

ANNOTATED RESOURCE TABLE: YEAR 10 UNIT - REPRESENTATIONS TEENS IN FILM (Time: 7 Weeks, 8 lessons)

| Week | Lesson | Topic/learning intentions | Activity | Curriculum link and code | Description | Resources and link | Assessment Strategies |
|--------|-------------------|--|--|--------------------------|---|---|---|
| Week 5 | Lesson 1 (Double) | Intro to concept - Representation Teens in Film <i>Unit Learning intentions: 1, 2, 3</i> | Introduction: representation, stereotypes, identity and self: -PowerPoint On Stereotypes -Activity Image comparisons in groups of 4 -Activity: Identity & self-response in groups of 4 | VCAMAR045 | Website: www.media-education-portal.com -Data Projector -PowerPoint: on lesson page. - Activity Worksheet. TES RESOURCES HAS POWERPOINT CAN USE. | N/A Watch <i>Mean Girls (2004)</i> <i>Resource: www.tes.com</i> | Can use resources below to structure Quiz questions for assessment. |
| Week 5 | Lesson 1 (Double) | Australian film representations of teens | | VCAMAR045 | Screen Australia article listing 11 Australian Screen Teen stories. 2016 | https://www.screenaustralia.gov.au/sa/screen-news/2016/10-19-11-australian-teen-stories-for-the-screen | N/A |
| Week 5 | Lesson 1 (Double) | | | VCAMAR045 | Australian Teen movies article 2015. No funding for Australian film – struggle for audience and funds. | https://dailyreview.com.au/a-film-industry-forever-in-growing-pains-why-australian-teen-movies-have-been-given-short-shrift/27165/ | N/A |
| Week 5 | Lesson 1 (Double) | | | VCAMAR045 | Article “16 Great Australian Teen Film” Classics and modern. Date: 2016 | https://www.filmink.com.au/sweet-sixteen-great-australian-teen-films/ | N/A |
| Week 5 | Lesson 1 (Double) | Media representations of teens | | VCAMAR045 | Article: Three ways teenagers are misrepresented in society. 2018. | https://theconversation.com/three-ways-teenagers-are-misrepresented-in-society-101557 | N/A |
| Week 5 | Lesson 1 (Double) | | | VCAMAR045 | The conversation webpage – article 2014 on symbols of youth in Australia. Still relevant. | https://theconversation.com/images-of-australian-youth-from-symbols-of-hope-to-disposable-lives-27126 | N/A |
| Week 5 | Lesson 1 (Double) | | | VCAMAR045 | Article 2016 about teenagers in media and stereotypes. | https://www.huffpost.com/entry/heres-what-the-media-is-d_b_5541462 | N/A |
| Week 5 | Lesson 1 (Double) | | | VCAMAR045 | YouTube 2017, Representation of Teen In media. Video thesis. Good analysis. | https://www.youtube.com/watch?v=tRwJ71tsiZE | N/A |
| Week 5 | Lesson 1 (Double) | | | VCAMAR045 | UK Teenagers: Article 2009, reflecting portrayal of teens. | https://www.independent.co.uk/news/uk/home- | N/A |

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| | | | | | | news/hoodies-louts-scum-how-media-demonises-teenagers-1643964.html | |
| Week 5 | Lesson 1 (Double) | Identity and belonging | | VCAMAR045 | Lesson planning ideas for identity and young people. | https://pov-tv.pbs.org/pov/downloads/2013/pov-onlytheyoung-lesson-plan.pdf | N/A |
| Week 5 | Lesson 1 (Double) | | | VCAMAR045 | Australian Curriculum definition on identity | https://www.australiancurriculum.edu.au/f-10-curriculum/languages//Glossary/?term=Identity | N/A |
| Week 5 | Lesson 1 (Double) | | | VCAMAR045 | SBS 2016, Teachers Notes, <i>SBS National Youth Week 2016 Education Resource</i> . Lesson ideas and activities. | www.sbs.com.au Foundation for Young Australians, Youth week 2016, p. 1. | N/A |
| Week 5 | Lesson 1 (Double) | Representation definition | | VCAMAR045 | Options for teaching representation in alternative ways. | https://lessonbucket.com/vce-media/unit-1/representation/ideas-for-teaching-representation/ | N/A |
| Week 5 | Lesson 1 (Double) | | | VCAMAR045 | C. Steward and A. Kowaltzke, 2008, <i>Media: New ways and meanings</i> (3 rd Edition), John Wiley Page 35-47 link | Representation: http://www.jaconline.com.au/media/downloads/chap03.pdf | N/A |
| Week 5 | Lesson 1 (Double) | Stereotypes definition | | VCAMAR045 | 2014 Youtube: "Teenage Stereotypes in Media" USA culture. | https://www.youtube.com/watch?v=IC-u1vA7_qo | N/A |
| Week 5 | Lesson 1 (Double) | | | VCAMAR045 | Impact on stereotyping young aboriginal Australians. Resources and articles. Media Smarts. | http://mediasmarts.ca/digital-media-literacy/media-issues/diversity-media/aboriginal-people/impact-stereotyping-young-people | N/A |
| Week 6 | Lesson 2 (Double) | <i>Unit Learning intentions: 3, 4 and 5</i> | Film Comparisons – groups of 4 - trailer/clip <i>Mean Girls (2004)</i> <i>Love, Simon (2018)</i> | VCAMAR045 | Refer to lesson plans for lesson details. | Website: www.media-education-portal.com -Data Projector | Homework – watch <i>Beneath Clouds (2002)</i> |

