

## Media Studies 2011 – Year 12 (NCEA Level 2)

Overview	Progression in Media studies	Teaching and Assessment	Context Elaborations	Possible Assessment Opportunities
	<p>As they move from level 6 to level 8, students' grasp and application of media studies concepts becomes increasingly sophisticated. The focus shifts from <i>exploring</i> their own and others' media use to <i>examining</i> and <i>evaluating</i> the place of media in society. They interact with and produce an ever-wider range and variety of media texts.</p> <p>They learn to interpret layers of meaning in complex texts. They learn to rely less on teacher guidance and to work both independently and collaboratively to critique and produce complex media products.</p> <p><b>Indicators</b></p> <p>Indicators are examples of the behaviours and capabilities that a teacher might expect to observe in a student who is achieving at the appropriate level.</p> <p><b>Learning Objectives (LO's)</b></p> <p>Level 7</p> <p><b>Media in Society</b>  <u>Examine media contexts.</u></p> <p><b>Reading Media Texts</b>  <u>Examine meaning in media texts.</u></p> <p><b>Media Production</b>  <u>Apply knowledge of media conventions and technology to create media</u></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>Context elaborations are possible contexts for learning, with a suggestion of how they might be used.</p>	<p style="color: red;">Please note: In 2011, schools should use the registered 2010 level 2 standards  <a href="http://www.nzqa.govt.nz/ncea/assessment/search.do?query=media+studies&amp;view=all&amp;level=02">[http://www.nzqa.govt.nz/ncea/assessment/search.do?query=media+studies&amp;view=all&amp;level=02]</a></p> <p style="color: red;">The standards cited below were in development at the time of publication, and will be available for use in 2012</p>

1	2 Feb	<b>Learning objective 7.1</b>	Theme for the Year is Popular Teen Culture What is Popular Teen Culture and Who Decides? - The Vampire Phenomenon <u>Twilight</u> - Just for Girls? What's the Pop Culture for Boys? How is popular teen culture demonstrated in film? On television? On the Internet? In magazines? In media technologies?  Who are you as a teen media consumer?	<ul style="list-style-type: none"> <li>• Men in magazines: how are they represented?</li> <li>• Creative commons: how has its role in content creation changed the way we think about what we publish?</li> <li>• Lighting: how is it used to convey meaning in films?</li> <li>• Sitcom families: how has their portrayal changed over time?</li> <li>• Te Reo on TV: how has it changed over time?</li> </ul>	2.1 Demonstrate understanding of the relationship between a media product and its audience 2.2 Demonstrate understanding of narrative in media texts 2.3 Demonstrate understanding of representation in the media 2.4: Demonstrate understanding of a media genre
		<b>Students will gain knowledge, skills, and experience to:</b>			
		<b>Examine media contexts.</b>			
		<p>Discusses the context in which media is produced, distributed and consumed.</p> <p>Discusses the relationship between an aspect of media and society.</p> <p><b>Concepts addressed in this learning objective</b></p> <ul style="list-style-type: none"> <li>• Media in society</li> <li>• Reading media texts</li> <li>• Media production</li> </ul>			

2	7 Feb	Learning objective 7.2	<p><b>Module 1: How to Grab a Teen</b></p> <p>An examination of the idea of audience by exploring and analysing Popular TV Reality Shows or Sitcoms</p> <p>. What is an audience? Quantitative audience measurement versus media studies notions of audience; audience theory, Nielsen, People meters, student survey to explore notions of audience popularity, trends, demographics</p>	<ul style="list-style-type: none"> <li>Men in magazines: how are they represented?</li> <li>Traditional film versus online video sharing: why do we still want to see movies at the cinema if anyone can now make a film?</li> <li>Television: what is the relationship between television programmes and their target audiences?</li> <li>TV: How has Reality television changed to meet audience demands?</li> <li>Plan, peer-critique and create two advertisements for the same product that target different audiences. This could be done in groups, one group with one audience, another with the second audience.</li> </ul>	<p>2.1 Demonstrate understanding of the relationship between a media product and its audience</p> <p>2.2 Demonstrate understanding of narrative in media texts</p> <p>2.4: Demonstrate understanding of a media genre</p> <p>2.3 Demonstrate understanding of representation in the media</p> <p>2.7 Demonstrate understanding of an ethical issue in the media.</p>
3	14 Feb	Students will gain knowledge, skills, and experience to:			
4	21 Feb	Examine meaning in media texts.			
		<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Discusses media conventions in a range of media texts.</li> <li>Discusses a range of media texts.</li> </ul> <p><b>Concepts addressed in this learning objective</b></p> <ul style="list-style-type: none"> <li>Reading media texts</li> </ul>			

