



Furry friends – a photo story of a



school adventure,

Levels 1 and 2

Media Arts
Unit of work

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Introduction

Overview of the unit of work

Title:	Furry friends – a photo story of a school adventure
Timing (approximate):	4 × 30-minute lessons
Description:	A photo story is a way that an author can narrate a story with a series of photographs. In this unit of work students participate in visual storytelling, using a series of photos to tell a story about the school adventures of a ‘furry friend’. Students learn the basics of taking good quality photographs. Using conventional digital cameras or cameras on digital devices such as iPads, they capture images of a soft toy to create the story. The students then use digital software applications to make their photo story. In this unit of work students will develop knowledge and skills in the following key Media Arts areas: • the media languages used to tell stories • the technologies that are essential for producing, accessing and distributing media • the various institutions that enable and constrain media production and use • the audiences for whom media arts products are made and who respond as consumers, citizens and creative individuals • the constructed representations of the world, which rely on shared and disputed social values and beliefs.
Overall learning intentions:	To understand how technical and symbolic elements create meaning in media texts To recognise the different meanings of images in imaginative texts To plan and create a short media presentation for an audience using story principles To use media technologies to capture and edit images, sounds and text for a purpose To reflect on how stories are created and structured for an audience by discussing their own media artworks
Assessment:	Opportunities for assessment include: • plan of three locations (Learning activity 1C) • unedited and edited photographs (Learning activity 2) • photo story (Learning activity 3)

- self-reflection ([Learning activity 4](#))
- teacher notes from observations of students in class discussions and reflective conversations (all learning activities).

General resources:

Consider how students will collaborate and document their work throughout the unit. Online options include:

- a class blog using [Global2](#)
- Microsoft OneNote, which is available via Microsoft Office 365
- Google Classroom, which is integrated with Google Drive

Tutorials for Office 365 and Google Classroom are available through [Lynda.com](#).

Teachers in Victorian government schools can access Google apps, Office 365 and Lynda.com through [eduSTAR](#).

Links to the Victorian Curriculum F–10

Curriculum area and band:	Media Arts, Levels 1 and 2
Content descriptions:	Experiment with ideas and develop characters and settings through stories using images, sounds and text (VCAMAE021) Use media technologies to capture and edit images and sounds and text to tell stories (VCAMAM022) Create and present media artworks that communicate ideas and stories to an audience (VCAMAP023) Respond to media artworks and consider where and why people in their local area make media artworks, including media artworks of Aboriginal and Torres Strait Islander peoples (VCAMAR024)
Relevant achievement standard:	By the end of Level 2, students describe the media artworks that they make and view, and describe where and why media artworks are made. Students use the story principles of structure, character, intent and setting, media technologies and the elements of media arts to make and share media artworks.

Relevant Media Arts terms

The following terms are relevant to this unit of work. The definitions below have been taken from the [Learning in Media Arts page](#) of the Victorian Curriculum F–10.

Technical and symbolic elements

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

In media arts, both technical and symbolic elements work together within established and emerging genre conventions and technologies to inform, persuade, entertain and educate through story principles.

Story principles

The elements of media arts are combined and shaped using story principles of structure, intent, characters, settings, points of view and genre conventions:

- structure – the overarching narrative and construction of the story, including the opening, development and resolution of the story, and the ideas represented in the story
- intent – the purpose of the story and intended audience
- characters – the people or subjects in a media artwork
- settings – the locations or environments of the story
- points of view – including the point of view of the person telling the story
- genre conventions – the style of the story

Viewpoints

The different meanings that are generated, based on the experiences of the artist, creator and audience. As students make, investigate and critique media artworks as producers and consumers of media artworks, they ask and answer questions to interrogate the practice of the artist, the representation of meanings and the interpretations of the audience. Meanings and interpretations are informed by the contexts of societies, cultures and histories, and an understanding of how elements, materials, skills and processes are used. These questions provide the basis for making informed critical judgments about the students' own media artworks and the media artworks they see, hear, interact with and consume as audiences.

Media techniques and processes

The skills, techniques and processes used to create media artworks through three stages of production:

- pre-production, including scriptwriting, storyboarding, sketching designs, planning, research
- production, including capturing, recording, directing

- post-production, including mixing, editing, assembling, laying out, distributing.

Media materials

In planning and producing media arts, students use images, sounds and texts, and media technologies including equipment, props, costumes and sets.

