

# The Planner

## VCE UNIT 3 & 4 OVERVIEW: 2019

KEY:
<b>Unit 3:</b>
Aos1 Narrative Ideology
Aos2 Media Production development
Aos3 Media Production Design
<b>Unit 4:</b>
Aos 1 Media Production
Aos 2 Agency and Control

Term 1	29 <sup>th</sup> Jan - 5 <sup>th</sup> April	Unit 3: Narrative and Pre-production		
WEEK	DATE	TOPIC/KEY CONTENT	KEY ASSESSMENT DATES	ITEM DUE Teacher
Week 1	29 <sup>th</sup> Jan	<b>Study Area 1 Outcome 1: Narrative and Ideology:</b> Intro to course, topic: narrative, style, genre, media forms		
Week 2	4 Feb	<b>Study Area 1 Outcome 1: : Narrative and Ideology:</b> theorises and key concept contextualised. Apply to case studies.		
Week 3	11 <sup>th</sup> Feb	<b>Study Area 1: Narrative and Ideology:</b> Codes and conventions, story conventions, visual narrative; case study <i>Gone with the Wind (1939)</i>		
Week 4	18 <sup>th</sup> Feb	<b>Study Area 1: Narrative and Ideology</b> <b>Case study 2:</b> Codes and conventions, story conventions, visual narrative; case study <i>Sweet Country (2018)</i>		
Week 5	25 <sup>th</sup> March	<b>Study Area 1: 1 Outcome 1 Narrative and Ideology:</b> creative/institutional context , practices and production.		
Week 6	3 <sup>rd</sup> march	<b>Study Area 1: 1 Outcome 1 Narrative and Ideology</b> Context: consumption, distribution, reception. Focus audience and marketing – poster exercise applies to case studies.	Students plan for Aos2: development ideas. <b>7<sup>th</sup> March Quiz</b>	
Week 7	10 <sup>th</sup> March	<b>Study Area 1: 1 Outcome 1 Narrative and Ideology</b> Relate to narrative/ideology to student products. Revision.		
Week 8	17 <sup>th</sup> March	<b>Study Area 1: 1 Outcome 1 Narrative and Ideology</b> Practice sac questions and revision Video commentary SAC submitted.	<b>22<sup>rd</sup> MARCH SAC:</b> <b>Narrative/ideology</b> <b>Short answers 10%</b> <b>Video 5%</b>	
Week 9	25 <sup>th</sup> March	<b>Study Area 2: Outcome 2: Media Production Development.</b> Ideas and brainstorming, presenting vision, statement of intention, research methodologies		
Week 10	1 <sup>st</sup> April	<b>Study Area 2: Outcome 2: Media Production Development:</b> ideas, pitch, , documents presentation, experiments, research, audience, narrative and style – student products	<b>Pitch 2<sup>nd</sup> April</b> Note: Over break experiment	<b>SAC WEEK</b> <b>10 DUE 4<sup>TH</sup></b> <b>APRIL.</b>

<b>Term 2</b>		<b>23<sup>rd</sup> Apr - 28<sup>th</sup> June</b>	<b>Unit 3: Study Area 2/3 Production development and production design</b>		
<b>WEEK</b>	<b>DATE</b>	<b>TOPIC/KEY CONTENT</b>	<b>KEY DATES</b>	<b>ITEM DUE</b>	<b>Teacher</b>
Week 1	23 <sup>rd</sup> April (Anzac day 25 <sup>th</sup> )	<b>Study Area 2: Outcome 2: Media Production Development.</b> Documents, workshop, experiments, audience.	Statement of intention complete with target audience.		
Week 2	29 <sup>th</sup> April	<b>Study Area 2: Outcome 2: Media Production Development.</b> Documents, experiments.	<b>SAT 29<sup>th</sup> April: Development 10%</b>		
Week 3	6 <sup>th</sup> May	<b>Study Area 2: Outcome 2: Media Production Development.</b> Documents, workshop			6 <sup>th</sup> May outcome 3 recorded
Week 4	13 <sup>th</sup> May	<b>Study area 3 Outcome 3: Media Production Design:</b> portfolio presentation, documents, planning script, schedules			
Week 5	20 <sup>th</sup> May	<b>Study area 3 Outcome 3: Media Production Design:</b> Storyboard workshop, documentation, OH & S, legal			
Week 6	27 <sup>th</sup> May	<b>Study area 3 Outcome 3: Media Production Design:</b> Pre post production schedules and locations release, casting, crew			
Week 7	3 <sup>rd</sup> June	<b>Study area 3 Outcome 3: Media Production Design:</b> Pre -locations release, casting, crew	<b>SAT 3<sup>rd</sup> June Pre-production design 10%</b>		
Week 8	10 <sup>th</sup> June (Queen Bday)	<b>Study area 3 Outcome 3: Media Production Design:</b> Pre -PRODUCTION min-workshops with students to assist learning.			14 <sup>th</sup> June Final date for teacher VCE
Week 9	17 <sup>th</sup> June	<b>Study Area 3 Outcome 3: Media Production Design:</b> <b>Unit 4: study area 1 Media Production</b> ready to shoot,			
Week 10	24 <sup>th</sup> June	<b>Unit 4: study area 1 Media Production</b> - equipment checklists, schedules, personal/critical reflection/ Shoot			
<b>Term 3</b>		<b>15<sup>th</sup> July - 20<sup>th</sup> Sept</b>	<b>Unit 4: Media Production and Issues in the Media , agency and control</b>		

Week 1	15 <sup>th</sup> July	<b>Study area 1: Outcome 1: Media Production</b> Shoot rehearsals , Problems solving and feedback		
Week 2	29 <sup>th</sup> July	<b>Study area 1: Outcome 1: Media Production</b> -shoot		
Week 3	29 <sup>th</sup> July	<b>Study area 1: Outcome 1: Media Production</b> Shoot and POST-PRODUCTION -REFINE AND REVIEW		
Week 4	5 <sup>th</sup> August	<b>Study area 1: Outcome 1: Media Production</b> Post production and statement of outcome. <b>Study area 2: Outcome 2: agency and control:</b> Intro Definitions, overview of media, audience agency, control	Statement of outcome	
Week 5	12 <sup>th</sup> August	<b>Study area 2: Outcome 2: agency and control</b> Media theories and case study. <b>USA Fox news, gun violence, Trump politics, Australia Nine</b>	Annotate production design portfolio	
Week 6	19 <sup>th</sup> August	<b>Study area 2: Outcome 2: agency and control</b> Classification and Regulation in Australia. Case study: violence films and crime documentary enactment series. USA, AUS, BRITAIN	<b>23rd August SAC</b> <b>Class debate 5%</b>	
Week 7	26 <sup>th</sup> August	<b>Study area 2: Outcome 2: agency and control:</b> Platforms and powers of audience reception – Facebook, twitter, YouTube, streaming platforms -Netflix Classification and Regulation in Australia		
Week 8	2 <sup>nd</sup> Sept	<b>Study area 2: Outcome 2: agency and control:</b> Discuss barriers in media – review and research task preparing for SAC.		
Week 9	9 <sup>th</sup> Sept	<b>Study area 2: Outcome 2: agency and control</b> Review and plan for SAC exam	<b>12<sup>th</sup> September SAC:</b> <b>Agency and control</b> <b>10%</b>	
Week 10	16 <sup>th</sup> Sept	Review and complete production portfolio, exam preparation techniques	<b>16<sup>th</sup> September</b> <b>SAT: Production</b> <b>document Due 10%</b>	

