**Outcome 2**

On completion of this unit the student should be able to apply the media production process to create, develop and construct    narratives.

    To   this     outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* Media production processes and their relationship to specifi c media forms
* construction of narratives using the media production process
* the roles and responsibilities required in different stages of the media production process
* technical skills used in the operation of media technologies
* ethical, legal and community constraints in the production and distribution of media products
* media language appropriate to the design, production and evaluation of media products.

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 Key skills

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* design and produce narratives using the stages of the media production process
* undertake roles and responsibilities within the media production process
* apply technical skills in the operation of media technologies
* develop and produce narratives within ethical, legal and community constraints
* use media language appropriate to the design, construction, production and evaluation of media productions.



Examples of learning activities

* Inspired by the themes, ideas, genre and/or style of a specific media creator, complete pre-production exercises, including scripting, layout, planning, storyboards, visual and written documentation for a media production.
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* 1. Design and create a narrative in the media form substituting and changing traditional codes and conventions of a specific style of genre, for example:
	+ A photography series in the style of Tarantino
	+ an animation in the style of Coppola
	+ a print production about a media creator working only with digital content
	+ a hybridised product such as a series of social media posts, tweets or an Instagram feed about a documentary photographer
	+ a website for a media production company or media creator.
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* Working in groups, students use a generic script or prompt to make a video or photographic sequence for different audiences in different styles or genres.
* In groups, create a media product that is a mash-up of different creator styles that students have researched. It might have the editing style of Casey Neistat, with the lighting of a Film Noir and the character styles from a Wes Anderson film or the style of Instagram artist Amelia Aulman.
* Create a class zine, where each page spread is done by a different student in a different style. Each student reflects on the codes, conventions, style and genre used for their individual pages.
* Reverse engineer a podcast, advertising campaign, photography or film scene to emulate the style of the original as closely as possible.
* Experiment with practical and digital special effects in a specific media form to decide which style resembles the work of a researched media creator or producer.
* Write a treatment for a sequel for a media product that students have researched in Area of Study 1.
* Research and undertake specific roles in the Media production process in specific media forms.
* In a diary, document the creation and development of a media product and the stages of the Media production process using screenshots, behind the scenes photography or a time-lapse documenting the specific technologies, codes and conventions used in the production and distribution of the media product.
* Reflect on the three stages of the Media production process and the industry roles involved in each stage. Evaluate the codes and conventions used to create and develop the media product and their relevance at each stage of the process.
* Research the production process for a specific media form and the specific audience, context and location for a product in the form. Develop a distribution plan for the media product, considering the target audience and the ethical, legal an d community constraints.
* Research the Australian Classification system according to the [Australian Classification Board](http://www.classification.gov.au/) . Classify a student created media product using the classification system. Evaluate the opportunities and constraints the rating invokes for the product.

Detailed example

Style substitution

Explore the aesthetic and structural qualities of a media creator or producer such as Quentin Tarantino, Sofia Coppola, François Truffaut or Ava DuVernay or a photographer such as Polly Borland, Wes Stacey, Barbara Kruger, Annie Leibovitz or Anne Zalhalka. Make notes of the codes and conventions used in their work and the characteristics that makes their style distinctive.

Investigate the codes and conventions of another media form, such as photography, animation, print production, radio drama or video game.

Design and make a media product using the aesthetic or structural qualities of the chosen media creator, using the codes and conventions of another media form. Examples could be:

* a four frame photography series manipulating the camera techniques and mise en scene to reference a specific director
* a three minute film based on the photographic processes used by a selected photographer with a similar choice of subject matter, genre and style
* a twenty second stop motion animation using:
	+ an edited series of vox pop interviews exploring a theme or an idea prevalent in the director's work
	+ a two minute radio drama relying on the sound techniques to explore an emotion manipulated by the director
	+ a video game character and storyline game mapping inspired by a director.
* a print production of up to five pages with planned layout, text and images that references the work of a photographer or director.
* a hybrid or convergent media product such as a series of social media posts for Facebook, Instagram or Twitter, including scripting and planning of text and imagery, based on the work of a director, photographic artist or documentary photographer.

Reflect on the process of designing and producing the media exercises. The following can be used in the evaluation:

* How was the style of the media creator manipulated for a different media form? Discuss the use of media codes and conventions and the construction of a narrative.
* Explain the challenges and opportunities in the design and production of a media narrative.
* What was the most challenging phase of the Media production process?
* Explain the industry roles and responsibilities you undertook.
* Describe the technical skills and technologies you used in your production.
* Explain how your media product would be distributed and reflect on community and legal issues of regulation.

Identify specific audiences that would be engaged by your media product and justify why certain distribution platforms would be most suitable.