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| Week 6 | Lesson 2 (Double) | | Essential Activity or assessment questions: TEEN FILM Trailer Analysis: refer to website www.media-education.port.com | VCAMAR045 | Mean Girls Trailer | https://www.youtube.com/watch?v=oDU84nmSDZY&t=2s | Form questions for Quiz |
| Week 6 | Lesson 2 (Double) | | | VCAMAR045 | Love, Simon trailer | https://www.youtube.com/watch?v=5pWTkeOK25Q | Form Questions for Quiz Zahoot . Test students understanding. |
| Week 6 | Lesson 2 (Double) | | Movie Scene Analysis | VCAMAR045 | Mean Girls Clip – lunch room scene | https://www.youtube.com/watch?v=PwKLjeq9j3Q | Form Questions for Quiz |
| Week 6 | Lesson 2 (Double) | | Movie Scene Analysis | VCAMAR045 | Love, Simon clip – opening scene | https://www.youtube.com/watch?v=NTOGFC1eG7o | Form Questions for Quiz |
| Week 6 | Lesson 2 (Double) | | Essential Activity or assessment questions: TEEN FILM Clip Analysis: refer to website | VCAMAR045 | Mean Girls – representations of girls blog | https://emlex04.wordpress.com | Form Questions for Quiz |
| | | | EXTRA ACTIVITY imagery of teens. a) trailer analysis of teen films b) does this reflect the story? Can you identify with audience? | VCAMAR045 | LADY BIRD (2017) Extra: Doco interview Director of Love, Simon | CLIP TRAILER ALTERNATIVE FILMS: https://www.youtube.com/watch?v=4vhPeNOHxsc https://www.youtube.com/watch?v=IRxCXAh5H40 | |
| | | Conventions and character in teen films | | | | | |
| Week 6 | Lesson 2 (Double) | | Activity 1: Title sequence of a movie – analyse a title sequence in terms of denotation and connotation of signs? What does the film tell us about the teenage character? | VCAMAR045 | Hollywood VS Australia, VS Britain. Explore character, mise-en-scene, costume, music etc signs tell us about these characters | Chapter 3.2: “Narrative and story”. Dunscombe (et.al), 2018, <i>Heineman Media</i> , Pearson Australia, p.64 | formative Create a quiz game on Zahoot . Test students understanding. |
| Week 6 | Lesson 2 (Double) | | EXTRA Activity – make a list of films you seen recently and decide which one is protagonist and which is antagonist? Explain your reasons | VCAMAR045 | | Chapter 6.2 “Conventions of narrative storytelling” Dunscombe (et.al), 2018, <i>Heineman Media</i> , Pearson Australia, p.160 | Create a quiz game on Zahoot . Test students understanding. |