<b>Term 4</b>	<b>7<sup>th</sup> October – 20<sup>th</sup> December</b>	<b>Unit: Exam preparation</b>		
Week 1	7 <sup>th</sup> October	Review, exams, final documents		
Week 2	14 <sup>th</sup> October	Review, exams, final documents	<b>SUBMIT TO TOP SCREEN</b>	
Week 3	21 <sup>st</sup> October	Exams VCE SAC/SAT	<b>21st October (TBC)</b>	
Week 4	28 <sup>th</sup> October	Evaluation and Prepare for exams	<b>VCAA EXTERNAL</b> <b>EXAM TBC 40%</b>	<b>6<sup>th</sup></b> <b>Novemeber</b>

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**Media Arts: VCE Unit 3 & 4 PLANNER AND KEY RESOURCES FOR TEACHERS**

Date	Week	Lesson	Study Area Topic/ Learning Outcomes	Activities	Key Skills/Knowledge from Study Guide	Key Resources -Annotated
<b>TERM 1</b>	<b>29 Jan – 5 Apr</b>					
	<b>UNIT 3</b>		<b>MEDIA NARRATIVE &amp; PRE-PRODUCTION</b>			
29 <sup>th</sup> Jan	Week 1	<b>Lesson 1, 2: Double</b>	<b>Study Area 1: Outcome 1: Narrative and Ideology</b>  SD: On completion of this unit the student should be able to analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present-day audiences.	Teacher covers topics: <ol style="list-style-type: none"> <li>1. Introduction to Unit 3</li> <li>2. Outline Media forms/types</li> <li>3. Class discussion film form; Narrative, genre, style</li> <li>4. Introduce genre of Western and Romanic Epics and codes/conventions of this genre.</li> </ol> <b>Teacher led diagnostic activity:</b> Evaluate student’s foundational skills/abilities – through in class questionnaire. Begin to Scaffold: ideologies in society frame the nature, form and structure of narratives. <b>Student Activities:</b> review film texts x 2	Outcome 1: <ul style="list-style-type: none"> <li>• Explain characteristics and construction of media narratives in selected media form.</li> <li>• Analyse the relationship between and the function of media codes and conventions to convey meaning in selected film forms.</li> </ul>	Website: <a href="http://www.media-education-portal.com">www.media-education-portal.com</a>  Checklist for viewing film as text  Cultural meaning and context and production.  <b>Theorist:</b> STUART HALL 1997: Representational culture and signifying practices p. 1  <b>Text reference:</b> Bordwell, <i>Film Art: An Introduction</i> (2019), Ed 12, chapter 3: For characterisation construction narrative and ideology.
		<b>Lesson 3</b>	<b>Study Area 1: Outcome 1:</b>	<b>Topic: narrative, genre, style</b> <ol style="list-style-type: none"> <li>1. Discuss Three Act narrative structure.</li> <li>2. Brief history of western, romance and Australian film.</li> <li>3. Show film posters and how audience expectations are conveyed. Audience relationship to narrative.</li> <li>4. <b>ACTIVITY:</b> Film comparisons in groups – Pick 1 film clip.                             <ul style="list-style-type: none"> <li>• Analyse style, form, narrative of classic western and romantic films.</li> <li>• Identify codes and conventions.</li> <li>• Students create mind map and present to class. Share on collaboration site in <a href="http://media.education.portal.com">media.education.portal.com</a></li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Explain characteristics and construction of media narratives in selected media form.</li> <li>• Analyse the relationship between and the function of media codes and conventions to convey meaning in selected film forms.</li> <li>• Discuss relationship between media narratives and audience.</li> <li>• Use appropriate media language</li> </ul>	<b>Brett Lamb</b> : Three Act Narrative <a href="https://youtu.be/dmfCmLaAxs">https://youtu.be/dmfCmLaAxs</a>  Embedded in Media Education portal: pick 1 film clip: Clip: The Searchers (1954) Clip: Unforgiven (1992) Clip: 3:10 to Yuma (2007) Clip: Casablanca (1942) Clip: Doctor Zhivago (1965) Clip: Anna and the King (1999) Clip: The Proposition (2005)  <b>Textbook:</b> <ul style="list-style-type: none"> <li>• Dunscombe (et.al), 2018, <i>Hein Media</i>, Pearson Australia, p.55</li> <li>• <i>Media Reframed: VCE units</i> (2018) Page 108, 114 and 1 Table use for analysis</li> </ul>
4 <sup>th</sup> Feb	Week 2	<b>Lesson 1,2: Double</b>	<b>Study Area 1: Outcome 1: Narrative and Ideology</b>	Teacher covers topics: <ol style="list-style-type: none"> <li>1. Recap codes/conventions of Western and Romance Epics.</li> <li>2. Report on homework audience response on those clips from previous lesson.</li> </ol>	<ul style="list-style-type: none"> <li>• Analyse the relationship between media narratives and the ideological and institutional contexts of production, consumption and reception.</li> </ul>	<b>Activity:</b> Introduce the ideology table and the various lenses <b>Textbook:</b> <i>Media Reframed: VCE units 1-4</i> , (2018) chapter 7.