Term One	5	28 Feb	<b>Learning objective 7.2</b>	<b>Module 2: Plotty Matters</b> Close Reading and Narrative Structures in media texts; film and print A close exploration of narrative structures in film and print. Exploring film language; conventions of narrative structure in different genres of two films; Standard Hollywood Narrative in <u>The Yes Man (comedy)</u> , <u>The Butterfly Effect (drama)</u> and <u>The Hours (drama)</u> Close exploration and analysis of narrative structure of a teen magazine feature article (Creem and selected teen magazines)	<ul style="list-style-type: none"> <li>Film: How does the narrative of the traditional Hollywood film differ from other feature films?</li> <li>It's good to be green: how are the narratives of environmental issues presented in the media?</li> <li>Lighting: how is it used to convey meaning in films?</li> <li>Magazines: How has the style of favourite New Zealand magazines changed over time?</li> <li>TV: How has Reality television changed to meet audience demands?</li> <li>Film: Are there similarities in the way New Zealand film stories are told?</li> </ul>	2.1 Demonstrate understanding of the relationship between a media product and its audience 2.2 Demonstrate understanding of narrative in media texts 2.3 Demonstrate understanding of representation in the media 2.4 Demonstrate understanding of an aspect of a media genre
	6	7 Mar	<b>Students will gain knowledge, skills, and experience to:</b>  <b>Examine meaning in media texts.</b>			
	7	14 Mar				
	8	21 Mar				
	9	28 Mar				
			<b>Indicators</b> <ul style="list-style-type: none"> <li>Discusses media conventions in a range of media texts.</li> <li>Discusses a range of media texts.</li> </ul> <b>Concepts addressed in this learning objective</b> <ul style="list-style-type: none"> <li>Reading media texts</li> </ul>			

10	4 April	<b>Learning objective 7.1</b>	<b>Module 3: Gloss and Goss: the Modern Teen Magazine</b> Students study teenage magazines design their layout for their teen magazine pages; introduction to Adobe Indesign; design processes in print production; teacher approved draft designs link to theme.	<ul style="list-style-type: none"> <li>Tikanga-ā-Iwi: how are the different issues related to Waitangi Day, or another important event in the Māori calendar, presented by the media?</li> <li>Magazines: How has the style of favourite New Zealand magazines changed over time?</li> <li>Magazines: how has the print industry responded to the needs of Maori or Pasifika readers?</li> <li>A magazine feature article: peer-review the proposed treatment with another production group.</li> </ul>	2.1 Demonstrate understanding of the relationship between a media product and its audience 2.3 Demonstrate understanding of representation in the media 2.5 Produce a design and plan for a developed media product, using a range of conventions 2.6: Complete a developed media product using a range of conventions, from a design and plan 2.7 Demonstrate and understanding of an ethical issue in the media
11	11 April	<b>Students will gain knowledge, skills, and experience to:</b>  <b>Examine media contexts.</b>			
		<ul style="list-style-type: none"> <li>Discusses the context in which media is produced, distributed and consumed.</li> <li>Discusses the relationship between an aspect of media and society.</li> </ul> <b>Concepts addressed in this learning objective</b> <ul style="list-style-type: none"> <li>Media in society</li> <li>Reading media texts</li> <li>Media production</li> </ul>			
	22 April Good Friday 25 April Easter Monday/Anzac Day		<b>School Holidays</b>		

1	2 May	<b>Learning objective 7.1</b> <b>Students will gain knowledge, skills, and experience to:</b> <b>Examine media contexts.</b>	<u>Module 3: Gloss and Goss: the Modern Teen Magazine</u> Students study teenage magazines design their layout for their teen magazine pages; introduction to Adobe Indesign; design processes in print production; teacher approved draft designs link to theme.	<ul style="list-style-type: none"> <li>Magazines: how has the print industry responded to the needs of Maori or Pasifika readers?</li> <li>Plan, peer-critique and create two advertisements for the same product that target different audiences. This could be done in groups, one group with one audience, another with the second audience.</li> </ul>	2.1 Demonstrate understanding of the relationship between a media product and its audience 2.2 Demonstrate understanding of narrative in media texts 2.4 Demonstrate understanding of an aspect of a media genre 2.5 Produce a design and plan for a developed media product, using a range of conventions 2.6: Complete a developed media product using a range of conventions, from a design and plan 2.7 Demonstrate and understanding of an ethical issue in the media
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Term Two					

