Media Production and Analysis Stage 1

Work Samples

Stage 1A and 1B Media:
Sample tasks in these courses include:

1) Write short answer responses to Web 2.0 media texts.

LIST OF QUESTIONS: CHOOSE ONLY TWO

a) Discuss how a familiar Web 2.0 site is constructed using SWAT codes to engage a teenage site user.

b) Explain how a subculture is represented or misrepresented by a familiar Web 2.0 site.

c) Present an argument for or against allowing students to have access to a familiar Web 2.0 site in the classroom.

d) Discuss how a familiar Web 2.0 site has had a positive or negative impact on teenagers in today’s society.

e) Explain how your Web 2.0 site persuades teenagers to have certain opinions about people, places, events, music, videos, images and/or other texts.

2) Plan, script, film, edit and produce a segment for a new television drama or television soap opera. The segment should incorporate the codes and conventions covered for the form of television and the genre of drama. Your work should be between 3 and 5 minutes duration and aimed at a teenage target audience. Students must work in small groups of 3-4 people. You have access to the College’s cameras and lighting equipment, the costume department and will film on College grounds during class time. You will edit your scene using iMovie, iTunes, Garage Band and other iMac software.

Stage 1C and 1D Media
Sample tasks in these courses include:

1) Produce a Hollywood Film Genre Trailer:
As a group, revise the conventions of your genre by going through each of the SWAT and narrative codes you explored in depth in your genre investigation task.

Write a film synopsis (refer to those on IMDB.com within your genre for inspiration)

As a group, come up with at least ten conventional shots or scenes found within trailers or films from that genre (eg. The evil killer behind the fridge door or in a reflected surface in a horror; the “world” through the eyes of an alien in a sci-fi; a chase scene in an action movie; the shot-reverse-shot passionate/serious conversation in a romance or drama).

Choose a shots and scenes from the genre that you could repeat, thinking about your time, resources and equipment available to you.

Document initial ideas in a brainstorm or mind-map.

Allocate 3 shots or scenes to each of the crew members to storyboard. Storyboards MUST show a) camera directions, b) shot action description and c) sound plus include an illustration, shot number and any symbols to show camera movement (ie. should be both a visual AND written representation of what you want to create through filming and editing)

Discuss and clarify your role(s) and responsibilities and those of the other group members. Note them in the booklet.

Follow the schedule in the booklet to ensure you complete this task in the allocated time.

Collate your storyboard pages and discuss any changes or additions.

Familiarise yourself with production equipment and materials that relate to your role/responsibility within the group.

Check your timeline includes any bookings and/or permission you may need to use equipment, locations or borrow items such as costumes and props.
Commence filming, carefully referring to your storyboard/script and noting any decisions you make to alter or change the script.
Allow time to pack equipment away responsibly and also to upload and view your work as you progress.
Begin post-production roles, remembering to discuss the production in terms of the genre that it is representing.
Seek regular feedback from your teacher.
Finalise, export and name your video using the film title you chose.

2) Analyse EITHER one type of product (such as mobile phones) OR a variety of products, which rely on stars and celebrities to sell the product. Include two print advertisements and two audio visual advertisements in your analysis. Choose one of the statements below and write a 300 word response, using the advertisements you have collected. Present your findings as a 2-4 minute PowerPoint presentation.

Advertising provides the potential customer with important information about the product or service.

Good advertising cannot sell a poor product.

Current stars and celebrities depend on advertising contracts for self promotion and publicity.

How are the female stars/celebrities and male stars/celebrities stereotyped, typecast and represented in your examples?

What values and attitudes are suggested by the images of stars and celebrities as they are portrayed in your examples?

Are any subcultural groups suggested and if so, which groups and what image of them is represented?

Are they negative or positive representations?
Media Production and Analysis Stage 2
Work Samples

Stage 2A and 2B Media

These courses feature exams. Past questions include:

Describe two changing media technologies and explain the impact these have had on media consumption and production practices.
1:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
2:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

The cultural contexts within which media texts are produced are significant in shaping the form and content of the production. Discuss this with reference to at least one media text you have studied this year.

The production styles and practices of both commercial and non-commercial media are impacted by their sources of revenue, their objectives and philosophies, and their target audiences. Discuss this statement, providing examples from at least one commercial and at least one non-commercial text you have studied.

Discuss how the representation of a person, organisation, event or issue varies in two or more media texts you have studied.

You will be required to complete production tasks and one of these productions will be sent to Curriculum Council as the Practical Examination.

An example of a production task is:

Plan and produce a music video for a current song which visually pays homage to other icons of current pop culture.