				<p>3. Ideology and theories defined and identified.</p> <p>4. Key concepts revised</p> <p>5. Apply concepts and introduces ideologies to film text: <i>Sweet Country (2018)</i> and <i>Gone With the Wind (1935)</i></p> <p><b>Use data from week 1 Students review</b></p>	<ul style="list-style-type: none"> <li>Discuss relationship between media <u>narratives</u> and <u>audience</u></li> <li>Discuss <u>how ideologies</u> shape narratives.</li> <li>Discuss <u>audience engagement</u> with, consumption and reading of media narratives</li> </ul>	<p>Answer: Define Ideology, How do media creators inject ideological viewpoints into narratives?</p> <p><b>Web resources:</b> Readings on ideology refer to annotated list – there few readings to choose from.</p>
		<b>Lesson 3</b>	<b>Practical – independent work</b>	<p><b>Individual activity:</b> undertake research to capture various ideological lenses and examples of texts.</p> <p>Begin to identify ideologies inherent in GWTW and SC.</p>	<ul style="list-style-type: none"> <li>Discuss how <u>ideologies shape narratives</u>.</li> <li>Analyse the relationship between and the function of <u>media codes and conventions</u> to convey <u>meaning</u> in selected film forms.</li> </ul>	<p><b>Activity/resource:</b> worksheet with ideological lenses</p> <p><b>Textbook:</b> Dunscombe (et.al), 2018, <i>Heinemann Media</i>, Pearson Australia, p 196 -200 (ideology, context)</p>
11 <sup>th</sup> Feb	Week 3	<b>Lesson 1,2: Double</b>	<b>Study Area 1: Outcome 1:Narrative and Ideology</b>	<p>Teacher covers topics: Case Study: <i>Gone with the Wind (1935)</i></p> <ol style="list-style-type: none"> <li>Overview: historical/Social/political context 1930's USA, and Civil war era.</li> <li>Briefly discuss Golden Age of Hollywood, Star System and MGM.</li> <li>Codes and conventions: mise-en-scene, music, camera, colour grade editing.</li> <li>Visual Narrative – how tone and design reflect narrative, landscape setting and location convey ideology.</li> <li>Story conventions, cause and effect</li> <li>themes: protecting land, white supremacy, patriotism, colonisation, slavery.</li> <li>Character analysis: Scarlett O'Hara vs Ret Butler and acting style: melodrama.</li> <li>Ideologies: race, class, gender: masculinity/femineity bineries.</li> </ol>	<ul style="list-style-type: none"> <li>Discuss <u>how media narratives</u> are <u>constructed</u>, consumed and <u>read by audiences from different periods of time</u>.</li> <li>Analyse the relationship between media narratives and the <u>ideological and institutional contexts</u> of production, consumption and reception.</li> <li>Use appropriate <u>media language</u></li> </ul>	<p><i>Clips: Gone with the Wind</i></p> <ul style="list-style-type: none"> <li>Discuss narrative, style, form, ideologies.</li> <li>Movie poster and film trailer</li> </ul> <p><b>Textbook:</b> Dunscombe (et.al), 2018, <i>Heinemann Media</i>, Pearson Australia, Page 163 table Character analysis.</p> <p><b>Activity:</b> Complete character analysis based on table p.163</p> <p><b>Web resources:</b> Film Education 1995, <i>Study Guide Gone with the Wind</i>, <a href="http://www.filmeducation.org">www.filmeducation.org</a></p> <p><b>Slide show:</b> <a href="https://www.slideshare.net/sirright85/hollywood-studio-system">https://www.slideshare.net/sirright85/hollywood-studio-system</a></p> <p><b>Supporting resources:</b> chapter 6 “technical codes”. Dunscombe (et.al), 2018, <i>Heinemann Media</i>, Pearson Australia, p.179 specifically</p> <p>Chapter 2: mise-en-scene. : Thomas Caldwell, 2017, <i>Film Analysis Handbook</i>, 2<sup>nd</sup> Edition.</p>
		<b>Lesson 3</b>	<b>Practical</b>	<p><b>Class Activity –</b></p> <ul style="list-style-type: none"> <li>7 Key still frames representing story moment and ideology connoted/denoted in ‘Gone with the Wind’ – student in pairs create timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the relationship between media <u>narratives and the ideological and institutional contexts</u> of</li> </ul>	<p>Specific worksheet with table for ‘Gone with the Wind’.</p> <p><b>Activity:</b> 7 x frames reconstruct show how ideologies can reconstruct narrative and meaning denoted in image.</p>

				<ul style="list-style-type: none"> <li>Students: Complete the ideology table for this text</li> <li>Group discussion and then report back to class – teacher facilitated</li> </ul>	<ul style="list-style-type: none"> <li>production, consumption and reception.</li> <li>Discuss how <u>ideologies shape narratives</u></li> </ul>	<p><b>Activity:</b> Concept map – homework</p> <p><b>Read:</b> Andersin T 2017, “Historical art racist propaganda? LA times art</p> <p><b>Textbook:</b> Dunscombe (et.al), 2018, <i>Heinema Media</i>, Pearson Australia, p.168 (social values and power discourse)</p>
18 <sup>th</sup> Feb	Week 4	<b>Lesson 1,2: Double</b>	<b>Study Area 1: Outcome 1: Narrative and Ideology</b>	<p>Teacher covers topics: Outline of Case Study: <i>Sweet Country (2018)</i></p> <ol style="list-style-type: none"> <li>Overview: Social/political context Australia 1929 and 2018.</li> <li>Briefly discuss Australian cinema relationship with Indigenous filmmakers.</li> <li>Codes and conventions: mise-en-scene, music, camera, colour grade editing.</li> <li>Visual Narrative – how tone and design reflect narrative, landscape setting and location convey ideology.</li> <li>Story conventions, cause and effect</li> <li>Themes protecting land, white supremacy, patriotism, colonisation, slavery, Indigenous histories.</li> <li>Character analysis</li> <li>Ideologies: race, class, gender: masculinity/ binderies</li> </ol>	<ul style="list-style-type: none"> <li>Discuss how <u>media narratives are constructed, consumed and read</u> by audiences from different <u>periods of time</u>.</li> <li>Analyse the relationship between media <u>narratives and the ideological and institutional contexts</u> of production, consumption and reception.</li> <li>Use appropriate <u>media language</u></li> </ul>	<p><b>Clips:</b> <i>Sweet Country</i></p> <ul style="list-style-type: none"> <li>Discuss narrative, style form, ideologies.</li> <li>Movie poster and film t</li> </ul> <p><b>Textbook:</b> Dunscombe (et.al), 2018, <i>Heinema Media</i>, Pearson Australia, Page 163 table</p> <p><b>Activity</b> Character analysis. Complete table</p> <p><b>Video:</b> Warwick Thornton “Confront the national narrative”. Truth in narrative – history. Watch clip.</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Transmission Films, <i>Sweet Country Press Kit</i>, 2018</li> <li>Fontana D “Sweet Country: Magnificent Australian West Touches on Universal themes” <i>Film Inquiry</i>, March 27<sup>th</sup>, 2018</li> </ul>
		<b>Lesson 3</b>	<b>Practical class:</b>	<p><b>Class Activity:</b> Case Study analyses of <i>Sweet Country (2018)</i></p> <ol style="list-style-type: none"> <li>Complete the ideology table for this text</li> <li><b>Debate and Group discussion</b> – using . Warwick Thornton “Confront the national narrative”. Discuss representation of Indigenous character and their history.</li> </ol> <p><b>Issue out SAC First assessment Task:</b> commentary activity video. Use film review they wrote in week 1 add, ideological theory and apply to editing video.</p>	<ul style="list-style-type: none"> <li><u>Explain</u> characteristics and construction of media <u>narratives</u> in selected media form.</li> <li><u>Analyse the relationship between media narratives and the ideological and institutional contexts</u> of production, consumption and reception</li> <li>Use appropriate media language</li> </ul>	<p>Specific worksheet with table for ‘Gone with the Wind’.</p> <p><b>Textbook:</b> Dunscombe (et.al), 2018, <i>Heinema Media</i>, Pearson Australia, p.168 (social values and power discourse)</p> <p><b>Activity:</b> debate Use film review they wrote in week 1 add, ideological theory and apply to editing video</p>