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| Week 6 | Lesson 2 (Double) | | | VCAMAR045 | <ul style="list-style-type: none"> Movies signs and symbols Story analysis – plot, character, hero journey. P.145 table reference | C. Steward and A. Kowaltzke, 2008, Media: New ways and meanings (3 rd Edition), John Wiley and sons Australia Pty Ltd. page 135 | FORMATIVE |
| | | context and cultures | | | | | |
| Week 6 | Lesson 2 (Double) | | Activity read article Answer Question: 1. What do movies mean to you? 2. Can you add any other reasons why people watch films? | | Film as text – contextual reference to the role of film within society. Address this as current issues in media. | Why film?: https://thoughteconomics.com/the-role-of-film-in-society/The-Role-of-Film-in-Society 19TH JUNE 2011 / ARTICLES & INTERVIEWS BY: VIKAS SHAH MBE / @MRVIKAS | feedback based formative |
| Week 6 | Lesson 2 (Double) | | Cultural meaning and context and time of production. STUART HALL 1997: Representations, culture and signifying practices p. 1 | | C. Steward and A. Kowaltzke, 2008, Media: New ways and meanings (3 rd Edition), John Wiley and sons Australia Pty Ltd., Page 6 | PDF ATTACHMENT ON WEBPAGE | Form Questions for Quiz |
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| Week 7 | Lesson 3 (Double) | <i>Unit Learning intentions: 3 and 4, 5, 8,9</i> | Comparisons film trailer/clip <i>Looking For Alibrandi (2000)</i> <i>Bend It like Beckham (2001)</i> <i>Beneath Clouds (2002)</i> | VCAMAR045 | Refer to lesson plans for lesson details. | | |
| Week 7 | Lesson 3 (Double) | | Movie Trailer Analysis | VCAMAR045 | Beneath the Clouds (2002) Trailer clip | https://www.youtube.com/watch?v=0bf6HeKF5o4 | Zahoot. Test students understanding. |
| Week 7 | Lesson 3 (Double) | | Movie Trailer Analysis | VCAMAR045 | Looking for Alibrandi(2000) trailer Culture, identity belonging | https://www.youtube.com/watch?v=wmVz-L1Eeg4 | Zahoot. Test students understanding. |
| Week 7 | Lesson 3 (Double) | | Movie Trailer Analysis | VCAMAR045 | Bend It like Beckham trailer | https://www.youtube.com/watch?v=3lwGeYMepvM | Zahoot. Test students understanding. |
| Week 7 | Lesson 3 (Double) | | Movie Scene Analysis | VCAMAR045 | Bend It Like Beckham opening scene | https://www.youtube.com/watch?v=NysSdbN02co | |
| Week 7 | Lesson 3 (Double) | | Movie Scene Analysis | VCAMAR045 | Beneath Clouds Clip x2 – good for assessment | https://www.youtube.com/watch?v=9c4Alfzw1bl https://www.youtube.com/watch?v=265ijWiu4Xk | Zahoot. Test students understanding. |

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| Week 7 | Lesson 3 (Double) | | Movie Scene Analysis | VCAMA R045 | Looking for Alibrandi -Clip social class and speech scene. | https://www.youtube.com/watch?v=LrmWNo26CMQ https://www.youtube.com/watch?v=IoE-BkkgvJ4 | Zahoot. Test students understanding. |
| Week 7 | Lesson 3 (Double) | | Movie Scene Analysis | | Bend I like Beckham clip x 2 Gender and culture representations | https://www.youtube.com/watch?v=J2Dv9f6bCwg https://www.youtube.com/watch?v=34B2NTSoUOA | Zahoot. Test students understanding. |
| Week 7 | Lesson 3 (Double) | RESOURCES AND AIDS | Making of Bend It like Beckham: https://youtu.be/WBuOJQb5IRM | | Beneath clouds- this is culturally diverse. About Indigenous Australian. | https://www.screenaustralia.gov.au/the-screen-guide/t/beneath-clouds-2002/14990/ | |
| Week 8 | Lesson 4 (Double) | <i>Unit Learning intentions: 1, 2,3,4, 5,6, 8, 9</i> | Quizlet questions (in-class test) Activity 2: Warm-up Exercise: Stills shoot: 5 shot-sequence that tell a story with a teen using technical or symbolic elements . | VCAMAR045 AND VCAMAM042 | Refer to lesson plans for lesson details. | Quiz Zahoot account and quiz set up by teacher. Sample here: https://create.kahoot.it/share/teen-representation-in-films/3875b22a-da0b-4fef-b24c-bf2fcd64542a Practical Media exercise: - 5 x cameras and battery for stills shoot Aim to explore and create. | Individual Summative and formative Assessment: Quiz 20% of overall mark |
| | | | | | | www.media-education-portal.com for references | |
| Week 9 | Lesson 5 (Double) | <i>Unit Learning intentions: 5 and 6, 8,9</i> | PLANNING FOR ASSESSMENT TASK Students set team up and plan Student email teacher plan | VCAMAM042 | Storyboard, shot list, equipment list templates. -Rubric sheet. -Assessment task. -Platform on website for groups to upload data from stills activity and for final assessment | | Teacher feedback by email to group regarding shoot documents and assessment. |
| Week 9 | Lesson 5 (Double) | | | VCAMAM042 | Research on Newcastle shootout. 24 Hour film festival techniques in creative expression. Model for assessment task. | http://www.aspera.org.au/research/researching-the-shoot-out-filmmaking-festival-by-targeting-creativity/ | SUMMATIVE – short film shoot |

