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

SAMPLE TEACHING AND LEARNING OUTLINE

THE ARTS – MEDIA ARTS
YEAR 6

Time allocation on which the sample teaching and learning outline is based

Two hours of teaching per week for one semester (40 hours)

Media Arts key concepts embedded

- Ideas (I)
- Skills (S)
- Production (P)
- Response (R)

Prior knowledge

In previous years, students have begun to identify and analyse codes and conventions in a range of media works that are used to communicate meaning to an audience. They have created media works that incorporate some of the codes to construct their own media messages.

Students have prior experience in planning and developing storyboards or scripts and using media technologies to collaboratively work together to produce media works, filming and editing.

They have demonstrated giving and receiving feedback, in order to improve media works.

In Year 5, students explored stories from a specific point of view and discussed the role of media in different cultures and times.

Media Arts Skills

Explore how narrative structures engage an audience by comparing traditional narrative structures to television news story structure and how it creates tension and engages an audience.

Expand their understanding of point of view by creating news stories that present different viewpoints.

Students explore and experiment with the codes and conventions of Media Arts, using sound effects and editing to further develop a viewpoint and engage an audience.

Consider protocols, regulation and ethical behaviour in media, including the role of organisations and communities.

As they respond to media works, students explore how codes and conventions create meaning and they examine the factors that influence TV news in different cultures and times.

Across the year, different skills are emphasised in:

- Making **(M)**
- Responding **(R)**

Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy and notional hours.

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
1–3	**I>** Exploration of how narrative structures and tension engage an audience **S>** Exploration and experimentation with the codes and conventions of media…when producing media work **P>** Uses narrative structures to create tension and engage an audience **Teaching Concepts** traditional narrative, narrative elements, linear narrative, chronological order, TV news story structure, tension, codes, conventions, plot, plot graph,	**R>** Responses that involve describing how codes and narrative conventions communicate meaning, using media terminology	What is a narrative? What is a traditional narrative structure? What are the narrative elements? What is plot? What language features can an author use to create tension for the audience? What techniques can a filmmaker use to create tension for the audience? What are the four media codes? (media language) What are the essential features of a storyboard? How do we respond to media work of other groups?	**Investigate narrative elements, plot and tension** **Teaching** • Revise narrative: a series of events that unfold in a cause effect relationship. • Revise traditional linear narrative structure: beginning, middle and end; events unfold in chronological order. • Read *Little Red Riding Hood* (or use another well-known story). • Identify parts of the story that are the beginning, middle and end (BME): ▪ B – introduced to Little Red Riding Hood (LRRH), her mother, the task (to take a basket of goodies to Grandma) ▪ M – LRRH takes a shortcut through the woods, the wolf is introduced, LRRH arrives at Grandma's house ▪ E – realises the wolf was posing as Grandma, a chase around the room, the Woodcutter comes in and saves LRRH. • Revise narrative elements: ▪ Character – Mother, LLRH, Wolf, Grandma, Woodcutter ▪ Setting – woods, Grandma's house ▪ Conflict – LRRH encounters the wolf and denies him goodies ▪ Resolution – after Grandma and LRRH are saved, they all enjoy the basket of goodies. • Revise plot: equilibrium, gradually explore character and setting, a conflict occurs, more conflict, suspense (tension), rising action, climax, falling action, resolution. • Introduce plot graph (see attached): rising action (conflict, tension, suspense), falling action and resolution. ▪ Identify the X axis (length of the narrative from beginning to end). ▪ Identify Y axis (level of tension/interest/excitement/action).

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities

	equilibrium, group co-operation, reflection			**LA 1**
				Have students plot the significant events on the graph:
				• At the beginning, not much happens, we are introduced to the main character and then her task is set; she has to take goodies to her Grandma. Her mother tells her not to go through the shortcut in the woods.
				• She starts her journey.
				• The level of action starts to rise and we become a little more interested when she disobeys her mother and ventures into the woods.
				• We are introduced to the wolf, although she doesn't know he is there, so the audience starts to feel a little tense.
				
				Assessment: Formative
				• Observe student interaction and understanding of plot, conflict, rising action and tension as they complete the plot graph.
				• Discuss how the author selects language features to create **tension** for the reader:
				  ▪ adjectives
				  ▪ pauses
				  ▪ exclamation marks
				  ▪ bold type
				  ▪ short sentences
				  ▪ LRRH's speech/thoughts.
				• Ask: How could this **tension** be shown in film or television?
				  ▪ Dark shadows
				  ▪ Scary music combined with a close up of LRRH's eyes
				  ▪ Close up of feet walking on snapping branches
				  ▪ Fast-paced editing

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
				- Sound effects of heavy breathing - Flashback to Mother, saying 'Don't go through the woods!' • Discuss film language, media language or codes. • Revise media codes. **LA 2** Students revise media codes (card cluster, brainstorm or graffiti could be used). **Assessment: Formative** • Observe students' prior knowledge in card cluster activity as they recall codes under the headings: Technical, Symbolic, Audio and Written codes (SWAT). • Show shot excerpts illustrating technical, symbolic and audio codes used in narratives to create **tension** (Rated G). **LA 3** In groups, storyboard a sequence (approximately 10 frames), showing LRRH leaving her house with the basket (equilibrium) and gradually developing more tension the further into the woods she goes. Use a variety of media codes (SWAT) to create the tension. Stop before LRRH gets to Grandma's house. The aim is to create tension and engage the audience in the narrative. Groups present their ideas to the rest of the class. (See A3 storyboard template) • Revise the conventions of storyboarding (shot size, shot duration, camera angle, camera movement, audio).