25 <sup>th</sup> Feb	Week 5	<b>Lesson 1,2: Double</b>	<b>Study Area 1: Outcome 1: Narrative and Ideology</b>	Teacher covers topics: 1. Institutional contexts: production budgets MGM, Australia. 2. Using case study films examples. Golden age of Hollywood. Australian cinema. Link to other cross media forms. E.g. print News and TV news Fox - & scaffolds for Unit 4 AoS #2 3. <b>Discuss the audience readings of these films.</b> Understand the social, political historical context influences audience engagement and read various media narratives.	<ul style="list-style-type: none"> <li>Discuss how <u>media narratives are constructed</u>, consumed and read by <u>audiences from different periods of time</u>.</li> <li>Analyse the <u>relationship</u> between media narratives and the <u>ideological and institutional contexts</u> of production, consumption and reception.</li> </ul>	Complete cultural and social contexts containing landmark features for both films.  <b>Resources:</b> refer to GWTW Study Guide. Representation and Indigenous/African Americans film.  <b>Watch Clip:</b> TCM race in Hollywood AND Scarlet and Mammy clip.
		<b>Lesson 3</b>	<b>Practical – research.</b>	Complete classroom activities summarise how institutions over time have shaped the media and its products.  Complete cultural and social contexts containing landmark features for both films. Include audience reception, awards, box office and reviews.	<ul style="list-style-type: none"> <li>Analyse the relationship between <u>media narratives and the ideological and institutional contexts</u> of production, consumption and reception</li> <li>Use <u>appropriate media language</u></li> </ul>	Practice SAC Short answer questions Individual.
3 <sup>rd</sup> March	Week 6	<b>Lesson 1,2: Double</b>	<b>Study Area 1: Outcome 1: Narrative and Ideology</b>	Teacher covers topics: 1. Recap research and timeline concept map. 2. Context: consumption, distribution, reception. 3. Focus: audience and marketing. 4. <b>Activity</b> Poster exercise – apply to our films. Compare to other western, romance genres. 5. What about cross media?	<ul style="list-style-type: none"> <li>Analyse the relationship between <u>media narratives and the ideological and institutional contexts</u> of production, consumption and <u>reception</u></li> <li>Use appropriate media language</li> </ul>	<b>Textbook:</b> Dunscombe (et.al), 2018, <i>Heinema Media</i> , Pearson Australia, p 196 -200 (ideology, context)  <b>Activity</b> <i>Media Reframed: VCE units 1-4</i> , (2018) Poster research p. 177
		<b>Lesson 3</b>	<b>Practical</b>	1. Activity Completed: Poster exercise – apply to our films. Compare to other western, romance genres. What about cross media? 2. <b>Zahoot Quiz questions</b> (in-class)	<ul style="list-style-type: none"> <li>Analyse the relationship between <u>media narratives and the ideological and institutional contexts</u> of <u>production, consumption and reception</u></li> <li>Use appropriate media language</li> </ul>	<b>Textbook:</b> <i>Media Reframed: VCE units 1-4</i> , (2018) chapter 7. Refer to Page – Western and Romantic genre development <b>supporting resource</b> – found in annotated list:



10 <sup>th</sup> March	Week 7	<b>Lesson 1,2 (Double)</b>	<b>Study Area 1: Outcome 1: Narrative and Ideology</b>	<ol style="list-style-type: none"> <li>1. Recap Narrative and ideology apply to student film ideas.</li> <li>2. Discuss narratives in production and other media forms ideology. E.g. television and Netflix Western Tv series.</li> <li>3. Discuss how their media product ideas.</li> </ol>	<ul style="list-style-type: none"> <li>• Explain <u>characteristics and construction of media narratives in selected</u> media form.</li> </ul>	<b>Textbook:</b> <i>Media Reframed: VCE units 1-4,</i> (2018) chapter 7 Page 136-138: Narrative across media forms. <b>On media education portal re in Term 3 week 7:</b> Clip: Bondi Rescue (Free to air) Clip: Deadly Women (Foxtel/cable) Clip: Good Cop (Foxtel cable) Clip: Crime, Lies (Free to air)
		<b>Lesson 3</b>	<b>Practical</b>	<p>Activity: brain storming and media forms, narratives, ideologies. Link to SAT. Practical exercise to demonstrate the above. <b>SAC First assessment Task: commentary activity video.</b> Amend to allow completion video in class!</p> <p>Use film review they wrote in week 1 add, ideological theory and apply to editing video. E.g. documentary production.</p> <p><b>Final revision:</b> commence filling in the Mind-Map for AoS #1 outcome #1</p>	<ul style="list-style-type: none"> <li>• Use appropriate media language</li> </ul>	<p>Handout: schema for mind map this AoS #1 and outcome #1</p>
17 <sup>th</sup> March	Week 8	<b>Lesson 1,2: Double</b>	<b>Study Area 1: Outcome 1: Narrative and Ideology</b>	<ol style="list-style-type: none"> <li>1. Practical SAC questions and reviews</li> <li>2. Complete the Mind-Map for AoS #1</li> </ol> <p>Focus entire lesson on preparation for SAC .Q&amp;A session with class</p>	<ul style="list-style-type: none"> <li>• Use appropriate media language</li> </ul>	<p>Study guide and VCCA Practice questions. Website.</p>
		<b>Lesson 3</b>	<b>Practical Exam</b>	<p><b>SAC: Friday 22<sup>nd</sup> March: NARRATIVE and IDEOLOGY (15%)</b></p>	<ul style="list-style-type: none"> <li>• Use appropriate media language</li> </ul>	<p>Study guide and VCCA Practice questions. Website.</p>
25 <sup>th</sup> March	Week 9	<b>Lesson 1,2: Double</b>	<b>Study Area 2: Outcome 2: Media Production Development</b>  At the completion of this, the student should be able to <u>research</u> aspects of a media form and <u>experiment</u> with media	<p>Teacher covers topics:</p> <ol style="list-style-type: none"> <li>1. Ideas and Brainstorming for media product and story.</li> <li>2. Presenting your vision – how to document mini-lesson – exemplars</li> <li>3. Statement of intention – exemplars.</li> <li>4. Research Methodologies – chapter 8.3 <i>Media Reframed</i>. Aesthetic qualities of artists.</li> </ol>	<ul style="list-style-type: none"> <li>• Undertake <u>research</u> to inform the exploration and <u>development of ideas</u> and skills in selected media form.</li> <li>• Record, <u>document</u> and <u>evaluate</u> the exploration and development of ideas and skills in selected media forms.</li> <li>• Use <u>media language</u></li> </ul>	<p>Website:<a href="http://www.media-education-portal.com">www.media-education-portal.com</a>  - Activity Worksheet.  - testing tool:</p> <p><b>Textbook:</b>  <i>Media Reframed: VCE units 1-4,</i> (2018) chapter 8  <b>Activity:</b> Worksheet exercise 8.4 and 8.5 thinking about style.</p>

