

**UNIT TITLE: More Than Meets the Eye**

**YEAR: 13 CURRICULUM LEVEL/S: 8 DURATION: 3 weeks**

**Overview**

Although students at Year 13 Media Studies are not required to complete a specific assessment activity that demands demonstration of close reading and analysis of a selected film extracts or extracts, as was the case in the past, students are expected to demonstrate a comprehensive understanding of film language techniques, their application and their effects.

**This unit enables students to explore and evaluate their knowledge and understanding of film language in specific contexts.**

They can then also then apply this knowledge to both the 'Director study assessment' (which requires identification and analysis of film language across a body of work by a director) and to their own film or documentary production.

A further purpose in the teaching and learning embodied in this unit is the opportunity to explore the creativity of other film makers (either student produced or commercially produced) and to allow students the opportunity to explore and reflect on how they might create, construct a film text creatively.

This unit is closely aligned to the Key Concepts of the Media Studies curriculum and LO's 8.1 and 8.2

<p><b>Introduction</b></p> <p>(Big ideas)</p> <p><b>Mediation</b></p> <p>Media texts portray individuals, groups, experiences, ideas, or events from particular ideological or value perspectives, constructing a mediated version of reality. Meanings are shaped by the interaction of media texts with audiences and social context.</p> <p><b>Communication</b></p> <p>Media forms have their own specialist languages and characteristic symbols and structures. Media products have distinctive ways of telling stories, particular narratives and recognisable genres. The production and distribution technology of different mediums influence the message and how it is interpreted, not just how we access it. Technological change has an impact on media products and institutions.</p> <p><b>Creativity</b></p> <p>Media creation incorporates vision, energy, critique and reflection to produce artistic and aesthetic interpretations. The creative processes in media production draws on individual, group and community relationships.</p> <p><b>Reading media texts</b></p> <p>Students study, and apply, media language and media texts. The analysis of the content of media texts, using appropriate media terminology, gives students the ability to understand how meanings are created in texts. Students look at groups of texts (genre), structures of texts (narrative), and they learn the skills of close reading so they can respond to the products of others as well as their own.</p>
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**LO 8.1**

- Evaluates the context in which media is produced, distributed, and consumed.
- Evaluates the relationship between an aspect of the media and society

**LO 8.2**

- Evaluates media conventions in a range of media texts.
- Evaluates a range of media texts.

Values highlighted in this unit	How students will be encouraged to develop the selected value or values during the unit
<b>Excellence – aiming high, persevering</b> ✓	<ul style="list-style-type: none"> <li>▪ By being positively reinforced for individual and group work and motivated by interesting content.</li> <li>▪ By exploring texts outside classroom; by contributing and expanding own ideas/perceptions</li> <li>▪ Group work; seminars; discussion whole class;</li> </ul>
<b>Innovation, enquiry and curiosity</b> ✓	
Diversity – culture, language, heritage <input type="checkbox"/>	
<b>Respect – for themselves and others</b> ✓	
Equity – fairness and social justice <input type="checkbox"/>	
Community and participation for the common good <input type="checkbox"/>	
Care for the environment <input type="checkbox"/>	
Integrity – accountability, honesty, acting ethically <input type="checkbox"/>	

Key competencies highlighted in this unit	How students will be encouraged to develop the selected competency or competencies during the unit
Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage <input type="checkbox"/>	<p>As a small group, re-create selected shots/scenes from a class text using cellphone/video camera as a different genre from the original text</p> <p>Put together a visual resource to be actively used for junior students on film language – to cover at least three different aspects of film language</p>
<b>Relating to others – listen actively, recognise different points of view, negotiate, share ideas.</b> ✓	
Participating and contributing – balancing rights, roles and responsibilities, and responding appropriately as a group member. <input type="checkbox"/>	
<b>Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</b> ✓	
<b>Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language</b>	

and symbol affect people's understanding. ✓	
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LEARNING OBJECTIVES		
Reading Media texts	Media Contexts	Media Production
<b>Studying media texts</b> ✓	Exploring how the media work within societal contexts <input type="checkbox"/>	Learning to make media products that can entertain, inform and challenge <input type="checkbox"/>
<b>Using media language</b> ✓	Exploring how they can explore the media <input type="checkbox"/>	Exploring, developing and communicating ideas through the use of media technology <input type="checkbox"/>
<b>Analysing the content of media texts</b> ✓	<b>Exploring how they can understand media and act as informed and responsible citizens with regard to them</b> ✓	Using language, symbols and structures to create meaning <input type="checkbox"/>
<b>Understanding how meanings are created in texts</b> ✓		Developing skills in the design and production of their own creations <input type="checkbox"/>
<b>Learning the skills of close reading</b> ✓		Reflecting on their own and others' products <input type="checkbox"/>
<b>Responding to media products of others as well as their own</b> ✓		

LEARNING OUTCOMES Students will ...	How students will learn For example: Through the use of effective literacy strategies, thinking tools, co-operative activities ...
Analyse media conventions ✓	<ul style="list-style-type: none"> <li>▪ Viewing and discussing texts; differentiated tools for analysis; charts;</li> <li>▪ Writing their own reflective responses; interaction with the media studies website – forum discussions;</li> <li>▪ Research NZ film industry; e.g. Maori directors, Pasifika Productions.</li> <li>▪ Create written links from texts to NZ society and cultures through class discussions; individual reflection and thinking/sharing;</li> </ul>
Critically respond to media texts ✓	
Analyse the context in which media are produced, distributed and consumed ✓	
Analyse the relationship between media and society ✓	
Plan a media product that reflects knowledge of media forms	

<input type="checkbox"/>	
Create a media product	
<input type="checkbox"/>	
Apply skills in the use of media technology	
<input type="checkbox"/>	

<b>Resources</b>
<p><u>Kitchen Sink</u> directed by Alison McLean (1989)  <b><u>(Close Reading and Analysis Teaching Text)</u></b></p> <p><u>The Man Who Couldn't Dance</u> directed by Barry Prescott (2004)  <u>The Platform</u> directed by Robin Walters (2001)  <u>The Game</u> directed by Christopher Johnson (2007)  <u>The Night of the Hell Hamsters</u> directed by Paul Campion (2007)  <u>Shoes</u> directed by Sally Rodwell (1997)</p> <p>NCEA Glossary of Media Terminology and Definitions (handout and on website)  <a href="http://www.kapiticollege-mediastudies.wikispaces.com">www.kapiticollege-mediastudies.wikispaces.com</a>)</p> <p>James Monaco <u>How To Read a Film: the Art Technology, Language, History and Film and Media Chpt 3 (1977)</u></p>

<b>Key vocabulary</b>
<p>Genre  Style  Semiotic Film Theory: Signifiers/Signs  Representation  Film Language  Mis en scene  Narrative Structure  Hypodermic Theory  Feminist Theory  Uses and Pleasures Theory</p>

<p>Extension/enrichment activities provided for the following students:  Ms X</p>	<p>Activities provided:</p> <ul style="list-style-type: none"> <li>▪ Research locally produced Maori film texts and conduct analysis into how Maori are represented.</li> <li>▪ Create a slideshow Presentation that explains findings alongside film extracts of relevance and place on Media Studies website for use of peers/college community.</li> </ul>
<p>Further support provided for the following students:  Mr Z</p>	<p>Support provided:</p> <ul style="list-style-type: none"> <li>▪ Scaffolded templates of possible responses to close reading of film by providing shot drawing space and list of terms to be matched to selected shots/scenes.</li> </ul>