1	2 May	<b>Learning objective 7.1</b>	<u>Module 3: Gloss and Goss: the Modern Teen Magazine</u> Students study teenage magazines design their layout for their teen magazine pages; introduction to Adobe Indesign; design processes in print production; teacher approved draft designs link to theme.	<ul style="list-style-type: none"> <li>Magazines: how has the print industry responded to the needs of Maori or Pasifika readers?</li> <li>Plan, peer-critique and create two advertisements for the same product that target different audiences. This could be done in groups, one group with one audience, another with the second audience.</li> </ul>	2.1 Demonstrate understanding of the relationship between a media product and its audience 2.2 Demonstrate understanding of narrative in media texts 2.4 Demonstrate understanding of an aspect of a media genre 2.5 Produce a design and plan for a developed media product, using a range of conventions 2.6: Complete a developed media product using a range of conventions, from a design and plan 2.7 Demonstrate and understanding of an ethical issue in the media
		<b>Students will gain knowledge, skills, and experience to:</b>  <b>Examine media contexts.</b>			
		<ul style="list-style-type: none"> <li>Discusses the context in which media is produced, distributed and consumed.</li> <li>Discusses the relationship between an aspect of media and society.</li> </ul> <b>Concepts addressed in this learning objective</b> <ul style="list-style-type: none"> <li>Media in society</li> <li>Reading media texts</li> <li>Media production</li> </ul>			

Term Two	8	20 June	<p><b>Learning objective 7.1</b></p> <p>Students will gain knowledge, skills, and experience to:</p>	<p><b><u>Module 5: Sluts and Hoes: women in music videos</u></b></p> <p>The conventions of the music video; a study of selected music videos; a brief examination/exploration of history and development of music videos and MTV (1981); a close study and analysis of messages, values and representation of women and men in the music video; media theory - hypodermic, feminist and uses and pleasures          Bob Dylan Subterranean Homesick Blues (1965); Thriller ( 1983); Bonnie Tyler Total Eclipse of the Heart (1983); Shania Twain That Don't Impress Me Much (1997); Kylie Minogue Can't Get You Outta My Head (2001); Nelly Its Getting Hot in Here (2002) ; Benny Benassi Who's Your Daddy? (2005); Shikar Ft and Lil Wayne Give It Up To Me (2009); Black Eyed Peas I Gotta Feelin;(2009) Lady Gaga Bad Romance (2009)</p>	<ul style="list-style-type: none"> <li>Using 'web 2.0' tools: create and sustain a blog, or similar, about an important issue. Work with your peers to support each other's writing.</li> </ul>	<p>2.1 Demonstrate understanding of the relationship between a media product and its audience</p> <p>2.2 Demonstrate understanding of narrative in media texts</p> <p>2.3 Demonstrate understanding of representation in the media</p> <p>2.5 Produce a design and plan for a developed media product, using a range of conventions</p> <p>2.6: Complete a developed media product using a range of conventions, from a design and plan</p> <p>2.7 Demonstrate and understanding of an ethical issue in the media</p>
	9	27 June				
	10	4 July	<p><b>Examine media contexts.</b></p>			
	11	11 July	<ul style="list-style-type: none"> <li>Discusses the context in which media is produced, distributed and consumed.</li> <li>Discusses the relationship between an aspect of media and society.</li> </ul> <p><b>Concepts addressed in this learning objective</b></p> <ul style="list-style-type: none"> <li>Media in society</li> <li>Reading media texts</li> <li>Media production</li> </ul> <p><b>Learning objective 7.2</b></p> <p>Students will gain knowledge, skills, and experience to:</p> <p><b>Examine meaning in media texts.</b></p>			
			<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Discusses media conventions in a range of media texts.</li> <li>Discusses a range of media texts.</li> </ul> <p><b>Concepts addressed in this learning objective</b></p> <ul style="list-style-type: none"> <li>Reading media texts</li> </ul>			