			technologies and <b>production processes</b> to inform and <b>document</b> the design of a media productions.	Students: <ul style="list-style-type: none"> <li>Discuss audience and aesthetic response. Provide evident and rationale and document.</li> <li>research their idea(s) for a production and evaluate the pros and cons against a variety of factors (viz., styles, narratives, conventions, audience needs and responses)</li> </ul>	<ul style="list-style-type: none"> <li><u>Analyse how audiences</u> use structural and <u>aesthetic qualities</u> to read media products.</li> </ul>	Students write response in worksheet.
		<b>Lesson 3</b>	<b>Study Area 2: Outcome 2: Media Production Development</b>	Teacher covers topics: <ol style="list-style-type: none"> <li>How to pitch Ideas? Student individual activity to prepare for simulated pitch</li> <li>Documents presentation – exemplar, direct students to media.education.portal.</li> <li>Ideas and media product locked in.</li> <li>Students map out Experiments,</li> <li>Research to support pitch</li> </ol> <ul style="list-style-type: none"> <li>Refer how their product apply to codes and conventions</li> </ul>	<ul style="list-style-type: none"> <li>Explore <u>media codes and conventions, narratives, genres, styles</u> appropriate to media form.</li> <li>Analyse how audience are engaged by <u>structural</u> and <u>aesthetic qualities</u> of media product.</li> </ul>	Media education portal – Templates that support documentation for production development  <b>Complete Media Research 1: Spreadsheet.</b>
1 <sup>st</sup> April	Week 10	<b>Lesson 1,2: Double</b>	<b>Study Area 2: Outcome 2: Media Production Development</b>	Teacher covers topics: <ol style="list-style-type: none"> <li>Class pitch. Teacher/peer feedback and support.</li> <li>Narrative and style to student products</li> </ol>	<ul style="list-style-type: none"> <li>Use media language</li> <li><u>Analyse how audiences use structural and aesthetic qualities</u> to read media products.</li> </ul>	
		<b>Lesson 3</b>	<b>Practical – lighting workshop and camera.</b>	<ol style="list-style-type: none"> <li><b>Lighting workshop</b> to reinforce their skills.</li> <li><b>Story board workshop</b> Students shape their ideas for their product Understand how to experiment (and journal) options that support the viability of their idea(s)</li> </ol>	<ul style="list-style-type: none"> <li><u>Develop skills</u> in use of equipment, media technologies and processes appropriate to selected media form,</li> </ul>	Website: <a href="http://www.media-education-portal.com">www.media-education-portal.com</a> <b>Resources: Story board workshop</b> <a href="https://www.acmi.net.au/education/online-learning/film-it/storyboards/storyboard-beginner/shot-types/">https://www.acmi.net.au/education/online-learning/film-it/storyboards/storyboard-beginner/shot-types/</a> <b>lighting video show : “Frame Forest Film School”.</b>
<b>TERM 2</b>	<b>23 Apr – 28 June</b>					
	<b>UNIT 3</b>		<b>MEDIA NARRATIVE &amp; PRE-PRODUCTION</b>			
23 <sup>rd</sup> April (Anzac Day)	Week 1	<b>Lesson 1,2: Double</b>	<b>Study Area 2: Outcome 2: Media Production Development</b>	Teacher led discussion – update and explain any questions: <ol style="list-style-type: none"> <li>production documents</li> <li>Workshop</li> <li>research portfolio</li> <li>Inspiration/visual reference</li> <li>experiments.</li> </ol>	<ul style="list-style-type: none"> <li>Record, <u>document and evaluate the exploration</u> and development of ideas and skills in selected media forms.</li> <li><u>Develop skills</u> in use of equipment, media</li> </ul>	Website: <a href="http://www.media-education-portal.com">www.media-education-portal.com</a> Evaluate the use of equipment, media technologies and processes the proposed product through documentation.

					technologies and processes appropriate to selected media form,	Developed skills in use of equipment and media technologies
		<b>Lesson 3</b>	<b>Practical – research/experiment</b>	Student activity complete their experiments documentation as required and collate their planning documentation to be completed	<ul style="list-style-type: none"> <li>Record, <u>document and evaluate the exploration</u> and development of ideas and skills in selected media forms.</li> </ul>	Preparing for SAT
29 <sup>th</sup> April	Week 2	<b>Lesson 1,2: Double</b>	<b>Study Area 2: Outcome 2: Media Production Development</b>	Teacher introduces concepts: <ol style="list-style-type: none"> <li>PRE-PRODUCTION.</li> <li>Planning documentation</li> <li>Experimenting with?</li> <li>Student activities to complete their planning documentation</li> </ol>	<u>Develop skills</u> in use of equipment, media technologies and processes appropriate to selected media form,	- Storyboard, shot list, equipment templates. -WORKSHOPS -EXPERIMENTS -PORTFOLIO CREATION -PITCH -REFINE
		<b>Lesson 3</b>	<b>Practical /independent work</b>	Follow on from double lesson – where students outline their progress in front of the class! Teacher and class are invited to comment and offer feedback and advice	<u>Develop skills</u> in use of equipment, media technologies and processes appropriate to selected media form	<b>Links to resources</b> <ul style="list-style-type: none"> <li><a href="https://www.acmi.net.au/education/online-learning/film-it/storyboards/storyboards-extension/camera-movement/">https://www.acmi.net.au/education/online-learning/film-it/storyboards/storyboards-extension/camera-movement/</a></li> <li><a href="https://www.acmi.net.au/education/online-learning/15-second-place/location-location/">https://www.acmi.net.au/education/online-learning/15-second-place/location-location/</a></li> <li><a href="https://www.acmi.net.au/education/online-learning/film-it/sound-recording/">https://www.acmi.net.au/education/online-learning/film-it/sound-recording/</a></li> </ul>
6 <sup>th</sup> May	Week 3	<b>Lesson 1,2: Double</b>	<b>Study Area 2: Outcome 2: Media Production Development</b>	Documentation Conduct workshops: <b>Possibly mis-en-scene and sound later</b>	<ul style="list-style-type: none"> <li><u>Develop skills</u> in the use of equipment, technologies and process for their selected media form and proposed product</li> </ul>	<b>Links to resources</b> <ul style="list-style-type: none"> <li><a href="https://www.acmi.net.au/education/online-learning/film-it/storyboards/storyboards-advanced/camera-angles/">https://www.acmi.net.au/education/online-learning/film-it/storyboards/storyboards-advanced/camera-angles/</a></li> </ul>
		<b>Lesson 3</b>	<b>Practical /independent work</b>	Class continues to work and offer 5 min updates in front of class. Teacher to guide from the sideline		
13 <sup>th</sup> May	Week 4	<b>Lesson 1,2: Double</b>	<b>Study Area 3: Outcome 3: Media Production Design</b>  At the completion of this study area, the student should be able to <b>develop and document</b> a media production design in a selected media form for a specified <b>audience</b> .	Teacher covers topics: <ol style="list-style-type: none"> <li>Outline what is expected from this study area</li> <li>Pre-production planning for major work project <ul style="list-style-type: none"> <li>Set of documentation visual/written</li> <li>Map out workplan</li> <li>Communicate vision and plans</li> </ul> </li> <li>Discuss audience for proposed media product with students.</li> </ol>	<ul style="list-style-type: none"> <li><u>Document the specific audience, narrative and intention</u> relevant to a selected media form and product.</li> <li>Create <u>written and visual representations</u> of a proposed production.</li> <li>Use <u>media language appropriate</u> to the design and production of a media product in a select media form.</li> </ul>	<b>Portfolio</b> Demonstrate the ability to prepare relevant documentation that states the proposed intention of the production (incl., workplan, narratives, audience, visual and written descriptions, etc.)  <b>Textbook:</b> <i>Media Reframed: VCE units 1-4</i> , (2018) chapter 9 Statement of intent and audience factors. Read textbook

