secret/ogSVZ0EmJmK2k0.

   Identify Media Aesthetics – students should be familiar with these concepts, as they are drawn
   from SWAT codes.

2. Analysis of 'Purl'

   Leading question: how have media aesthetics been used to support theme?

   Depending on ability of class:
   a) With the collected theme from the class yesterday, students will go away to computers to re-
      watch Purl and retrieve an example from each category that supports the theme, or
   b) Teacher will go through retrieval chart with students together.

   See below for teacher support documents.

3. Share with class

   Students share examples with class and add observations to others' findings.

4. Close lesson with review

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

Lesson section 3: niche audience expectations and art film links

Objective of lesson section:
Compare and contrast art film and mainstream films and audiences.

Syllabus links:
- media aesthetics and the construction of themes
- how media producers meet niche audiences' expectations.

1. Niche audience v mainstream audience

   Start with a brainstorm on mainstream audience expectations with media.

   Key points: narrative expectations, media aesthetic expectations.

   Link audience expectations to previous texts that students have studied in Year 11 for mainstream.

   Link audience expectations to new art-film text if students have already watched.

2. Analysis of Next Floor

   Watch 'Next Floor' – Denis Villeneuve at https://www.youtube.com/watch?v=t60MMJH_1ds.

   Activity: Presentation in groups (or individual submission) to answer two questions:
   - Is Next Floor a mainstream film or an Art film, and why?
   - What is the theme of Next Floor? Students will need to argue using Media Aesthetics and Narrative elements, taking examples from the text (screenshots) and using Media terminology to support.

   Students can work off a PowerPoint. Presentation should be five minutes maximum.

3. Presentation (or submission)

   Either end of the lesson or the beginning of the following lesson:
   - Students will present (or submit) their argument for what theme they believe is being explored.
   - If presented: the rest of the class will briefly evaluate if the argument was convincing.

4. Review

   - Are students comfortable in identifying the difference between Art film and Mainstream film?
   - Can students explain the expectations of mainstream and niche audiences?
   - Can students effectively connect and argue theme in a text?

Lesson section 4: project

Objective of lesson section:
Create a project using the newly learnt knowledge and evaluate others.

Syllabus links:
- media aesthetics and the construction of themes
- how media producers meet niche audiences' expectations
- manipulation of narrative elements and narrative structures.

1. Students are given the prompt for a short film

   Krystal is 26 and works at Kmart as a shop assistant. Every day, she clocks in and out of work, largely unsatisfied with her life. One day she sees someone from afar. It's a person she knew from her old high school days, Emma.

   Using this prompt, students will:
   a) Create a main conflict and ending to the story in dot-point format.
   b) Storyboard a key sequence in the film, using Media Aesthetics to reinforce their theme.
   c) Present this to the class.

   Rules: in their film, students will decide on a theme the story will follow and the preferred meaning of their theme. However, they need to keep this secret from the rest of the class. Students will storyboard their final sequence and label areas of media aesthetics to be utilised to reinforce their theme.

2. Presentation

   Students will present their dot points and storyboards in a pitch to the rest of the class. The rest of the class must then analyse the scene to guess the theme and preferred meaning, and judge whether the film fits a niche or mainstream audience. Peers will then evaluate if the scene was successful in presenting the intended theme and suggest how it could be improved.

3. Recap of lesson-by-lesson package

   Ensure students know media aesthetics acronym (SMELS) for Space, Motion, Editing, Lighting and Sound and can call upon this knowledge in a response setting.

   Determine if all students are comfortable identifying theme and arguing for their belief in the theme, using appropriate terminology.

   Quiz students at later date on differences between niche audience expectations and mainstream audience expectations.

Lesson section 1: support materials

Media Aesthetics retrieval chart

Theme:	
Space	
Motion	
Editing (time)	
Lighting	
Sound	

Acknowledgements

PowerPoint   PowerPoint from: Ware, A. (2022). *Introduction to Theme* [PowerPoint]. Retrieved July, 2022, from https://www.slideshare.net/secret/HNyhA8dmoQllM7.

Short film   Short film from: Lester, K. (2019). *Purl* [Video]. Retrieved, June, 2022, from https://youtu.be/B6uuIHpFkuo.

Documentary Excerpt   Documentary excerpt A Brief History of the United States from: Moore, M. (2002). *Bowling For Columbine* [Video]. Retrieved June, 2022, from https://www.youtube.com/watch?v=58BDrZH7SX8.

PowerPoint   PowerPoint from: Ware, A. (2022). *Media Aesthetics Intro* [PowerPoint]. Retrieved July, 2022, from https://www.slideshare.net/secret/ogSVZ0EmJmK2k0.

Short film   Short film from: Villeneuve, D. (2008). *Next Floor* [Video]. Retrieved from YouTube, June, 2022, from https://www.youtube.com/watch?v=t60MMJH_1ds.