

Year 11 ATAR Unit 1 Popular Culture Course Outline

Week	Tasks and Activities	Curriculum Elements	Assessment and Resources
Term 1 1st Feb 2016 Week 1	<ul style="list-style-type: none"> MPA course overview and introduction to <i>Popular culture</i> Discuss Journal and Blog requirements History of Music Videos Review media codes and conventions of music videos, film production and editing Look at how codes and conventions construction meaning Realism and engagement in music videos Music videos as a form of commercial media. Compare to non-commercial media 	<ul style="list-style-type: none"> Skills and Processes Narrative Codes and Conventions; realism Representation Systems of communication – technology evolution Major institutions and independents 	<ul style="list-style-type: none"> Syllabus Assessment outline and Rubrics Elements of Film and glossary on website Power point Examples of videos and history on webpage
Wk 2 -4	<p>Task 1 Production of a music video</p> <ul style="list-style-type: none"> Collaborate with students on the development of assessment : Discuss production task, collate a list of songs students would like to work on, based on Triple J independent Indy Artists who would be willing to allow students to create videos for their songs, use criteria to select 5 pieces students can choose from. Select groups of four to work collaboratively on the task. Allow time for group discussion and decision-making. Workshop on storyboards and script writing for music videos. Provide examples to analyse as a class. <p>Task 2 Response to music video work in the context of Media language and Representation</p> <ul style="list-style-type: none"> Discuss task and marking criteria 	<ul style="list-style-type: none"> Skills and Processes; investigating and analysing media, production roles ect Audience; subcultures and media trends Narrative, codes and conventions; elements and construction of meaning Representation; stereotypes, construction and linking representations to cultural values Critical thinking 	<ul style="list-style-type: none"> Task sheets and Rubrics <p>Task 1</p> <ul style="list-style-type: none"> Selection Criteria handout Example story board, script and videos. Handout storyboard template https://www.triplejuneartthed.com/ <p>Task 2</p> <ul style="list-style-type: none"> Example Essay PowerPoint Video examples Historical music video timeline showing changes in technology and social context View Dreamworlds3 over three lessons for discussion about how videos distort reality, sexuality and masculinity

Year 11 ATAR Unit 1 Popular Culture Course Outline

	<ul style="list-style-type: none"> • Start planning, research and draft essay • View Dreamworlds 3 and discuss the issues raised in the documentary and analyse music videos in the context <ul style="list-style-type: none"> ○ <i>the process of constructing representations in music videos</i> ○ <i>link representations to the values of mainstream and subcultural audiences</i> ○ <i>How music videos distort representation of men and women</i> ○ <i>reason and value for sexualizing videos</i> ○ <i>the effect of using stereotypes in music videos</i> • Historical perspectives; view the web page and consider/discuss <ul style="list-style-type: none"> ○ <i>the impact of technologies on music videos</i> ○ <i>the evolution of technologies used in music videos.</i> 	<ul style="list-style-type: none"> • Intercultural understanding • Ethical understanding 	<ul style="list-style-type: none"> • http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=223 Dreamworlds 3 <p>Essay Question <i>Desire, sex and power have become a common theme in music videos today. Consider how these narratives shape individual and cultural attitudes about sexuality.</i></p>
5	<p>Task 1 Production of a music video</p> <ul style="list-style-type: none"> • Complete pre-production plans, storyboard and script for teacher feedback at the end of week 5 <p>Task 2 Response to music video work in the context of Media language and Representation</p> <ul style="list-style-type: none"> • Final draft of response essay due end of week five 	<ul style="list-style-type: none"> • Skills and processes; implementing production process, using conventional genres, style and conventions, reflection and evaluation 	<p>Lesson time this week allocated to group work on the production planning and finalizing of the essay. Teacher is available for feedback and assistance.</p>
6-7	<p>Task 1 Production of a music video</p> <ul style="list-style-type: none"> • Workshop film codes used relevant for their music videos (such as filming techniques, dolly and tripod usage, editing techniques, chroma and special effects) • Show students elements of media on the 	<ul style="list-style-type: none"> • Skills and Processes; application, implementation and reflection 	<p>Task 1</p> <ul style="list-style-type: none"> • Teacher Website • Recording devices – <p>digital camera, tripods and dollies, storage media, batteries, lighting kits, chroma</p>