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities

				Reflection
				
				• Verbally reflect after each group has presented their ideas. Identify the codes that created the most tension for the audience.
				• Discuss the role of editing and music in the creation of tension.
				
				Assessment: Formative
				
				• Observe students' ability to use the conventions of storyboarding and creative use of the four codes: Technical, Symbolic, Audio and Written.
				• Observe students' ability to respond to media works, identifying codes that create tension for the audience and engage them in the plot.
				• Observe students' ability to politely offer constructive ideas to improve their own and others' media work.
				• Continue discussing the rest of the plot structure
				   ▪ When she meets the wolf at Grandma's, it becomes very tense and she is in **conflict** with him.
				   ▪ The **climax** is when the woodcutter comes in and chases him out the door (or chops him with the axe).
				   ▪ Everything calms down and the **resolution** is when LRRH and Grandma are happy together eating the goodies (as was the original plan). A new equilibrium.
				• Review traditional narrative structure (BME).

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
4–10	**I>** Exploration of how narrative structures and tension engage an audience **S>** Exploration and experimentation with the codes and conventions of media…when producing media work **P>** Uses narrative structures to create tension and engage an audience **I>** Exploration of stories and ideas from different viewpoints **Teaching Concepts** news, information, intended audience,	**R>** Factors that influence media in different cultures and times	What is news? What is newsworthy? What is the purpose of news? Who watches TV news? Who is the intended audience? Do TV news stories have the same narrative elements as traditional narratives? Do TV news stories have the same narrative structure as traditional narratives? What are the similarities and differences between news stories and traditional narrative? Does a TV news story start slowly and build up to a climax? What are the conventions of a TV news story?	Investigate **narrative elements**, **conventions** and **structure** in TV news. **LA 4** In groups, students to role play a traditional dramatic narrative of a man finding the complete skeleton of a Tyrannosaurus Rex, then another man steals it. (Alternative: Principal caught littering.) • Choose the most suitable group to present to the class to illustrate traditional narrative (strong BME). • Identify the narrative elements, with particular emphasis on the development of plot, conflict and resolution. • Plot a graph on whiteboard, using the same plot graph from previous lessons (traditional narrative structure). • Ask students to take on the role of reporters and have them ask the performing group questions to find out details of the event. They are going to adapt the narrative to become a TV news story. • Provide these question starters: Who? What? Where? When? Why? How? (WWWWWH) • Ask students to present the same story as a TV news story. (Students will use prior knowledge of TV news conventions from their own experiences, no formal conventions need to be taught at this stage.) • Choose the most suitable group to present to the class. • Ask students: What was different/same about the way it was structured (in terms of **narrative elements**)? • Briefly discuss the way plot (conflict and resolution) are structured in TV news. The WWWWWH is quite often mentioned at the beginning, sometimes even the resolution is conveyed first. There is no rising action to a climax; rather, the climax is usually conveyed first.

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities

	sensationalism, context, technology		How will we use these features to engage our audience effectively?
			
			How do we respond to other people's media productions?
			
			How do we use technology effectively and safely?
			
			How are old newsreels and modern TV news stories similar/different?
			
			When were newspapers invented?
			
			When was TV news introduced?
				• Plot a graph on whiteboard, highlighting the difference between traditional narrative structure and TV news structure.
				• Discuss what conventions of TV news were used to convey the narrative (compared to the narrator, acting and dialogue of a drama).
				• Students may have used some of the following:
				  ▪ interviews with a witness
				  ▪ reporter
				  ▪ news anchor.
				• Discuss the way TV news and traditional narratives are different and similar, each have their own conventions and ways of conveying information.
				• View a TV news story. (*Some schools/parents would prefer students are not exposed to regular TV news, therefore this teaching and learning outline is primarily based on the structure of *Behind The News.* However, a suitable news story from a regular news broadcast featuring as many of the TV news conventions would provide a good foundation.)
				• Briefly identify some of the narrative elements and TV news conventions that were similar to the TV news conventions students used in their role plays (it is not necessary to go through the whole list at this stage):
				  ▪ anchor in studio
				  ▪ reporter in the field
				  ▪ interviews – eye witness accounts, experts or victims
				  ▪ vox pops
				  ▪ actuality footage (capturing the action as it happens)
				  ▪ archival footage (file footage)
				  ▪ montage of images (to music or voice over)
				  ▪ graphics
				  ▪ statistics
				  ▪ graphs

