



## Year 5

### The Arts Outline

# Media Arts

## **HEROES ARE CLOSER THAN YOU THINK!**

In this unit, students will explore the way the media uses narrative structures to represent heroic values. Students will choose a local hero who makes Western Australia a better place, interview them and use the narrative structure of documentaries to tell their story. For the Making strand, alternatives are explained if film production equipment is not available.

**THE ARTS, YEAR 5**

**MEDIA ARTS: HEROES ARE CLOSER THAN YOU THINK**

**NOTIONAL HOURS:  
10-15 HRS**

Curriculum	Learning activities	Assessment	Resources
<p><i>This content is applicable to the unit of work as a whole.</i></p> <p><b>Making Ideas</b> Exploration of how narrative structures are used to communicate ideas to an audience for a purpose</p> <p>Exploration of stories from a specific point of view</p> <p><b>Skills</b> Exploration and experimentation with the codes (elements) and conventions of media when producing media work:</p> <ul style="list-style-type: none"> <li>• technical (sequencing and editing of images to support particular purposes; camera shots: close-up, mid-shot, long shot, full shot; camera angles: low angle, high angle, eye-level.</li> <li>• audio (loudness and softness; music to convey a mood; sound effects)</li> <li>• written (editing text in a media work using available technologies)</li> <li>• symbolic (using costumes and props to represent people as fictional and/or</li> </ul>	<p><b>Lesson one and two (2 hours)</b></p> <p>Select episodes of short documentary style video stories featuring a WA hero. Examples include: foster mum, community worker, charity worker, scientist, volunteer, fireman or a person who has overcome adversity.</p> <p>Conduct a brainstorm about heroes and what makes them heroes – physical attributes, characteristics and actions.</p> <p>Have students draw a picture of a well-known hero e.g. Superman and using arrows annotate the characteristics that make this person a hero.</p> <p>View one of the selected documentary episodes.</p> <p>Ask students to draw a picture of a hero. Stick figures will do. Have students annotate, with arrows, the attributes of this person that are hero-like. As a class, discuss what characteristics these people have that we should value? Discuss values.</p>	<p><b>Task:</b></p> <p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Codes graphic organiser</li> <li>• Documentary conventions worksheet</li> </ul> <p><b>Summative</b></p> <p>Storyboard and produce a short 1-2 minute video story (documentary) suitable for TV that promotes the idea that 'Heroes are closer than you think!'</p> <p>At the completion of the Making task, students will write a scaffolded response to their production, explaining how they used the media codes to create meaning. This could be published on an appropriate website.</p>	<p><b>Provided</b></p> <p><i>Storyboard template</i></p> <p><i>Storyboard cell example</i></p> <p><i>Codes graphic organiser</i></p> <p><i>Documentary conventions worksheet</i></p> <p><i>Task brief</i></p> <p><i>Marking key</i></p> <p><b>Teacher Provided</b></p> <p>Short documentaries</p> <p><i>DIY DOCO Connect Resources</i></p>

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<p>non-fictional characters; manipulating familiar places to create fictional settings; consideration of natural light to enhance a shot</p> <p><b>Production</b> Reflection on the use of the codes and conventions of media to communicate a message or story to an intended audience, including giving and receiving feedback. Protocols (permission for images and video of individuals to be used) in media work shown in public</p> <p><b>Responding</b> Responses that involve identifying and describing how the codes and conventions are used to communicate meaning, including using media terminology</p> <p><b>Links to other learning areas:</b></p> <p><b>English</b></p> <p><b>Humanities and Social Science (Civics &amp; Citizenship and History)</b></p> <p>May be linked, depending on documentary chosen</p>	<p><b>Lessons three and four (2 hours)</b></p> <p>Review the previous lesson on heroes and values. Then discuss:</p> <ul style="list-style-type: none"> <li>• What was the show about?</li> <li>• What ideas were presented?</li> <li>• What was the message?</li> <li>• Who was the hero?</li> <li>• How do you feel about the hero and the message presented?</li> </ul> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• How are we positioned to respond to the hero and the message presented?</li> <li>• What does the filmmaker do to get the audience to see things a certain way?</li> </ul> <p>Students describe some of the parts of the show that presented the person favourably/positively (individually, then pairs).</p> <p>Use these examples to review the symbolic, written, audio and technical codes used by the documentary maker.</p>	<p>If your school does not have equipment to film and edit, you can create a storyboard and do the alternative task below.</p> <p><b>Alternative</b></p> <p>Using photographs make a series of coins or stamps of local heroes.</p>	

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<p><b>General Capabilities</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Critical and creative thinking</li> <li>• Personal and social capability.</li> </ul>	<p>Re-watch the opening segment and other key scenes in the story and identify codes that have been used to create a strong point of view. Promote the values and attributes of the person to the Australian audience.</p> <p>Discuss 'point of view':</p> <ul style="list-style-type: none"> <li>• It is about seeing things in a particular/certain way</li> <li>• The filmmaker has used codes to encourage the audience to see the person from a particular point of view</li> <li>• Think about when you felt emotional. What did the filmmaker do to evoke this response (to make you feel this way)?</li> <li>• The filmmaker has positioned you to see a particular point of view.</li> </ul> <p>If further scaffolding of point of view is required, an optional activity can be included: Discuss or write an account of a recent whole class event (sports day, excursion). <i>Each member of the class may have experienced the day differently and when they present their ideas to other people they</i></p>		

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	<p><i>present a different perspective or point of view. They have a particular opinion. Some may have loved the loud cheering and felt proud as they stood on the podium receiving their ribbons, while others may have felt hot and bothered and found the cheering too loud and the day too long. Students have a different point of view and will present their ideas in line with this point of view.</i></p> <p>The filmmakers of the show want to present the person so the audience will be encouraged to see the person from the same point of view.</p> <p>Discuss how they have emphasised their hero-like qualities to position the audience to become emotionally attached to them.</p> <p>Have students complete <i>Codes graphic organiser</i>.</p> <p><b>Lessons five and six (2 hours)</b></p> <p>As a whole class, conduct a brainstorm of local heroes.</p> <p>Ask the class how can we share our stories</p>		

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	<p>about the heroes in our local community:</p> <ul style="list-style-type: none"> <li>• Written narratives</li> <li>• Photographs</li> <li>• Video/documentaries</li> </ul> <p>Source and have students work through <i>DIY DOCO</i> from Connect resources.</p> <p>As a class, discuss narrative conventions used in documentaries to structure the narrative.</p> <p>Narrative conventions of a documentary:</p> <ul style="list-style-type: none"> <li>• Interviews</li> <li>• Voiceover/narrator</li> <li>• Archival footage</li> <li>• Graphics, statistics, diagrams.</li> <li>• Cutaways</li> <li>• Music.</li> </ul> <p>View another episode of a Western Australian documentary and complete the <i>Documentary conventions</i> worksheet.</p>		

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	<p>Have students consider protocols relating to media work published or shown in public places.</p> <p>Discuss the constraints this may impose as well as the intended audience.</p> <p><b>Lessons seven to twelve (4-9 hours)</b></p> <p>Students complete summative task.</p>		