Learning activities

Learning activity 1: Explore and Represent Ideas – Exploring and planning

Part A: Exploring visual literacy

Timing (approximate):	10 minutes
Learning intentions:	To understand how technical and symbolic elements create meaning To recognise the different meanings of images in imaginative texts
Content description:	Respond to media artworks and consider where and why people in their local area make media artworks, including media artworks of Aboriginal and Torres Strait Islander peoples (VCAMAR024)
Achievement standard extract:	... students describe the media artworks that they make and view, and describe where and why media artworks are made.
Resources required:	A selection of images for a discussion that engages students in visual literacy. Images can be fictional or non-fictional. Useful sources of images include: • Pinterest • Visual Literacy – Image Prompting and Pictures For Writing Prompts on slideshare.net

Show students a group of images and start a discussion about the story that each image is telling. Students describe their version of the story in the pictures.

Prompt questions include:

- What do you think is happening?
- What do think happened before/after?
- What feelings do you see in the picture?
- How does the picture make you feel?
- How would you describe the place (setting)?

Assessment

Evidence in practice includes:

- Students express ideas about an observed image.

Part B: Using a camera

Timing (approximate):	10 minutes
Learning intentions:	To identify basic features of a camera and compositional features of taking a photograph To plan a story using characters, setting and intent
Content descriptions:	Experiment with ideas and develop characters and settings through stories using images, sounds and text (VCAMAE021) Use media technologies to capture and edit images and sounds and text to tell stories (VCAMAM022)
Achievement standard extract:	Students use the story principles of structure, character, intent and setting, media technologies and the elements of media arts to make and share media artworks.
Resources required:	Conventional digital cameras with editing tools, or iPads or other digital devices with a built-in camera Note: If using a conventional camera, photos will need to be transferred to a computer for student access while making their photo stories.

1. Students investigate the features of a conventional digital camera and talk about the different parts and functions. Discuss why these cameras are used less and less and how mobile phones and tablets have succeeded digital cameras (for example, phones and tablets have the camera built in).
2. Using either the conventional camera or a device with a built-in camera, demonstrate how to use a camera to capture a presentable photo. Cover the following points with students:
 - hold the camera at your preferred angle to take the photograph (below, above, straight on, close up, far)
 - decide on the point of focus (also covering how to keep the lens focused)
 - zoom in or zoom out (also covering how to do this)
 - take the photo.
3. Students practise taking photos with the device.

Assessment

Evidence in practice includes:

- Students identify parts of a conventional digital camera.

- Students identify differences in conventional digital cameras and devices with in-built cameras.
- Students compose and take photographs from different angles and with different points of focus.

Part C: Planning the photo story

Timing (approximate):	10 minutes
Learning intention:	To plan a story using characters, setting and intent
Content descriptions:	Experiment with ideas and develop characters and settings through stories using images, sounds and text (VCAMAE021) Use media technologies to capture and edit images and sounds and text to tell stories (VCAMAM022)
Achievement standard extract:	Students use the story principles of structure, character, intent and setting, media technologies and the elements of media arts to make and share media artworks.
Resources required:	A furry friend (soft toy) for each student. Ask students to bring a furry friend from home or have a class set available.

1. Inform students they will be telling the story of the adventures of a furry friend (soft toy) at school. They will take photos of the furry friend in different locations to tell the story.
2. Students plan a list of three places at school they would like to take their furry friend, for example the playground, quiet area, eating area, favourite tree, soccer field. Students justify their decision for their selection of locations.

Assessment

Evidence in practice includes:

- Students express ideas for a media artwork by selecting a character for their story and then identifying the setting by writing a list or describing the locations.

Learning activity 2: Media Arts Practices – Photographing and editing the adventure

Timing (approximate):	30 minutes
Learning intentions:	To use media technologies to capture and edit images, sounds and text for a purpose To create and present media artworks that communicate ideas and stories to an audience
Content descriptions:	Use media technologies to capture and edit images and sounds and text to tell stories (VCAMAM022) Create and present media artworks that communicate ideas and stories to an audience (VCAMAP023)
Achievement standard extract:	Students use ... media technologies and the elements of media arts to make ... media artworks.
Resources required:	Conventional digital cameras with editing tools, iPads or other digital devices with a built-in camera Access to different areas in the school grounds

1. Have students take their furry friends on an adventure in the school grounds.
2. Based on their plan, students use the camera to capture their photos of their furry friend on location. They place their furry friend in their preferred position in each of the different settings and capture three different images. While students take photos ask them to think about:
 - How can you show what your furry friend is feeling?
 - What do you want people to know about your furry friend?
 - What do you want people to feel when they see your furry friend?
3. Demonstrate how to import photos into a suitable software application, such as Photo Story or iMovie, and how to use editing options such as filters, image enhancement, cropping and overlays.
4. Students begin to import and edit their photos.