				Student activity: commence gathering material to finalise workplan		
		<b>Lesson 3</b>	Study Area 3: Outcome 3: Media Production Design	Student activities: Implement workplan and liaise with teacher and agree on final plan	<ul style="list-style-type: none"> <li>• <u>Document the specific audience, narrative and intention relevant to a selected media form and product</u></li> </ul>	Handout a model workplan for specific products , <b>Textbook:</b> <i>Media Reframed: VCE units 1-4, (2018) chapter 9</i> <b>Activity:</b> Compile audience research: complete worksheet 9.3 and pr checklist 9.6
20 <sup>th</sup> May	Week 5	<b>Lesson 1,2: Double</b>	<b>Study Area 3: Outcome 3: Media Production Design</b>	Teacher covers topics: <ol style="list-style-type: none"> <li>1. Script and story</li> <li>2. Storyboard: how to</li> <li>3. OH&amp;S, legal Documentation</li> </ol> <p>Student activities: provide evidence so teacher can feedback and track</p>	<ul style="list-style-type: none"> <li>• <u>Apply media codes and conventions, technologies, production processes appropriate to the selected media form, proposed audience, narrative product.</u></li> </ul>	Website: <a href="http://www.media-education-portal.com">www.media-education-portal.com</a> <b>Screen play template</b> <b>Shot list template</b>
		<b>Lesson 3</b>	<b>Practical /independent work</b>	<ul style="list-style-type: none"> <li>• <b>Case Study:</b> Lesson focus on Bondi Rescue – narrative style, audience engagement and codes/conventions. Documentary, reality – or hybrid?</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Apply media codes and conventions, technologies, production processes appropriate to the selected media form, proposed audience, narrative product.</u></li> </ul>	<b>Clips:</b> Bondi Rescue <b>Activity:</b> Read article: Booner F “Recording reality on film and television”, in in Hall 2013.
27 <sup>th</sup> May	Week 6	<b>Lesson 1,2: Double</b>	<b>Study Area 3: Outcome 3: Media Production Design</b>	Teacher covers topics: <ol style="list-style-type: none"> <li>1. Pre-production schedules and locations release, casting, crew Documentation</li> <li>2. Complete technology checklist</li> </ol> <p>Student activities: provide evidence so teacher can feedback and track</p>	<ul style="list-style-type: none"> <li>• <u>Documents production and post-production roles, tasks, timelines</u></li> </ul>	Website: <a href="http://www.media-education-portal.com">www.media-education-portal.com</a> <b>Textbook:</b> <i>Media Reframed: VCE units 1-4, (2018) chapter 9 complete worksheet 9.6</i>
		<b>Lesson 3</b>	<b>Practical /independent work</b>	students work on their SAT portfolio – production design plan	students work on their SAT portfolio	

3 <sup>rd</sup> June	Week 7	<b>Lesson 1,2: Double</b>	<b>Study Area 3: Outcome 3: Media Production Design</b>	Teacher covers topics: Pre-locations release, casting, crew . Checks in with students	<ul style="list-style-type: none"> <li>• <u>Documents</u> production and post-production roles, tasks, timelines</li> </ul>	Website: <a href="http://www.media-education-portal.com">www.media-education-portal.com</a>
		<b>Lesson 3</b>	<b>Practical /independent work</b>	Teacher covers topics: <b>Mini-workshop based on student media product type.</b>	<ul style="list-style-type: none"> <li>• <u>Apply media codes and conventions, technologies, production processes</u> appropriate to the selected media form, proposed audience, narrative product.</li> </ul>	Resources dependant on project
10 <sup>th</sup> June	Week 8 Queens' Birthday	<b>Lesson 1,2: Double</b>	<b>Study Area 3: Outcome 3: Media Production Design</b>	Teacher covers topics:  Pre-production Mini-workshops with students to assist learning	<ul style="list-style-type: none"> <li>• Apply media codes and conventions, technologies, <u>production processes</u> appropriate to the selected media form, proposed audience, narrative product.</li> </ul>	<b>Resource Videos</b> <ul style="list-style-type: none"> <li>• Rules of composition: v <a href="https://www.youtube.com/watch?v=fM64ycm7tz4">https://www.youtube.com/watch?v=fM64ycm7tz4</a></li> <li>• <a href="https://www.youtube.com/watch?v=yTCP5lj3kY">https://www.youtube.com/watch?v=yTCP5lj3kY</a> <a href="https://www.youtube.com/watch?v=MflanZimZR8">FiveMinuteFilmSchool</a></li> <li>• DSLR GUIDE <a href="https://www.youtube.com/watch?v=MflanZimZR8">https://www.youtube.com/watch?v=MflanZimZR8</a></li> </ul>
		<b>Lesson 3</b>	<b>Practical /independent work</b>	Teacher covers topics: <b>Mini-lesson How to write a callsheet</b> <b>Production Check list</b>	<ul style="list-style-type: none"> <li>• Apply media codes and conventions, technologies, <u>production processes</u> appropriate to the selected media form, proposed audience, narrative product.</li> </ul>	
17 <sup>th</sup> June	Week 9	<b>Lesson 1,2: Double</b>	<b>Study Area 3: Outcome 3: Media Production Design</b> <b>Unit 4: Study Area 1: Media Production</b>	Student activity Ready to shoot Student report and update each other.	<ul style="list-style-type: none"> <li>• Apply media codes and conventions, technologies, <u>production processes</u> appropriate to the selected media form, proposed audience, narrative product.</li> </ul>	Website: <a href="http://www.media-education-portal.com">www.media-education-portal.com</a>
		<b>Lesson 3</b>	<b>Practical /independent work</b>	Teacher covers topics: Problem solving class.	<ul style="list-style-type: none"> <li>• Apply media codes and conventions, technologies, <u>production processes</u> appropriate to the selected media form, proposed audience, narrative product.</li> </ul>	Website: <a href="http://www.media-education-portal.com">www.media-education-portal.com</a>
24 <sup>th</sup> June	Week 10	<b>Lesson 1,2: Double</b>	<b>Unit 4: Study Area 1: Media Production</b>	Teacher covers topics: <b>Equipment checklists, schedules and planning completed – shoot</b>	<ul style="list-style-type: none"> <li>• Realise a media production design through production and post-production processes.</li> </ul>	<b>Textbook:</b> <i>Media Reframed: VCE units 1-4,</i> (2018) page 192