School Holidays						
Term Three	1	1 August	Learning objective 7.1	<p><u>Module 3: Gloss and Goss: the Modern Teen Magazine continued:</u></p> <p>Students will produce teen magazine articles based or linked to popular culture; includes feature articles; digital photographs and images; conventional features of teen magazines' layout and language; editing skills; managing the process of creation; research skills; recording skills; journalistic writing styles.</p>	<ul style="list-style-type: none"> <li>Using 'web 2.0' tools: create and sustain a blog, or similar, about an important issue. Work with your peers to support each other's writing.</li> <li>Magazines: how has the print industry responded to the needs of Maori or Pasifika readers?</li> <li>Plan, peer-critique and create two advertisements for the same product that target different audiences. This could be done in groups, one group with one audience, another with the second audience.</li> </ul>	<p>2.1 Demonstrate understanding of the relationship between a media product and its audience</p> <p>2.2 Demonstrate understanding of narrative in media texts</p> <p>2.3 Demonstrate understanding of representation in the media</p> <p>2.5 Produce a design and plan for a developed media product, using a range of conventions</p> <p>2.6: Complete a developed media product using a range of conventions, from a design and plan</p> <p>2.7 Demonstrate and understanding of an ethical issue in the media</p>
	2	8 August	Students will gain knowledge, skills, and experience to:			
	3	15 Aug	Examine media contexts.			
	4	22 Aug	<ul style="list-style-type: none"> <li>Discusses the context in which media is produced, distributed and consumed.</li> <li>Discusses the relationship between an aspect of media and society.</li> </ul> <p>Concepts addressed in this learning objective</p> <ul style="list-style-type: none"> <li>Media in society</li> <li>Reading media texts</li> <li>Media production</li> </ul> <p>Learning objective 7.3</p> <p>Students will gain knowledge, skills, and experience to:</p> <p>Apply knowledge of media conventions and technology to create media.</p> <p>Indicators</p> <ul style="list-style-type: none"> <li>Plans a media product that demonstrates knowledge of media conventions and technology.</li> <li>Produces a media product that demonstrates knowledge of media conventions and technology.</li> </ul> <p>Concepts addressed in this learning objective</p> <ul style="list-style-type: none"> <li>Reading media texts</li> <li>Media production</li> </ul>			

5	29 Aug		<b>Internal Examinations</b>		
Term Three	5 Sept	<b>Learning objective 7.1</b>	<u>Module 3: Gloss and Goss: the Modern Teen Magazine continued:</u> Students will produce teen magazine articles based or linked to popular culture; includes feature articles; digital photographs and images; conventional features of teen magazines' layout and language; editing skills; managing the process of creation; research skills; recording skills; journalistic writing styles.		2.1 Demonstrate understanding of the relationship between a media product and its audience  2.2 Demonstrate understanding of narrative in media texts  2.3 Demonstrate understanding of representation in the media  2.5 Produce a design and plan for a developed media product, using a range of conventions  2.6: Complete a developed media product using a range of conventions, from a design and plan  2.7 Demonstrate and understanding of an ethical issue in the media
		<b>Students will gain knowledge, skills, and experience to:</b>  <b>Examine media contexts.</b>			
		<ul style="list-style-type: none"> <li>• Discusses the context in which media is produced, distributed and consumed.</li> <li>• Discusses the relationship between an aspect of media and society.</li> </ul> <p><b>Concepts addressed in this learning objective</b></p> <ul style="list-style-type: none"> <li>• Media in society</li> <li>• Reading media texts</li> <li>• Media production</li> </ul> <p><b>Learning objective 7.3</b></p>			
		<b>Students will gain knowledge, skills, and experience to:</b>  <b>Apply knowledge of media conventions and technology to create media.</b>			
		<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Plans a media product that demonstrates knowledge of media conventions and technology.</li> <li>• Produces a media product that demonstrates knowledge of media conventions and technology.</li> </ul>			

		<p><b>Concepts addressed in this learning objective</b></p> <ul style="list-style-type: none"> <li>• Reading media texts</li> <li>• Media production</li> </ul>			
7	12 Sept	<p><b>Learning objective 7.1</b></p>	<p><u>Module 6: What's Going On?</u> A research and writing analysis of ethical issues in the media; could include censorship, copyright, violence in the media, feminist aspects of the media, privacy in the media, global citizenship on the web, social media and individual rights/responsibilities</p>	<ul style="list-style-type: none"> <li>• A short film about local issues: produce and screen at a community night.</li> <li>• Using 'web 2.0' tools: create and sustain a blog, or similar, about an important issue. Work with your peers to support each other's writing.</li> <li>• It's good to be green: how are the narratives of environmental issues are presented in the media?</li> <li>• Creative commons: how has its role in content creation changed the way we think about what we publish?</li> </ul>	<p>2.3 Demonstrate understanding of representation in the media</p> <p>2.5 Produce a design and plan for a developed media product, using a range of conventions</p> <p>2.6: Complete a developed media product using a range of conventions, from a design and plan</p> <p>2.7 Demonstrate and understanding of an ethical issue in the media</p>
8	19 Sept	<p><b>Students will gain knowledge, skills, and experience to:</b></p>			
9	26 Sept	<p><b>Examine media contexts.</b></p>			
10	3 Oct	<ul style="list-style-type: none"> <li>• Discusses the context in which media is produced, distributed and consumed.</li> <li>• Discusses the relationship between an aspect of media and society.</li> </ul> <p><b>Concepts addressed in this learning objective</b></p> <ul style="list-style-type: none"> <li>• Media in society</li> <li>• Reading media texts</li> <li>• Media production</li> </ul> <p><b>Learning objective 7.2</b></p> <p><b>Students will gain knowledge, skills, and experience to:</b></p> <p><b>Examine meaning in media texts.</b></p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Discusses media conventions in a range of media texts.</li> <li>• Discusses a range of media texts.</li> </ul> <p><b>Concepts addressed in this learning objective</b></p>			