Assessment

Evidence in practice includes:

- Students select characters and settings to tell a story.
- Students use a device (camera) with purpose, care and consideration.
- Students develop visual literacy using story principles such as structure, characters and setting.
- Students discuss the intent of the story and ideas they want to communicate.

- Students follow a sequence of instructions to edit and structure the photo story.
- Students use media technologies and the symbolic elements of media to enhance meaning in their images.

Learning activity 3: Present and Perform – Creating and presenting the adventure

Timing (approximate):	30 minutes
Learning intentions:	To compose a photo story by sequencing images to structure a story for an audience To create short texts to record ideas about their images and structure the story
Content descriptions:	Experiment with ideas and develop characters and settings through stories using images, sounds and text (VCAMAE021) Use media technologies to capture and edit images and sounds and text to tell stories (VCAMAM022) Create and present media artworks that communicate ideas and stories to an audience (VCAMAP023)
Achievement standard extract:	Students use the story principles of structure, character, intent and setting, media technologies and the elements of media arts to make and share media artworks.
Resources required:	A story-creating software application (such as Story Creator) or a software application with slideshow tools (such as Microsoft Photo Story or Microsoft PowerPoint), to create a digital photo story A printer for printing photos, if choosing to do a hardcopy photo story

1. Students compose their photo story by inserting their captured images in their preferred order, either using an app on their device or desktop software. If digital drawing tools are available, have students draw extra detail on their photos (for example, tears on a sad furry friend or an apple next to a hungry furry friend).
2. Students make notes on the context of the images and make a basic plan of their story. Provide literacy support if required.
3. Students add words or short phrases onto their photos, to help tell their story.
4. Students record audio of student readings to add to their story.
5. Demonstrate to students how to select and import sounds to their story.
6. Students add the audio recording to their story.
7. Assist students with saving or exporting their photo story in a format for playback.

Optional: Discuss how sounds can shape the mood in the photo story. Differentiate between happy, sad, excited, scared, and delighted music or sounds. Students then add sounds available in the apps or other software, to further create meaning. Free background sounds can also be found online.

Assessment

Evidence in practice includes:

- Students sequence images in their preferred order to tell a story.
- Students add text, digital drawings and audio, to reflect the intended meaning of the story.
- Students structure their story using their images as a basis.
- Students use basic tools to add a soundscape to the photo story by selecting background music or sounds for the story.

Learning activity 4: Respond and Interpret – Sharing and reflecting

Timing (approximate):	30 minutes
Learning intention:	To reflect on how stories are created and structured for an audience by discussing their own media artworks
Content descriptions:	Create and present media artworks that communicate ideas and stories to an audience (VCAMAP023) Respond to media artworks and consider where and why people in their local area make media artworks, including media artworks of Aboriginal and Torres Strait Islander peoples (VCAMAR024)
Achievement standard extract:	... students describe the media artworks that they make and view, and describe where and why media artworks are made.
Resources required:	Large screen for sharing photo stories Resources for the teacher's preferred reflection strategy. Suggestions include: • a whole class reflection journal, where the teacher scribes student reflections • emoji cards – students hold up the emoji face reflecting what they feel after watching completed photo stories • audio recording of student feedback – allowing students to hear their reflections • circle time – going around the circle, each student shares one reflection (for example, something they did or didn't like, something they would do differently next time, a feeling, something they found challenging)

1. Students share their artworks with the class. With parental consent, media artwork can be displayed on a blog, in a digital newsletter, via the class social media account or on the school website.
2. Students view their own artwork and the artworks created by the peers and reflect on the intention of the story and the audience's reaction. They decide if their furry friends adventure was shown the way they intended.
3. They discuss feelings that an audience might have observing the photo stories and suggest other ways they could show the adventures of the furry friend.
4. Students discuss what they did or did not like about the photo stories. Suggested reflection questions include:
 - What did you like about the photo stories?
 - What were some of the steps to make the photo stories?
 - What did you find hard?
 - What feelings do you think an audience would get when they watch your photo story?
 - If you could take your furry friend on an adventure outside of school, where would you go?

Assessment

Evidence in practice includes:

- Students discuss the intent and audience for their story. They describe some basic processes involved in making media artworks.
- Students discuss their feelings and those that others might have after watching the photo stories.
- Students evaluate their photo story based on peer feedback and self-reflection.