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
				▪ photographs. **Teaching** • Give students some background information to help provide context of TV news. • Create a timeline on the board. • Identify key dates newspapers first produced: 1500s – handwritten news sheets circulated (Italy) 1600s – first printed newspapers (Germany) 1700s – town crier (England) 1830s – high speed printing (London and US). • Film invented (first moving images, although no sound)–late 1890s–1900s. • Discuss the origins of TV news by viewing Newsreels from WW1 (1914–1919). • TV invented and in homes in US and Europe (1928–1939). • Newsreels used in WW2 (1939–1945). • TV brought to Australia 1956. • Students could view the first ABC (Australian) general TV broadcast 1956 https://www.youtube.com/watch?v=UCRmx6g6mGE **LA 5** Students view an early TV news broadcast from the US and discuss how changes in technology have influenced TV news broadcasts (Think Pair Share, T-Chart or Venn diagram). • An early NBC TV news broadcast containing graphs, photos https://www.youtube.com/watch?v=angu2PsIhHA

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
				Assessment: Formative
• Observe discussions and conduct a callout of the influence of technology on TV news production.

Teaching
Investigate the structure of TV news stories.

LA 6
• View two TV news stories from *Behind the News*:
  ▪ One with a fairly strong resolution (e.g. The volcano (15/05/2018) – the resolution is that it destroyed a village and they are re-building)
  ▪ One with no resolution, i.e. a problem is posed, but no solution (e.g. Litter in the ocean (01/09/2015) – there is no answer, just a problem posed).

Individually, use the retrieval chart, ***TV news: narrative elements and structure,*** to identify **narrative elements** in both TV news stories.
• Identify the characters in the news story. Sometimes there are even character types such as heroes and villains.
• Identify one or more settings.
• Identify the plot structure–Unlike a traditional narrative, a news story does not start slowly and build up to a climax. Often the news reporter or anchor reveals, at the beginning, details of the conflict and sometimes even the resolution (if there is one), then continues to expand on the details. Conflict and tension are used all the way through to keep the audience engaged. Conflict and tension is a key part of TV news stories. The audience is engaged because of the tension.
• Refer back to the plot graph and compare to traditional narrative. |

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
				Assessment: Formative • Observe students identifying the narrative elements on retrieval chart. • Can students identify the different ways plot can be structured in TV news? • Discuss the conventions TV news producers have available to **structure** their TV news stories? Re-cap the conventions used in the role plays (interviews, reporters). These are some of the conventions of TV news. **LA 7** Use the retrieval chart, ***Conventions of TV news*** to identify any of the narrative conventions used to structure TV news stories in the two news stories already viewed. • Re-watch stories to identify other conventions. ▪ anchor in studio ▪ reporter in the field ▪ interviews–eye witness accounts, experts, victims ▪ vox pops ▪ actuality footage ▪ archival footage (file footage) ▪ montage of images (to music or voice over) ▪ graphics ▪ statistics ▪ graphs ▪ photographs • View further excerpts of each of the conventions above to consolidate. • Discuss the techniques used to convey **tension** in the TV news stories.

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
				• View excerpts that use tension to engage the audience and identify techniques, for example: 　▪ music 　▪ shouting to camera 　▪ fast camera movements 　▪ fast-paced editing 　▪ actuality footage that has lots of movement 　▪ sensational language 　▪ showing differing opinions or viewpoints 　▪ repetition of action footage 　▪ close ups 　▪ people running away from the camera 　▪ reactions to incidents 　▪ urgency in voice 　▪ immediacy (happening now, as we speak). **LA 8** This is a whole class activity to allow students an opportunity to practise media skills before the summative assessment. Groups of students are responsible for different parts of the news story, after an initial, whole class planning and storyboarding session. Create a short news story (one minute in length), that includes an anchor, a reporter to camera, actuality footage, graphics, interviews and includes techniques to create tension. Make sure the structure of the news story follows the conventions identified in the TV news conventions list. Revise safe and effective use of video cameras and editing software.

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
				(*Students who took on the editing role can become group leaders for the summative task.) **Assessment: Formative** • Assess students' understanding of the conventions of TV news, the conventions that build tension and the use of media technologies. **Reflection** • After viewing media works, as a whole class, discuss the use of TV news conventions and the techniques used to build tension and conflict in productions. • Discuss how editing and music can develop tension. • Identify areas for improvement
11–20	**P>** Uses different viewpoints in story making to engage an audience **P>** Protocols in media work **Teaching Concepts** Journalism, point of view, bias, viewpoints, perspectives, controversy, cultural	**R>** Regulation and ethical behaviour in media, including the role of organisations and communities	What does point of view mean? What does it mean to have different viewpoints or perspectives? What does context mean? Can you think of some issues where people have different opinions or viewpoints on the	**Investigate stories and ideas from different viewpoints** **Teaching** • Revise point of view. • Explain that viewpoint is the expression of an opinion from a particular angle or position; a lens or perspective through which an issue is viewed and can be determined by factors such as an individual's context. People have different opinions or viewpoints on the same issue. • Read *The Wolf's Story: what really happened to Little Red Riding Hood* (Forward and Cohen). • There are often different points of view, and in this case the author of the book has chosen to write from the point of view of the Wolf. The audience sees this event from the wolf's perspective or viewpoint.