Year 11 ATAR Unit 1 Popular Culture Course Outline

	<p>website for referral</p> <ul style="list-style-type: none"> • Develop production skills: Students are to allocate themselves production roles within their group, organise production schedule, list of equipment required, locations and booking of editing suite. Students will be responsible for working as a team, negotiating, identifying problems and applying appropriate solutions. • Emphasis on documenting reflections, issues and ideas on the class blog and journals • Week 7 will be allocated as Production week. Students must have shot all required footage by the end of this week ready for Post Production. • Students should implement the production process based upon their plans, script and storyboards 		<p>screen, editing software and computers, production journals</p> <p>Task 2</p> <p>Final Essay Due Week 6</p>
8-9	<ul style="list-style-type: none"> • Week 8 lesson 1 revision on use of editing programs, Q&A and peer assistance • Reflection on production process completed in Journals • Peer and self-assessment during discussion of progress and effectiveness of each group's production so far. Key questions to consider on handout • Week 9 Allocated as Post Production week and finished piece due for marking the end of this week. 	<ul style="list-style-type: none"> • Skills and processes • Critical thinking • Reflection and peer/self evaluation 	<p>editing software and computers, production journals</p> <p>Evaluation key questions handout</p> <p>Task 1 Production Due End of Week 9</p>

Year 11 ATAR Unit 1 Popular Culture Course Outline

Term Break	9 th April to 25 th April		
Week	Tasks and Activities		Assessment and Resources
1-2	<p>Task 3 & 4: Response and Production to music video work in the context of Audience – Advertising Poster and Reflection</p> <p>Task 3 Response</p> <ul style="list-style-type: none"> • Discuss and marking key • Demonstrating creative and critical thinking • In response to their Production Task they must now market their music video <p>Task 4: Production of Advertising Poster</p> <ul style="list-style-type: none"> • Discuss Task 4 and rubric • Look at example Poster • Using knowledge about music video in the context of an audience students will develop a marketing poster to sell the song and to raise the profile and representation of the artist to the target audience • Workshop: View and analyse music videos in the context of: <ul style="list-style-type: none"> • <i>values that shape audiences' interpretation of and response to music videos</i> • <i>how meaning is encoded by the producers of music videos and decoded by audiences</i> • <i>stars and celebrities and the values presented by their image</i> • <i>the representation of sub-cultures by music videos</i> 	<ul style="list-style-type: none"> • Production contexts • Audience; interpretation and response, encoding meaning, subcultures and media trends • Representation • Critical thinking • Intercultural understanding • Ethical understanding • Literacy 	<p>Task 3 Response Example and Rubric</p> <p>Reflective writing on approach, influences and reasoning behind choice of image, message and audience for their poster. Students are expected to include audience profile and evidence of understanding of the sub-culture the advertising is aimed at.</p> <p>Advertising Poster Reflection <i>How has your poster communicated your desired message? What strategies and elements of design have you implemented to create an eye catching poster that will result in album sales?</i> Poster will be based on task 1.</p> <p>Task 4 Poster Example and Rubric</p> <p>Students have the choice of medium either photography, cartoon or digital imagery. Poster must address all areas outlined on the rubric and be clearly explained in Task 3. Both Tasks will be submitted together in Week 3</p>