		<b>Lesson 3</b>	<b>Practical /independent work</b>	Teacher covers topics: Safety	<ul style="list-style-type: none"> <li>Apply media codes and conventions, technologies, <u>production processes</u> appropriate to the selected media form, proposed audience, narrative product.</li> </ul>	
<b>TERM 3</b>	<b>15<sup>th</sup> July – 20<sup>th</sup> Sept</b>					
	<b>UNIT 4</b>		<b>Media Production and issues in the media</b>			
15 <sup>th</sup> July	Week 1	<b>Lesson 1,2: Double</b>	<b>Study Area 1: Media Production</b> On completion of this study area, the student should be able to <b>produce, refine</b> and <b>resolve</b> a media product designed in unit 3	Teacher covers topics: <b>Shoot rehearsal, Problem Solving and feedback (how will you do this?)</b>	<ul style="list-style-type: none"> <li>Use <u>reflection and feedback</u> to <u>refine and resolve</u> a media product.</li> <li>Use media language and relevant to the construction and <u>evaluation of</u> media representations.</li> </ul>	<b>Resources</b> Film IT, Filmmaker toolkit ACM <b>Grading in post-production:</b> <a href="https://www.youtube.com/watch?v=KTul78zjL64">https://www.youtube.com/watch?v=KTul78zjL64</a> editing: <a href="https://www.youtube.com/watch?v=Wv3Hmf2Dxio">https://www.youtube.com/watch?v=Wv3Hmf2Dxio</a> <a href="#">Premier pro video clips x 2: for beginners.</a> Study Guide
		<b>Lesson 3</b>	<b>Practical /independent work</b>	Teacher covers topics: <b>Personal reflection/critical analysis.</b>	<ul style="list-style-type: none"> <li>Use <u>reflection and feedback</u> to refine and resolve a media product.</li> </ul>	Form for evaluation see VCE
22 <sup>th</sup> July	Week 2	<b>Lesson 1,2: Double</b>	<b>Study Area 1: Media Production</b>	Teacher covers topics: <b>Shoot</b>	<ul style="list-style-type: none"> <li>Realise a media production design <u>through production and post-production</u> processes.</li> <li><u>Operate equipment</u>, materials and technologies in production of a media product</li> <li>Apply media codes and conventions relevant to the selected media form, product and audience.</li> </ul>	
		<b>Lesson 3</b>	<b>Practical /independent work</b>	Teacher covers topics: <b>Shoot</b>	As above	
29 <sup>th</sup> July	Week 3	<b>Lesson 1,2: Double</b>	<b>Study Area 1: Media Production</b>	Teacher covers topics/student activities: <b>Shoot and Post-Production – refine and review</b>	<ul style="list-style-type: none"> <li>Use <u>reflection and feedback</u> to <u>refine</u> and resolve a media product.</li> </ul>	

		<b>Lesson 3</b>	<b>Practical /independent work</b>	Teacher covers topics/student activities: <b>Post-Production – refine and review</b>	<ul style="list-style-type: none"> <li>Document and development, <u>refinement and resolution</u> of a media product</li> </ul>	
5 <sup>th</sup> Aug	Week 4	<b>Lesson 1,2: Double</b>	<b>Study Area 1: Media Production</b>	Teacher covers topics/student activities: <b>Post production and statement of outcome</b>	<ul style="list-style-type: none"> <li>Realise a media production design through production and <u>post-production processes</u>.</li> </ul>	<b>Textbook:</b> <i>Media Reframed: VCE units 1-4, (2018)</i> Complete SAT Statement outcome template attached.
		<b>Lesson 3</b>	<b>Study Area 2: Outcome 2: Agency and Control</b>  On completion of this study area, the student should be able to discuss <b>issues of agency and control</b> in the relationship between the <b>media and its audience</b> ,	Teacher covers topics and class discussion integrated: <ol style="list-style-type: none"> <li>Introduction to the Study Area</li> <li>Mass media and how we watch media products in 21<sup>st</sup> c</li> <li>Definitions of regulation/self-regulation</li> <li>Overview: platforms we watch media – impact technology has on viewing habits. Web 2.0</li> <li>Overview relationship between media, government and audience: <ul style="list-style-type: none"> <li>Audience agency concepts.</li> <li>Vulnerable audiences, community standards.</li> </ul> </li> </ol> Student Activities: <ul style="list-style-type: none"> <li>Do a time line listing - Media and change?</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the dynamic and changing <u>relationship between the media</u> and its audience</li> <li>Discuss the extent of the <u>influence of media and media audience</u>.</li> <li>Analyse the <u>regulation of relationship between media and its audience in Australia</u></li> <li>Analyse the <u>issues and challenges</u> relating to regulation and control of the media</li> </ul>	<b>PowerPoint:</b> <i>How ideology affects political representation, SlideShare.</i>  <b>Textbook:</b> <i>Media Reframed: VCE units 1-4, (2018) chapter 11</i>  <b>Activity</b> Do a time line. Media and change; p.196  Complete activity 11.2; question about free-to air -tv
12 <sup>th</sup> Aug	Week 5	<b>Lesson 1,2: Double</b>	<b>Study Area 2: Outcome 2: Agency and Control</b>	Teacher covers topics: <ol style="list-style-type: none"> <li>New Media communication theories (media influencers)</li> <li>Print; Politics in the media USA and Australia. <ul style="list-style-type: none"> <li>NEWS CYCLE 24 HOURS</li> <li>FOX NEWS/NEWS CORP/NINE</li> </ul> </li> </ol> Students: discussion.	<ul style="list-style-type: none"> <li>Discuss the dynamic and changing relationship between the <u>media and its audience</u></li> <li>Evaluate <u>ethical and legal issues</u> in the media.</li> <li>Use media language</li> </ul>	Brett Lamb table – Media Influence table (communication theories) <a href="https://lessonbucket.com/vce-media/units-3-4/agency-and-control/communication-theories">https://lessonbucket.com/vce-media/units-3-4/agency-and-control/communication-theories</a> <b>Textbook:</b> <i>Media Reframed: VCE units 1-4, (2018) chapter Newspaper print online: p.225</i> Activity 11.24 <b>PowerPoint:</b> <i>How ideology affects political representation, SlideShare</i> <b>Articles:</b> President Trump vs Joe Howard.
		<b>Lesson 3</b>	<b>Practical /independent work</b>	Teacher covers topics: <ol style="list-style-type: none"> <li>Case study – gun control and Christchurch shootings.</li> <li>Watch videos x 2</li> </ol>	<ul style="list-style-type: none"> <li>Analyse the issues and <u>challenges relating to regulation and control</u> of the media</li> </ul>	<b>Textbook:</b> <i>Media Reframed: VCE units 1-4, (2018) chapter 11</i> <b>Essential Videos</b>