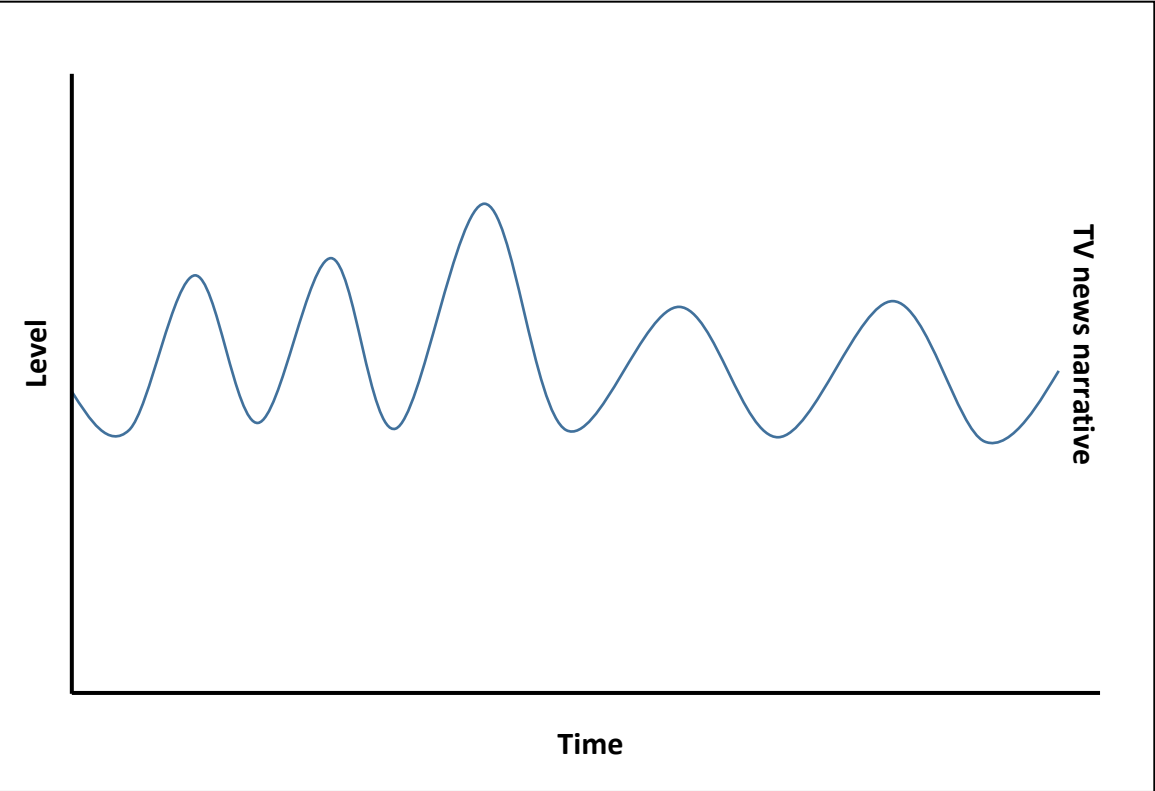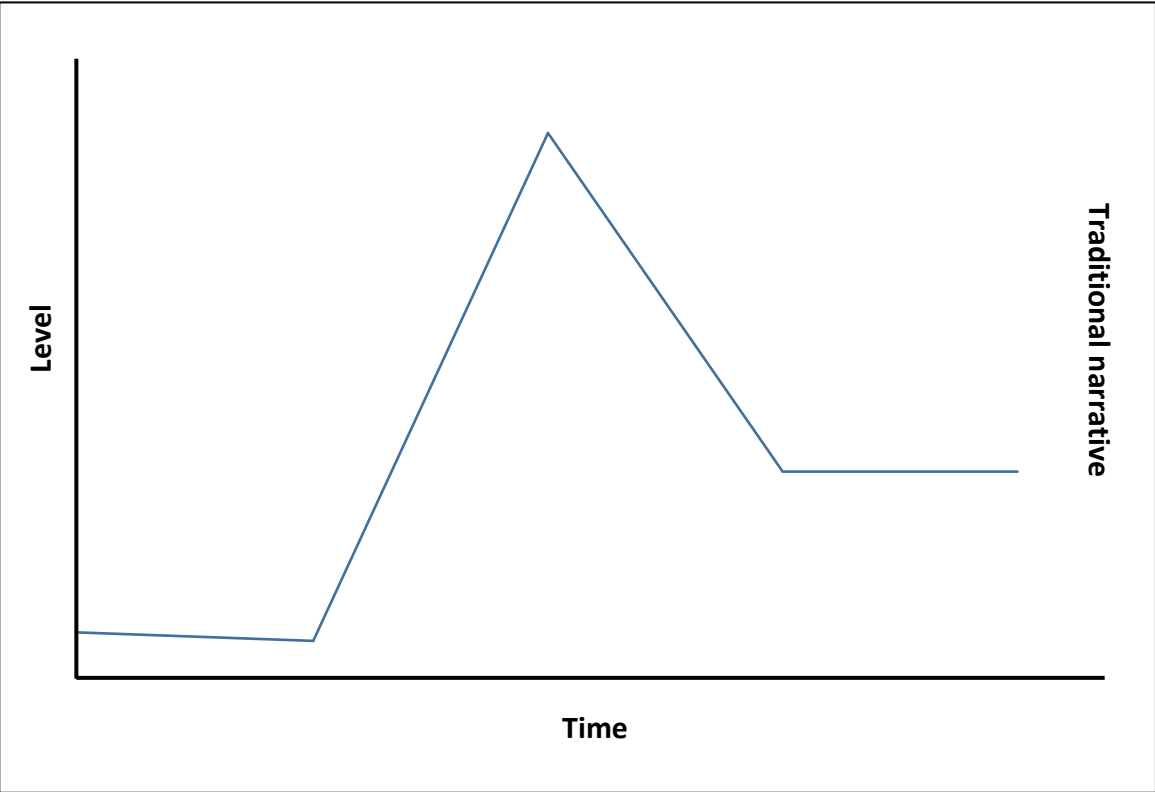| Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
	sensitivity, tension, community issues, ethics, regulations, protocols, context, culture, debate		same issue? Is it related to context? What are ethics? What does it mean to be ethical? How will we interpret the brief in order to meet the criteria and demonstrate all the skills and understandings? How will we utilise our preparation time effectively to meet the deadline? What protocols do we need to adhere to in the school environment?	• When an issue is presented on TV news, whose viewpoint is presented? Is it one person's? The one that is presented in TV news is usually reflecting the viewpoint of the society or culture in which it is broadcast. • If the events of LRRH occurred in Perth, how do you think the news story events would be presented? What viewpoint would be presented? (*Wolves are bad!*) • What if the incident was broadcast to a community of wolves? (*Trespassing on the wolves' land again!*) Perhaps the wolf was just intending to scare LRRH (he never intended to eat her), to convince the people of the town to stop using their land (the woods) as a thoroughfare and ruining the delicate ecosystem. **LA 9** Students are to complete a rough outline of a TV news story on the template provided, ***TV news story from the viewpoint of*** Students are asked to choose one of the following: • the wolves who want the townspeople to stop using their land (the woods) as a thoroughfare • Little Red Riding Hood's village who are sick and tired of the wolves in these parts terrorising them • local parents who are sick and tired of their children disobeying and ignoring their warnings about stranger danger and using the woods as a thoroughfare. What choice of structure, TV news conventions and tension techniques (codes) will you include to ensure the viewpoint is conveyed? Selection of detail – what will you include, what will you emphasise and what will you leave out?

