

Year 9 - 10 Activities



Learning

Curriculum connections



Knowledge & Skills

Resources

Assessment

TOPIC 1 (3 WEEKS)

Blogging/Forums/Quiz
Digital media & drama

TOPIC 1/ACTIVITY 1

(a) research blogs and discuss technical aspects
(b) Introduce Online Forum
(c) Complete Prior knowledge quiz in class

Grouping: As a class

Learn

Introduce idea of using photos to inspire a tableaux

ACTIVITY 2

Apply

Warm up

Grouping: In groups of 3 or 4

Explore freeze-frames/tableaux & symbolism by creating frozen images with their bodies that represent characters and objects.

Need:

object (such as water bottle, hat, scarf, apple)
a pen
access to a large space
images of well known signs and symbols.

ACTIVITY 3

Grouping: groups of 3

Explore frozen images and consider how different poses can be interpreted.

ACTIVITY 4

Grouping: 3 or 4 in a group –

Take photos of each tableaux to create a story. Choose three images in total – beginning, middle and end.

ACTIVITY 5

Grouping: Individual

Respond

Write a five minute blog about freeze frames/tableaux and symbolism explored in class today.

10.1 Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text

In Media Arts strands that focus on communicating ideas through artworks, reflecting on their own and others' artworks and considering the broader contexts of artworks and the role of artist and audience.

Understanding how visual images can create meaning.
Photography as a stimulus for creating devised work

Exploring ideas and improvising with ways to represent ideas

Representation and Story principles;
Character - the characteristics and motivations of fictional and non-fictional identities portrayed through the manipulation of physicality, voice, costumes and props and using direction, design or actuality

The technical and symbolic elements; composition, space, time, movement, sound and lighting, work together to create meaning in different contexts and forms for different purposes.

Blogging

Provide symbolism image sheet.
Questions for response
Provide link for students to upload images or movie to the 'Creativity in the classroom' website.
<http://kutsikarts.weebly.com/>
Provide 12 still images to inspire tableaux and freeze frame drama work.

WEEKLY BLOG:

Worth 15% of total mark. It will only take five minutes each week.

In class participation in workshops and answering and asking questions 20% of total mark for participation in all classes.

Complete Prior Knowledge Quiz before the end of Week 1.

This will give me an Indication of what you have learnt before to assist in planning future classes. Worth 2%

Movie/Images worth 5%

<p>Extend</p> <p>Upload the images taken into movie or similar and create a short movie with the photos. Using a maximum of 9 photos. Add text and sound to the movie.</p>				
<p>TOPIC 2 (2 WEEKS)</p> <p>Arts dialogue — using examples of Asialink residents, visual artists Ken and Julia Yonetani and Yayoi Kochel – artists based in Japan – and Midori Mitamura based in Melbourne https://www.youtube.com/watch?v=GPIdvXqZ03E</p> <p>TOPIC 2 ACTIVITY 1</p> <p>Learn create an online artist brochure and online gallery.</p> <p>Apply Respond Extend</p>	<p>10.3 Develop and refine media production skills to integrate and shape the technical and symbolic elements in images for a specific purpose</p> <p>10.3.3 trialing and refining different layouts, designs and platforms for a website o keeping the content consistent with the expectations of the end user and with awareness of appropriate internet protocols.</p> <p>Explore collaborative arts programmes between Australian and the countries of Asia Using software to create an online gallery and brochure</p>	<p>Technologies, Social and cultural contexts; Intercultural knowledge Media production</p>	<p>Background notes about Asialink, images and video clips showcasing art work of successful visual artists</p>	<p>Online gallery and brochure worth 10%</p>
<p>TOPIC 3 (2 WEEKS) ACTIVITY</p> <p>Design their own character that represents the city they were born in and a character that represents the city their grandparents were born in. Based on Yuruchara; anime-style cartoon mascots that represent various prefectures of Japan. They can be seen on posters, brochures, websites that offer visitors a fun and inviting symbol of the area.</p> <p>Learn Apply</p> <p>As a design team (groups of 3 or more) choose two colours for your character based on your groups favourite city. Decide on the characteristics (personality-likes/dislikes, animal/plant/fantasy etc) Create a poster of your groups</p>	<p>10.1 Explore and create ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text</p> <p>10.1.2 constructing characters for a computer game that appeals to diverse audiences and who use it for different purposes</p>	<p>Design elements Intercultural stories</p>	<p>http://www.japantravelinfo.com/popculture/yuru.php?y=1</p>	<p>Assessment: Short Essay: One or two paragraphs. Worth 10% Hand in completed Poster 8%</p>

<p>character to present to the class.</p> <p>Respond Extend</p>				
<p>TOPIC 4 (3 WEEKS)</p> <p>ACTIVITY 1</p> <p>Discuss film work previously made and viewed by students</p> <p>ACTIVITY 2</p> <p>5 Second Movie about 'your place' where you live, where you spend most of your time.</p> <p>Learn Apply Respond Extend</p> <p>ACTIVITY 3</p> <p>Discuss 'culture jamming'</p>	<p>10.2.1 exploring cultural, social and environmental issues represented in the media and re-imagining and remixing alternate versions to present a variety of viewpoints</p> <p>10.2.2 Utilising the techniques of 'culture jamming' to change the meanings of well-known media artworks such as popular advertisements</p> <p>Considering viewpoints – evaluations: For example – How do the technical and symbolic elements in an artwork evoke a personal response? How can I change meaning through 'culture jamming'?</p> <p>10.7.4 explore the role of media makers in challenging prevailing views on issues of contemporary relevance, for example, social and cultural issues presented in Australian film and television</p> <p>10.3 Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style</p> <p>content description: Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences.</p> <p>culture jamming: considering viewpoints evaluations eg how do technical and symbolic elements in artwork evoke</p>	<p>Representation and Story Principles</p> <p>Film conventions Editing Symbolic elements discussing film work they have made and viewed to identify and explain how technical and symbolic elements, such as camera techniques, editing, sound rhythm and mise-en-scène, evoke a personal response such as excitement or fear, or convey an issue or idea such as differing opinions about environmental issues</p> <p>Introduce concept of mainstream media culture via 'culture jamming' in preparation for Term 2 activity</p>	<p>Culture jamming resources: "Culture jamming is the act of using existing media billboards, bus ads, posters etc to comment on media and society" http://www.urbandictionary.com/define.php?term=culture%20jam</p>	<p>15 second movie worth 15%</p> <p>Create a culture Jamming image 15%</p>

a personal response? How can I change meaning through culture jamming?