				Student activities: <b>5. Class Debate (in 2 groups):</b> short questions (record it). Identify media communication models: e.g. propaganda, political economy.	<ul style="list-style-type: none"> <li>Evaluate <u>ethical</u> and legal issues in the media</li> </ul>	<a href="https://edition.cnn.com/2015/14/tech/facebook-livestream-changes/index.html">https://edition.cnn.com/2015/14/tech/facebook-livestream-changes/index.html</a> <a href="https://www.abc.net.au/mwatch/episodes/guns/11442">https://www.abc.net.au/mwatch/episodes/guns/11442</a> <b>Essential resource:</b> Karp, P 2019, July 2019,
19 <sup>th</sup> Aug	Week 6	<b>Lesson 1,2: Double</b>	<b>Study Area 2: Outcome 2: Agency and Control</b>	Teacher covers topics: <ol style="list-style-type: none"> <li>Classification and regulation in Australia vs global trends</li> <li>Issues facing regulation</li> <li>Case study #1: Representation of violence and crime documentary enactment Explore relationship between media, government and audience.</li> <li>privacy, ethic, legal issues</li> </ol>	<ul style="list-style-type: none"> <li>Analyse the regulation of relationship between media and its <u>audience in Australia</u></li> <li>Analyse the <u>issues and challenges</u> relating to regulation and control of the media</li> <li>The way media is used by <u>globalised media institutions, government and individual.</u></li> </ul>	<b>PowerPoint:</b> classification/regulation. <b>Textbook:</b> <i>Media Reframed: VCE units 1-4,</i> (2018) chapter 11 <b>Activity</b> Complete table 11.35 classification bodies in Australia And 11.5 read chapter.
		<b>Lesson 3</b>	<b>Practical /independent work</b>	Teacher covers topics: <ol style="list-style-type: none"> <li>Media influences and effect on audiences</li> <li>Ethical and legal issues</li> <li>Case study: AFP and government intervention.</li> <li><b>SAC Class Debate - activity:</b> rationale for regulating the relationships between media and its audience.</li> </ol>	<ul style="list-style-type: none"> <li>Evaluate <u>ethical and legal issues in the media.</u></li> <li>Use media language</li> <li>Discuss the extent of the <u>influence of media</u> and media audience</li> </ul>	<b>Textbook:</b> <i>Media Reframed: VCE units 1-4,</i> (2018) chapter 11 <b>Activity:</b> Complete 11.8 activity <b>Web article:</b> AFP Raid on ABC <a href="https://metro.co.uk/2018/06/06/other-angers-author-revealed-daughters-last-words-promote-book-7630083/">https://metro.co.uk/2018/06/06/other-angers-author-revealed-daughters-last-words-promote-book-7630083/</a>
26 <sup>th</sup> Aug	Week 7	<b>Lesson 1,2: Double</b>	<b>Study Area 2: Outcome 2: Agency and Control</b>	Teacher covers topics: <ol style="list-style-type: none"> <li>SOCIAL MEDIA – power of audience. Facebook, twitter, google</li> <li>Role of media stakeholders – media ownership.</li> <li>Role of institutions and media influencers.</li> <li>Explore relationship between media, government and audience.</li> </ol>	<ul style="list-style-type: none"> <li>Discuss the dynamic and changing <u>relationship between the media</u> and its <u>audience</u></li> <li>Discuss the <u>extent of the influence of media</u> and media audience</li> </ul>	<b>Textbook:</b> <i>Media Reframed: VCE units 1-4,</i> (2018) chapter 11. 11.14 and 11.38 questions to answer Screen Australia, fact finders, 2019, retrieved 10 <sup>th</sup> august 2019, < <a href="https://www.screenaustralia.gov.au/fact-finders/television/industry-trends/content-regulation">https://www.screenaustralia.gov.au/fact-finders/television/industry-trends/content-regulation</a>
		<b>Lesson 3</b>	<b>Practical /independent work</b>	Teacher covers topics: <ol style="list-style-type: none"> <li>streaming tv vs free to air content</li> <li>Examples: <b>BONDI RESUCE</b>, Crime doco-drama</li> </ol> <p>Explore relationship between media, government and audience.</p>	<ul style="list-style-type: none"> <li>Analyse the issues and challenges relating to regulation and control of the media</li> <li>Discuss the <u>extent of the influence of media</u> and media <u>audience</u></li> <li>Evaluate <u>ethical and legal issues</u> in the media</li> </ul>	<b>On media education portal:</b> Clip: Bondi Rescue (Free to air) Clip: Deadly Women (Foxtel/cable) Clip: Good Cop (Foxtel cable) Clip: Crime, Lies (Free to air)(explore relationship product and audience ethics, privacy issues <b>Reading:</b> Booner F, "Recording reality on television", in in Hall S



				Relationship with globalised institutions – privacy e.g. and audience responsibilities.	production distribution, consumption and reception.	
2 <sup>nd</sup> Sept	Week 8	<b>Lesson 1,2: Double</b>	<b>Study Area 2: Outcome 2: Agency and Control</b>	Teacher covers topics: <ol style="list-style-type: none"> <li>1. Relationship with globalised institutions – privacy e.g. case study: mother of murdered girl.</li> <li>2. Discuss individual – Kardashian Phenomenon.</li> <li>3. Teacher <b>feedback</b></li> </ol> Student activity: Concept map on case-study. Ty: case study in pairs	<ul style="list-style-type: none"> <li>• Evaluate <u>ethical and legal</u> issues in the media production distribution, consumption</li> <li>• The way media is used by <u>globalised media institutions, government and individual</u></li> </ul>	<b>Web resource:</b> article as case s Explore relationship between government and audience,  Refer to <b>Textbook:</b> <i>Media Reframed: VCE units 1-4,</i> (2018) chapter 11.
		<b>Lesson 3</b>		Teacher covers topics: <b>Revision and sac – practice test</b>		
9 <sup>th</sup> Sept	Week 9	<b>Lesson 1,2: Double</b>	<b>Study Area 2: Outcome 2: Agency and Control</b>	Teacher covers topics: <b>EXAM SAC: Mon., 12 Sept: Agency and control (10%)M SAC</b>		
		<b>Lesson 3</b>	<b>Practical /independent work</b>	<b>Review and complete production portfolio,</b>		
16 <sup>th</sup> Sept	Week 10	<b>Lesson 1,2: Double</b>	<b>Review and complete production portfolio, exam preparation techniques</b>	<b>Revision lesson: Government propaganda control</b>	Discuss the extent of the influence of media and media audience	
		<b>Lesson 3</b>	<b>Practical /independent work</b>	<b>Mind concept map – will case studies</b>	Discuss the extent of the influence of media and media audience	
<b>TERM 4</b>	<b>7<sup>th</sup> Oct – 20<sup>th</sup> Dec</b>					
	<b>UNIT</b>		<b>Examination preparation</b>			
7 <sup>th</sup> Oct	Week 1	<b>Lesson 1,2: Double</b>	<b>Revision and prep</b>	<ol style="list-style-type: none"> <li>1. Review, exams and final documentation</li> <li>2. Revision on Ideology, narrative.</li> <li>3. Recap</li> </ol>		Embedded in Media Education portal: Clip: The Searchers (1954) Clip: Unforgiven (1992) Clip: 3:10 to Yuma (2007) Clip: Casablanca (1942) Clip: Doctor Zhivago (1965) Clip: Anna and the King (1999) Clip: The Proposition (2005)
		<b>Lesson 3</b>	<b>Practical /independent work</b>	Recap – class debate on narrative and ideology for two texts		Clip: Gone with the wind Clip : Sweet Country

14 <sup>th</sup> Oct	Week 2	<b>Lesson 1,2: Double</b>	<b>Revision and prep</b>	1. Review, exam prep and final documentation		
		<b>Lesson 3</b>	<b>Practical /independent work</b>	<b>Video exercise; class document end of media class film.</b>		
21 <sup>st</sup> Oct	Week 3	<b>Lesson 1,2: Double</b>	<b>Revision and prep</b>	<b>Exams VCE SAC/SAT</b>		
		<b>Lesson 3</b>	<b>Practical /independent work</b>	<b>Video exercise; class document end of media class film.</b>		
28 <sup>th</sup> Oct	Week 4 Unit week 6	<b>Lesson</b>	<b>Revision and prep</b>	<b>Evaluation and Prepare for exams</b>		
				<b>END OF YEAR EXAMS</b>		