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
				Assessment: Formative • Observe students as they select what to include and what codes and conventions to use to create the selected viewpoint. **Teaching** • In our community we have issues that are contentious, whereby groups of people see issues through a different lens or have a different perspective. Shark attacks (shark culling, shark nets, drum lines) is a contentious issue that has communities divided. Some want sharks to be protected and others want sharks to be culled. • Look at a number of TV news stories from *Behind the News* and other TV news programs to show the variety of viewpoints from which this issue is presented. The following BTN resource has links to a number of TV news stories relating to sharks http://www.abc.net.au/btn/resources/teacher/episode/20161101-sharknets.pdf Two examples below 2011 *Shark attack* (BTN) http://www.abc.net.au/btn/story/s3349511.htm 2014 *Shark cull* (BTN) http://www.abc.net.au/btn/story/s3934596.htm • BTN and other news organisations often show both sides of the issue (multiple viewpoints). What are the different viewpoints presented? Having

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
				multiple viewpoints creates tension and engages the audience. TV news uses conventions and techniques to create tension to engage audiences.

LA 10 (this could be used as a summative assessment)

After viewing the TV news stories that present different viewpoints about the culling of sharks, students:

- choose one viewpoint (e.g. shark culling is good)
- find three examples of techniques used to present the viewpoint
- explain how it creates a viewpoint for the audience.

Discuss how the careful selection of codes can highlight a particular viewpoint and how they can engage an audience.

Assessment: Formative

- Can students identify techniques used to engage the audience and can they use media terminology to explain the effect on the audience?

Teaching

- Journalists could create heavily manipulated, sensational and biased TV news stories but are required to adhere to the Journalists Code of Ethics. Why is it important to have guidelines around news production?
- What are ethics? What does it mean to be ethical?

