



Highfields State
Secondary College

Semester 1 Course Overview

Faculty: The Arts
Subject: Media Arts
Year level: 10

Achievement Standard:

By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks. Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.

Semester 1 2022

Unit 1: Masters of Suspense

This unit focuses on how technical and symbolic elements of moving-image media can be manipulated to establish a mood and evoke an emotional response from an audience. Students enrich their understanding of the suspense genre by viewing and subsequently analysing how themes, moods and stylistic aesthetics are communicated in the work of professional filmmakers from different historical and social contexts. Students analyse and evaluate how institutional regulations and audience expectations have developed over time in relation to the suspense genre. Students refine and extend their understanding and use of structure, intent, character, settings, points of view, suspense genre conventions and moving-image media conventions through the design and production of a short film which evokes the mood of suspense in an audience of same-aged peers. Students extend the use of time, space, sound, movement and lighting as they use technologies to realise the potential of their design. Students maintain ethical practices and consider regulatory issues when using technology in individual and collaborative contexts. Students curate and promote a short suspense-film festival within the college. Students build on their understanding from previous bands of the roles of moving-imaged media artists and audiences as they respond to, and make, more diverse and complex media artworks.

Key Learning:

THEORETICAL:

- Understanding how technical and symbolic elements can be manipulated to evoke a particular mood or emotion
- Understanding how technical elements, specifically cinematography, can be manipulated to implicate an audience
- Understanding how symbolic elements to create representations of time, character and space
- Identifying and deconstructing the difference between genres and their conventions
- Analysing and evaluating how suspense is developed in moving-image media content from past and contemporary, as well as national and international, contexts

PRACTICAL:

- Manipulating filmmaking technology to evoke an emotional response in a specific audience
- Working collaboratively to ensure a production meets the potential of its design
- Understanding how technical and symbolic elements, such as camera techniques, editing, sound, and mise-en-scene can be manipulated for specific purposes
- Understanding the 180-degree rule, 30-degree rule, eyeline matching and headroom in a practical context
- Colour-grading neutral footage to achieve a desired mood or aesthetic
- Sequencing montages to manipulate time and convey explicit and implicit information
- Transitions and their practical application (J-cut, L-cut, jump cut, rhythmic montage, intellectual montage, smash cut, cut away, match cut, fade, wipe).

Assessment:

Task 1	Task 2
Making Responding	Responding
Suspense Film Project	Written exam
Storyboard – Opening 8-12 Shots Film – 1-3 mins Filmmaker Statement – 200-400 words	Unseen source 500-700 words 90 minutes
M1, M2, M3, R2, R3	R1, R2