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| Week 9 | Lesson 5 (Double) | | | VCAMAM042 | Assessment references as guide. | http://gungahlincollegemedia.com/wp-content/uploads/2014/03/Assessment-3-Short-Film.pdf | Summative – short film shoot |
| Week 9 | Lesson 5 (Double) | | | VCAMAM042 | SCC Education, 2017, SCC Media/Resources Rubric, retrieved 26 th May 2019 | sccweb.scea.wa.edu.au/SCC/Media/resources/3A%20Production%20rubric.doc | N/A |
| | | Recap -Camera Techniques | Study Assistance of Quiz and film assessment | | | | |
| | Lesson 5/6 | Shot sizes | | VCAMAM042 | Analysis and examples of shot times from Melbourne base ACMI, education. | https://www.acmi.net.au/education/online-learning/film-it/storyboards/storyboards-beginner/shot-types/ | Create a quiz game on Zahoot . Test students understanding |
| | Lesson 5/6 | Framing and Composition | | VCAMAM042 | Good video for description of composition and shot sizes. | Rules of composition: video https://www.youtube.com/watch?v=fM64yvm7tz4 | N/A |
| | Lesson 5/6 | Depth of Field | | VCAMAM042 | Explaining depth of field for photography and cinematography. Clear , detailed and with diagrams. | https://www.youtube.com/watch?v=yTCP5lj3kY FiveMinuteFilmSchool | N/A |
| | | Camera angles and movement | | | | | N/A |
| | Lesson 5/6 | | | VCAMAM042 | Composition + Framing - Storytelling with Cinematography | https://www.youtube.com/watch?v=MflnZimZR8 from: DSLGuide | FEEDBACK AND FORMATIVE |
| | | Mise-en-scene - HOW MEANING IS MADE? | Activity – Vocab, terminology and concept understanding. Discussion in class. | VCAMAM042 | This page explains the components in mise-en-scene with description and analysis. | www.filmanalysis.coursepress.yale.edu/mise-en-scene | Create a quiz game on Zahoot . |
| | Lesson 5/6 | | | VCAMAM042 | Chapter 2: mise-en-scene. Theories and Activities discussed to create lesson plan for deep learning. Great reference and resource here. | Thomas Caldwell, 2017, <i>Film Analysis Handbook</i> , 2 nd Edition, Insight Publications, Victoria, Australia. https://www.insightpublications.com.au/product/film- | N/A |

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| | | | | | | analysis-handbook-2nd-edition/ | |
| | Lesson 5/6 | | | | Mise-en-scene section. Activity: p.183 "Chose a scene from film narrative- discuss how mise-en-scene develops plot, character and narrative?" | chapter 6 "technical codes". Dunscombe (et.al), 2018, <i>Heineman Media</i> , Pearson Australia, p.179 specifically | N/A |
| | | Editing – shot by shot | | | | | |
| | Lesson 5/6 | | | VCAMAM042 | Concept of montage and shot by shot explained Classic continuity editing is explained | C. Steward and A. Kowaltzke, 2008, <i>Media: New ways and meanings</i> (3 rd Edition), John Wiley and sons Australia Pty Ltd. Page 21Page 25 | Formative |
| | Lesson 5/6 | | | VCAMAM042 | Chapter 4: editing – breaking down cuts, wipes, transitions and the "language of editing". | https://www.insightpublications.com.au/product/film-analysis-handbook-2nd-edition/ Thomas Caldwell, 2017, <i>Film Analysis Handbook</i> , 2 nd Edition, Insight Publications, Victoria, Australia | Create a quiz game on Zahoot . Test students understanding |
| | | Sound design and music | (how it makes meaning) | | | | |
| | Lesson 5/6 | | | VCAMAM042 | Describes how the relationship between sound, image and story interacts to create meaning. | C. Steward and A. Kowaltzke, 2008, <i>Media: New ways and meanings</i> (3 rd Edition), John Wiley and sons Australia Pty Ltd. Page 25 | formative |
| | | | | | Video | | |
| Week 11 | Lesson 7 | <i>Unit Learning intentions:</i> 5 and 6, 8,9 | FILM EDITING <ul style="list-style-type: none"> • 2 student editors. • 2 students prepare production documents and team process materials. | VCAMAM042 | -Computers. -Storage drives -memory cards | Refer to www.media-education-portal.com For editing tips | Feedback to students in class |
| Week 12 | Lesson 8 | <i>Unit Learning intentions:</i> 1,2,3,4 5 and 6,8,9 | FILM EDITING AND DEBRIEF/EVALUATION Upload film into website | VCAMAM042 | Computers. www.media-education-portal.com | Refer to media education portal www.media-education-portal.com | Feedback to students in class |
| | | Teachers resources: | useful links, references | | | | |