The Journalist Code of Ethics

- https://www.meaa.org/meaa-media/code-of-ethics/

Choose a few of the codes that relate to creating news and maintaining accuracy and ethical standards (Codes 1, 2, 4 and 9).
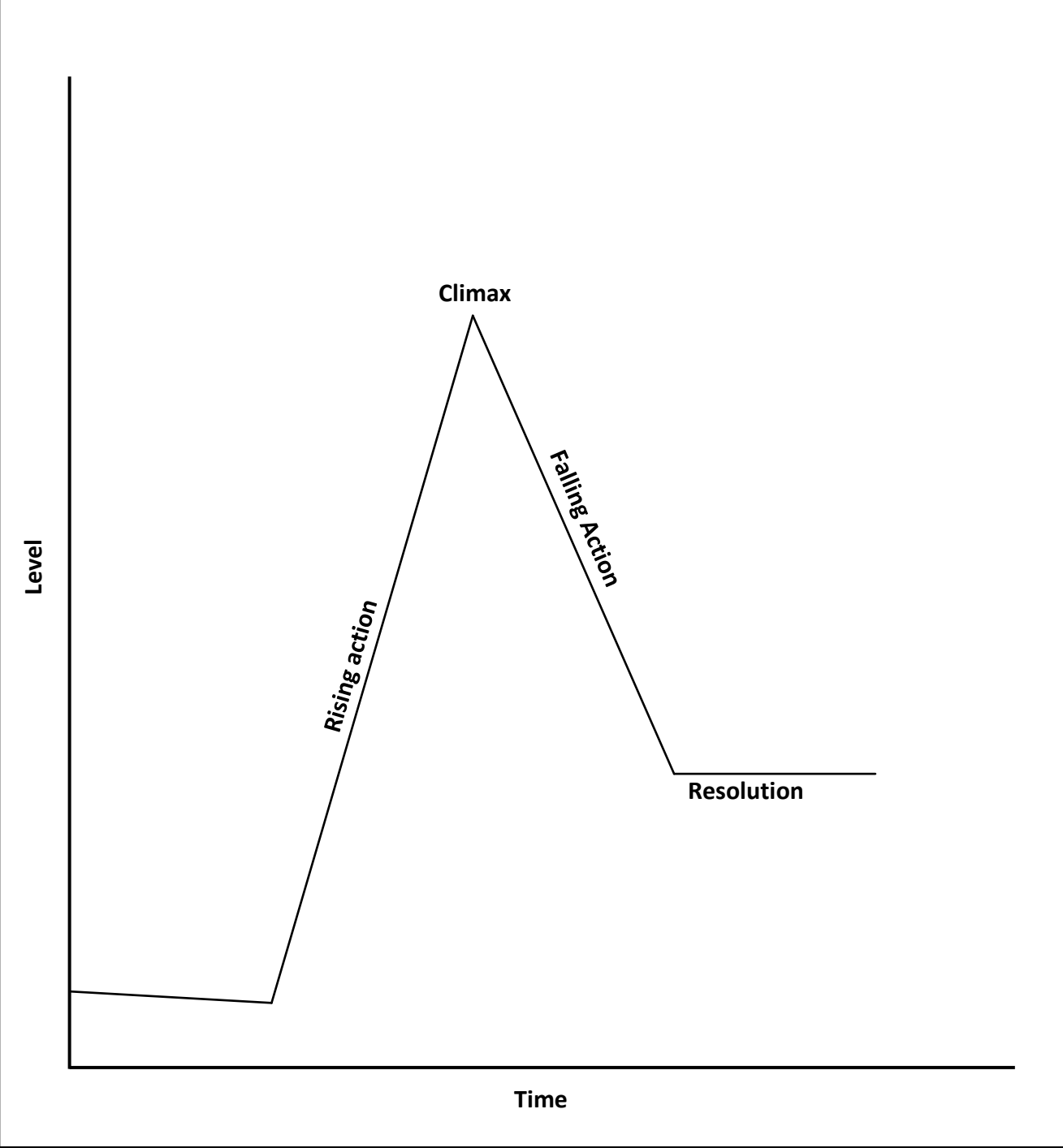
Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
				- Discuss the extent to which the shark culling news stories adhere to The Journalist Code of Ethics. - Discuss factors that influence media in different cultures and times. - View: *Shark fin* (BTN) http://www.abc.net.au/btn/story/s2244754.htm - Discuss how an individual's context or the cultural context can determine their viewpoint on a particular issue. - Discuss shark fin soup as a traditional soup dish that has been a delicacy in the Asian region for centuries. - Discuss how being part of Australian culture may influence your viewpoint with regards to shark fin soup. - Discuss how the producers have maintained an ethical standard in the treatment of a contentious issue to ensure facts are reported rather than being sensationalised and biased. - Does this TV news story adhere to the ethical standards outlined in The Journalist Code of Ethics? - Discuss the extent to which you think the BTN TV news story on shark fins was ethical and sensitive to other cultures. Discuss the possible shots and content that was not included? - Would other cultures might present the content of this news story differently? BTN resource PDF http://www.abc.net.au/btn/resources/teacher/episode/20080520-sharkfins.pdf

Week	Making	Responding	Focus Questions/Learning Intentions	Teaching and Suggested Learning Activities
				• Discuss self-regulation – media organisations also implement their own regulations with self-imposed guidelines of what is acceptable and not acceptable. • Discuss how student media work is regulated and self-regulated. **LA 11 Summative assessment** • Debate the idea of turning a piece of vacant land into either a shopping centre or a park. • Some people will believe that nature is really important and the whole community can enjoy the parkland. • Other people will see a shopping centre as a great way to solve the unemployment issues and provide revenue to the Government for upgrading roads and other infrastructure. **Assessment: Summative** In small groups, plan and produce a TV news story that shows the vacant land is a controversial topic in the community. (See Task brief and Marking key). **Reflection** • View all TV news stories and discuss the strengths and areas for growth. • Students complete a self-reflection (attached to Task brief and Marking key).