7	12 Sept	Learning objective 7.1	<u>Module 6: What's Going On?</u> A research and writing analysis of ethical	• A short film about local	2.3 Demonstrate
8	19 Sept				
9	26 Sept				
10	3 Oct				

1	17 Oct	<p><b>Learning objective 7.1</b></p> <p>Students will gain knowledge, skills, and experience to:</p>	<p><b><u>Module 6: What's Going On?</u></b> <b><u>continued</u></b></p> <p>A research and writing analysis of ethical issues in the media; could include censorship, copyright, violence in the media, feminist aspects of the media, privacy in the media, global citizenship on the web, social media and individual rights/responsibilities</p>		<p>2.3 Demonstrate understanding of representation in the media</p> <p>2.5 Produce a design and plan for a developed media product, using a range of conventions</p> <p>2.6: Complete a developed media product using a range of conventions, from a design and plan</p> <p>2.7 Demonstrate and understanding of an ethical issue in the media</p>
	24 Oct <b>Lab Day</b>	<p><b>Examine media contexts.</b></p> <ul style="list-style-type: none"> <li>Discusses the context in which media is produced, distributed and consumed.</li> <li>Discusses the relationship between an aspect of media and society.</li> </ul> <p><b>Concepts addressed in this learning objective</b></p> <ul style="list-style-type: none"> <li>Media in society</li> <li>Reading media texts</li> <li>Media production</li> </ul> <p><b>Learning objective 7.2</b></p> <p>Students will gain knowledge, skills, and experience to:</p> <p><b>Examine meaning in media texts.</b></p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Discusses media conventions in a range of media texts.</li> <li>Discusses a range of media texts.</li> </ul> <p><b>Concepts addressed in this learning objective</b></p> <ul style="list-style-type: none"> <li>Reading media texts</li> </ul>			

3	31 Oct		<b><u>Module 7: Revision and Examination skills:</u></b> Students re-issued with formative work on examination questions; peer editing; group critiques of essays written, work on sample essays, a look at past examination papers how to analyse questions; time management; quotations and their use; specific examples; media terminology and its use.	NCEA Examinations begin	
4	7 Nov				
5	14 Nov				

**\*IMPORTANT NOTE:**

**ALTERNATIVE GENRE STUDY: THEY CAME FROM OUTER SPACE**  
**SCIENCE FICTION**

Provision has been made for an alternative genre study should the age of the students be problematic in terms of ratings for the selected genre texts. Generally these are M (16+ or R16).

Students view a range of selected science fiction films, as per resource list, from 1926-2004 including robot scene from Metropolis (1927); and examine codes and conventions closely identifying similarities/differences. The alternate science fiction genre study has the same parameters in terms of scope and depth. Students discuss and provide own definitions for genre. Students identify what they think are the conventions of science fiction.

Students link viewing to historical context of genre development; pre 1950 origins, 1950s 'B' rate films **must include the Cold War in the 1950's and McCarthyism/communist paranoia influence on genre** **poss research group activity and presentation**, 1960s Development of counter culture post apocalyptic views, 1970-80s new era-influence of Star Wars & SFX technology, 1990s the blockbuster, 2000s new technologies and the future developmt of genre Avatar (2009).

**Texts that could be used are:**

**Metropolis (1927) Extracts**

**The Day the Earth Stood Still (195) Robert Wise**

**AND**

**The Day the Earth Stood Still (2009) Scott Derrickson**

**War of the Worlds (1953) Byron Haskin**

**AND**

**War of the Worlds (2005) Steven Spielberg**

**Close Encounters of the Third Kind, 1977 Steven Spielberg**

**I, Robot (2004) Alex Proyas**

**Signs (2005), M.Night Shyamalan**

**Avatar (2009) James Cameron**

**District 9 (2010) Neill Blomkamp**