Year 11 ATAR Unit 1 Popular Culture Course Outline

	<ul style="list-style-type: none"> <i>particular sub-cultures' preferences in music videos</i> <i>the impact and appeal of trends in music videos on audiences.</i> 		
3-4	<ul style="list-style-type: none"> Week 3 Lessons will be allocated to production and post-production of Poster and discussion of reflection and ideas with teacher. <p>Task 5: Response to music video media work in the context of Production</p> <ul style="list-style-type: none"> Discuss task 5 and rubric Look at example essay and notes, discuss process of assessment View and analyse music videos in the context of: <ul style="list-style-type: none"> <i>commercial context for music videos</i> <i>music videos as a marketing strategy for music artists</i> <i>the relationship between international music videos and Australian music videos</i> <i>effects of budget on music video production</i> <i>censorship and classification of music videos.</i> Start planning, research and notes of in class assessment 	<ul style="list-style-type: none"> Production; commercial context and marketing strategies, budgets, classification and censorship 	<p>Task 3 & 4 Due Week 3</p> <p>Editing software and computers, production journals</p> <p>Task 5: Response In class Essay assessment Example essay and Rubric</p> <p>Essay question <i>What factors effect the production of music videos, explain why and support with examples</i></p>
5-6	<p>Task 5: Response to music video media work in the context of Production</p> <ul style="list-style-type: none"> In class essay to be completed in week 5 Start revision and discussion of exam requirements Discuss previous years exam questions handout previous exams for study purposes 	<ul style="list-style-type: none"> Critical thinking Intercultural understanding Ethical understanding Literacy 	<p>Task 5: Response In class Essay assessment due week 5</p> <p>Task 6 : Exam 120 minute written examination</p> <p><i>Four short answer questions and one extended answer in relation to music videos we have studied during the unit, that reflect understanding of</i></p>

Year 11 ATAR Unit 1 Popular Culture Course Outline

			<p><i>interpretation of media language, audience, representation and production in relation to the hip hop genre and it's sexualisation and male dominance portrayed in its music videos.</i></p> <p><i>(Reflecting the examination requirements as outlined in the ATAR Year 12 examination design brief)</i></p> <p>Previous year exam questions for revision</p>
7	Examination week		Task 6: Exam
8-10	<p>Parents will be invited to school one evening in week eight to view the music videos and posters created by the class.</p> <p>Unit 2 – Journalism</p> <ul style="list-style-type: none"> • MPA Course overview and introduction to “Journalism” • Use these three weeks to learn the background and concept of photojournalism in preparation for assessment tasks beginning Semester two. • Media codes and conventions of Photojournalism. Analyse how codes and conventions are used to construct realism and convey the story through images • Analyse some examples of Photojournalism as a class discussing the effects the elements of photography have over the meaning and story • Workshop Photojournalism codes and conventions 	<ul style="list-style-type: none"> • Narrative, codes and conventions • System of communication • Representation • Audiences, subcultures and media trends • Production contexts • Skills and Processes; investigating, analysing and evaluating media 	<ul style="list-style-type: none"> • Syllabus • Assessment outline and Rubrics • Examples • Elements of photography • Example of how photographers play a role in conflict and its representation to the world. <p>http://player.vimeo.com/video/29280708?autoplay=1</p> <ul style="list-style-type: none"> • Excellent resource for student research http://rising.blackstar.com/category/photojournalism • 10 Key Traits of Winning Photojournalists http://newsblogs.chicagotribune.com/assignment-

Year 11 ATAR Unit 1 Popular Culture Course Outline

	<ul style="list-style-type: none">• Discuss the work of W.Eugene Smith; the world-renowned photojournalist. Analyse his series of famous 'photo essay' of images entitled 'Country Doctor' taken in the 1940's• http://time.com/3456085/w-eugene-smiths-landmark-photo-essay-country-doctor/		<p>chicago/2010/05/7-key-traits-of-winning-photojournalists.html</p> <ul style="list-style-type: none">• 2014 Photojournalist winners for 2014 https://nppa.org/spotlight/66016
End Semester	2 nd July – 17 th July 2016		