Plot excitement/tension levels

Traditional narrative

TV news narrative

Traditional Narrative

TV news narrative elements and structure		
	TV news story 1	**TV news story 2**
Characters • Identify the characters in the news story. • Sometimes there are even character types such as heroes and villains.		
Setting • Identify one or more settings in the news story		
Conflict • Identify the place in the news story where the conflict is introduced. • Does a news story start slowly and build up to a climax? • Often the news reporter or anchor gives key details of the conflict at the beginning.		
Resolution • There is sometimes a resolution, but not always. • Is it always at the end?		

Example of conventions of TV news	TV news story 1	TV news story 2
Introduction in studio		
Studio setting Desk Chroma key graphic		
Fast-paced intro music and title sequence		
News anchor • Well spoken • Speaks directly to camera to connect to audience • MS, MCU		
Introduces story Who? What? Where? When? Why? How? Characters Setting Conflict Resolution (sometimes)		
Cross over to outside broadcast (OB) – capturing news as it happens		

News story		
Reporter in the field • Speaks directly to camera, piece to camera • Gives more of the how and what and other details • Uses sensational language		
Actuality footage • Actual footage of incident		
Archival footage • Old file footage		
Montage of images • Voice over of reporter • Music		
Graphics, statistics, photographs		
Interviews with experts, witnesses, victims		
Vox pops • Brief, informal, public comments (usually more than one)		

Student name: _____

Media Arts Storyboard Template

1.	2.	3.	4.
Shot and audio notes	Shot and audio notes	Shot and audio notes	Shot and audio notes

5.	6.	7.	8.
Shot and audio notes	Shot and audio notes	Shot and audio notes	Shot and audio notes

9.	10.	11.	12.
Shot and audio notes	Shot and audio notes	Shot and audio notes	Shot and audio notes

13.	14.	15.	16.
Shot and audio notes	Shot and audio notes	Shot and audio notes	Shot and audio notes

TV news conventions

- Anchor in studio
- Reporter in the field
- Interviews
    - eye witness accounts
    - experts
    - victims
- Vox pops
- Actuality footage
- Archival footage
- Montage of images
    - to music or
    - voice over
- Graphics
- Statistics
- Graphs
- Photograph

Tension techniques

- Music
- Shouting to camera
- Fast camera movements
- Fast-paced editing
- Actuality footage that has lots of movement
- Sensational language
- Showing differing opinions or viewpoints
- Repetition of action footage
- Close ups
- People running away from the camera
- Reactions to incidents
- Urgency in voice
- Immediacy (happening now, as we speak)

Narrative elements

- **Character**
- **Setting**
- **Conflict**
- **Resolution**

Who? What? Where?

When? Why? How?

TV news story from the viewpoint of:

Tick one ✓

○ The wolves, who want the townspeople to stop using their land (the woods) as a thoroughfare.

○ Little Red Riding Hood's village, who are tired of the wolves terrorising them.

○ Local parents, who are tired of their children disobeying and ignoring their warnings about stranger danger.

Anchor:

Reporter:

TV news story from the viewpoint of:

Tick one ✓

○ The wolves, who want the townspeople to stop using their land (the woods) as a thoroughfare.

○ Little Red Riding Hood's village, who are tired of the wolves terrorising them.

○ Local parents, who are tired of their children disobeying and ignoring their warnings about stranger danger.

Anchor:

"Authorities have confirmed yet another violent wolf attack last night. Little Red Riding Hood and Grandma are lucky to be alive after a close encounter with death! Lucy Brown is on the scene."

Reporter:

"I'm standing outside Grandma's house, the scene of a horrific crime. Grandma and LRRH were seconds away from death when John the Woodcutter stormed the house and chased the murderous wolf out into the woods. Witnesses say he was still wearing Grandma's bonnet."

Viewpoints

Exploration of stories and ideas from different viewpoints

View two or more TV news stories that present different viewpoints about the same issue.

- Choose one viewpoint (e.g. shark culling is good)
- Find three examples of techniques used to present the viewpoint (use the lists below to help).
- Explain how it creates a viewpoint for the audience.