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| | | | | VCAMAM042 | Media arts curriculum links. Easy access | http://victoriancurriculum.vca.vic.edu.au/the-arts/media-arts/curriculum/f-10 | |
| | | | | | Australian media practitioner webpage with insightful resources for teaching and learning. | www.lessonbucket.com | |
| | | | | VCAMAM042 | Fuse is Victorian government initiative for students and media education. | https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=282e3a2d-b08e-4caa-a956-a1b8beef2178&SearchScope=All | |
| | | | | VCAMAM042 | Rubric planning for Media projects | http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.97.9516&rep=rep1&type=pdf | |
| | | Student resources: useful links, references | SEE BELOW | | | | |

| | | Filmmaking: A Teen Short Film -Media Arts in Practice | EXTRA PRODUCTIPN SUPPORT | | MEDIA ARTS IN PRACTICE | | |
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| | | Development: Idea, pitch | | | | | |
| | | <ul style="list-style-type: none"> Idea – format, length, story | | VCAMAM042 | Brainstorming ideas: and how to sell idea for a film. Turning concept or idea into story for film https://www.careersinfilm.com/short-film-ideas/ | activity Write a story from a real-life inspired experience. | |
| | | Pre-production: | | | | | |
| | | <ul style="list-style-type: none"> Synopsis Script and treatment Storyboards Design style (set, costumes) Locations – exterior or interior Script breakdown Equipment needed: for camera dept Crew and cast Release forms | | VCAMAM042 | <p>This be good for year 9-10 and year 11-12 for industry practices and expectations.</p> <p>Great reference easy to follow. 5 rules to plot structure</p> | <p>Screen Australia outlines/guidelines: https://www.screenaustralia.gov.au/getmedia/ae5708a4.../What-is-a-synopsis.pdf</p> <p>Plot and story: https://www.scribendi.com/advice/goldenrulesforagoodplot.en.html</p> <p>Storyboards: www.lessonbucket.com/filmmaking/storyboards/</p> | |

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| | | <ul style="list-style-type: none"> Safety – filming in public, on the roads. Anything dangerous in the script? Note: Always ask you teacher first! | | | <p>Easy step screen play structure for students to understand.</p> <p>Video clip explaining process of storyboarding, also great description</p> | <p>https://www.acmi.net.au/education/online-learning/film-it/storyboards/ script: interview filming and storyboard. http://education.abc.net.au/home#!/media/1771517/scripting-and-storyboarding-a-video-interview</p> | |
| | | Production: | | | | | |
| | | <ul style="list-style-type: none"> Shoot day requirements Call sheets On-set crew and cast Locations On-set safety Sound recording. | p.215 chapter7 “film production”. Dunscombe (et.al), 2018, <i>Heineman Media</i> , Pearson Australia, | VCAMAM042 | <p>Roles and responsibilities onset and requirements. Attached PDF documents for students to use as “production resource documents”.</p> | <p>Refer to www.media-education-portal.com Topic 2: filmmaking for full list</p> | |
| | | <ul style="list-style-type: none"> Lighting , staging, camera techniques | Mamer, B, 2006, <i>Film Production Techniques: creating the Accomplished image</i> (4 th edition), Thomson Wadsworth. | | <p>Shot sizes, angles and explanation - Page 4-9 Shot reverse shot, sightlines – diagram Page 31, page 37 -39 Lighting and exposure pages 291 -327</p> | <p>Information facts sheets - General reference and resource – see print-outs for these pages on this site.</p> | N/A |
| | | Post-production: | | | | | |
| | | <ul style="list-style-type: none"> Editing Music and sound composition | | VCAMAM042 | <p>Beginners tutorial. For years 9 - 12 but anyone can access and understand. Shutter stock tutorials. 9 basic techniques.</p> | <p>Grading in post-production: https://www.youtube.com/watch?v=KTul78zjL64 Editing: https://www.youtube.com/watch?v=Wv3Hmf2Dxlo</p> | |
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