Narrative conventions of TV news	**Techniques to create tension**
- Anchor in studio - Reporter in the field - Interviews–eye witness accounts or experts - Vox pops - Actuality footage - Archival footage (file footage) - Montage of images (to music or voice over) - Graphics - Statistics - Graphs - Photographs	- Music - Shouting to camera - Fast camera movements - Actuality footage that has lots of movement - Sensational language - Showing differing opinions or **viewpoints** - Repetition of action footage - Close-ups - People running away from the camera - Reactions to incidents - Urgency in voice - Immediacy (happening now, as we speak)
Identify and describe the technique used	Explain how it presents a particular viewpoint for the audience
1	
2	
3	

Production: TV news story

A large area of vacant land has become available and can either be turned into a shopping centre or a park.

The controversy!
- Some people believe that nature is really important and the whole community should be able to enjoy the parkland.
- Other people believe a shopping centre is a great way to solve the unemployment issues and provide revenue to the Government for upgrading roads and other infrastructure.

The task
Your job as a news production team is to create an engaging news story that shows that the vacant land is a controversial topic with more than one viewpoint.

In groups of 3 or 4, create a 2 minute TV news story that shows your understanding of:
- the structure of TV news
- the conventions of TV news
- techniques that create tension and engage an audience
- technology and how to use it effectively.

As well as trying to adhere to the code of conduct, you also need to consider that we are producing our TV news story in a school context. You need to ensure the content would be appropriate for parents, teachers and children, and for publication on the school website.

Production steps

Before beginning pre-production, create T-Charts that consider the advantages and disadvantages of both proposals.

Pre-production

Brainstorm all possible codes, shots, techniques for showing the viewpoints of both sides.

Consider:
- Many viewpoints and perspectives.
- Use a selection of the **TV news conventions** to structure your story:
  - anchor in studio
  - reporter in the field
  - interviews - eye witness accounts, experts, victims
  - vox pops
  - actuality footage
  - archival footage (file footage)
  - montage of images (to music or voice over)
  - graphics
  - statistics
  - graphs
  - photographs.
- Use of some of the techniques to convey tension to engage the audience:
  - music
  - shouting to camera
  - fast camera movements
  - fast-paced editing
  - actuality footage that has lots of movement
  - sensational language
  - showing differing opinions or **viewpoints**
  - repetition of action footage
  - close-ups
  - people running away from the camera

- reactions to incidents
- urgency in voice
- immediacy (happening now, as we speak).

Create a storyboard.

Show your teacher your storyboard.

Organise which shots to film, where to film and on what day.

Show your planning to your teacher.

Production

Bring props from home. Make sure all group members contribute equally to the filming and the acting. Use technology safely and respectfully.

Post-production

Edit shots, remembering to make your story engaging. Show your teacher your first rough cut and seek advice and feedback from others.

Make sure all members of the group take turns editing.

Viewing

All TV news stories will be viewed in class.

Response

Respond to each media work using the framework WWW, EBI (What went well, even better if).

Complete your written reflection on provided worksheet.

Reflection

Student name:	
Production title:	

Discuss the viewpoints you have presented in your TV news story.

Give an example of a code/convention you have used to promote each viewpoint.

Viewpoint 1

Viewpoint 2

Describe the code/technique that created the most tension and would be most successful in engaging your audience.

Have you created an ethical news story? Explain.

Discuss to what extent your group met the requirements of the task.

What would you do differently if you were to do the task again?

What has been a learning experience for you during this task?

Marking key

Making

Ideas: Pre-production (planning and storyboarding)

Description	Marks
Experiments with TV news structure, codes, conventions and tension to construct clear viewpoints to engage the audience.	5–6
Explores aspects of TV news structure, codes and conventions and tension to construct viewpoints to engage the audience.	3–4
Shows some consideration of TV news structure and viewpoints and attempts to use codes to create tension.	1–2
	/6

Skills: Production and post-production (filming and editing)

Description	Marks
Effectively manipulates media technologies to construct planned media work with strong audience engagement and effective results.	7–8
Effectively uses media technologies to create planned media work that engages the audience.	5–6
Uses appropriate media technologies to create a mostly engaging media work.	3–4
Uses some media technologies to produce media work.	1–2
	/8

Skills: Safety and protocols

Description	Marks
Follows safe practices and adheres to protocols.	3
Mostly/usually follows safe practices and protocols	2
Requires guidance to follow safe practices and protocols.	1
	/3
Making total	**/17**

Responding

Description	Marks
Effectively explains, using appropriate media terminology, how codes and conventions have been used in their TV news story to engage the audience and create viewpoints.	7–8
Explains, using some appropriate media terminology, how codes and conventions have been used in their TV news story to engage the audience and create viewpoints.	5–6
Describes, using some media terminology, how codes and conventions have been used in their TV news story.	3–4
Identifies some of the codes and conventions used in their TV news story, using limited media terminology.	1–2
	/8
Responding total	**/8**
Total	**/25**

Checklist for self-management and group management skills and processes	
Checklist	**Comments**
Listening skills : • Allows other group members to speak	
• Contributes and gives feedback in a positive, constructive and non-personal manner	
• Pays attention and gives respect to other group members	
Problem solving: • Actively seeks the opinions of others	
• Looks for ways of utilising the suggestions of others	
• Stays on task and contributions directly link to the problem	