

Media Literacy Education

MVPA

SYLLABUS FOR YEARS 7 & 8

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Introduction

This syllabus, spread over two years, is designed to give younger learners an exploratory introduction to the world of media. Learners will learn to tell stories and communicate ideas through experimentation with photo, audio, video, design and writing. While students will be given basic technical training in the multiple media forms treated throughout these two years, the primary focus of this syllabus is not technical excellence but exploration and experimentation, as well as a focus on soft skills like storytelling, effective communication (with or without aids) and good teamwork — all vital skills in the media world and their day-to-day lives. In order to ensure effective implementation of the programme, important standards and quality assurance processes and procedures have to be adopted. Standard templates will be provided in a separate document and will be structured as presented in the table provided overleaf.

Unit 1: Storytelling through Media

Unit 1	Storytelling through Media
Unit Description	<p>This unit aims to give students a practical introduction to telling stories through audiovisual media. Learners will explore the basic principles of communication and how different media can be used to tell a story effectively.</p> <p>Storytelling is an intrinsic part of our shared human culture, and the mass media is simply another way for people to share stories. Keeping this in mind, a key component of this unit is nurturing students' natural storytelling abilities.</p> <p>Learners will be exposed to photo, audio, and video creation, as well as the workings of the radio and television production industries which use these forms of media to disseminate information. Learning will take place in an exploratory manner, where students can gain appreciation and experience with the various technologies at their own pace, while working on their storytelling skills by using different tools. Specifically, by the end of the year, learners would have told stories using a series of photographs, a radio play, and a short video production.</p>

Learning Outcomes

Upon completion of this unit the learner will be able to:

- LO 1. Understand the process and elements of interpersonal and mass communication.**
- LO 2. Demonstrate how photos can be used to tell a story.**
- LO 3. Demonstrate the importance and use of sound in different media platforms.**
- LO 4. Know and apply the production process to produce a moving image production.**

Unit Content

LO 1: Understand the process and elements of interpersonal and mass communication.

K-1. Define the different elements of communication.

- The Communication Loop: sender/encoder, message, medium, receiver/decoder, feedback, context, noise.

K-2. Identify different forms of communication.

- Verbal, non-verbal, and visual communication.
- Paralanguage.

C-1. Explain how mass media utilises different means of communication to convey information.

- Kinds of mass media.
- Different forms of communication used in different mass media.
- Media languages used in different mass media platforms.

LO 2: Demonstrate how photos can be used to tell a story.

K-3. Outline the basic functions of a digital camera.

- Lens, shutter, sensor, zoom, focus.
- Exposure triangle: relationship between exposure time, shutter speed, and ISO.
- Taking a photograph.

K-4. Describe how to frame a photograph correctly.

- Subject of a photo.
- Rule of thirds.

C-2. Demonstrate how the techniques of photography can be used to tell a story.

- Using framing and style to convey a desired message.

A-1. Produce a series of photographs to illustrate a story.

- Clarity of narration.
- Continuity of narration between photos.
- Correct framing.

LO 3: Demonstrate the importance and use of sound in different media platforms.

K-5. Outline the different categories of sounds in radio and film.

- Natural, human, mechanical, dialogue, music, sound effects.

K-6. Identify the different roles involved in radio and video productions.

- E.g. producer, director, camera operator, disk jockey, presenter, gaffer.

C-3. Describe how different sounds can be combined to create a soundscape.

- Using specific sounds to convey a desired message.

A-2. Produce a radio play.

- Scripting of performance and sound effects.
- Creation of sound effects.
- Recording of radio production.
- Editing of radio production.

LO 4: Know and apply the production process to produce a moving image production.

K-7. Describe the different kinds of camera movement and framing in video.

- Camera framing: Extreme long shot, long shot, medium long shot, mid shot, medium close shot, close-up, big close-up, extreme close-up, high-angle shot, low-angle shot, etc.
- Camera movements: pan, tilt, roll, crab, dolly, follow, lead, podium, etc.

K-8. Outline the process of video production, from conception to final product.

- Concept, script, pre-production, production, post-production, release.

K-9. Highlight the functionality of editing software.

K-10. Describe the relationship between animation and still images.

- Persistence of vision.
- Framerates.

C-4. Demonstrate how the techniques of videography can be used to tell a story.

- Using camera shots and movements to convey a desired message.

C-5. Explain how editing of audio and video can affect and enhance a story told through video.

- Editing pace.
- Special effects.
- Colour grading.
- Music / sound effects.
- Creation of foley to enhance video footage.

A-3. Produce a short motion piece, utilising video or stop-motion animation.

- Scripting of shots and camera movements.
- Filming and editing of video.
- Appropriate use of background music and/or sound effects.
- Correct use of framing.

Assessment Criteria

Assessment criteria provide guidance on how the learners will be assessed in order to ensure that the learning outcome has been achieved. To achieve each outcome a learner must satisfy the following assessment criteria. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

LO	Knowledge	Comprehension	Application
LO 1 Understand the process and elements of interpersonal and mass communication.	K-1. Define the different elements of communication. K-2. Identify different forms of communication.	C-1. Explain how mass media utilises different means of communication to convey information.	
LO 2 Demonstrate how photos can be used to tell a story.	K-3. Outline the basic functions of a digital camera. K-4. Describe how to frame a photograph correctly.	C-2. Demonstrate how the techniques of photography can be used to tell a story.	A-1. Produce a series of photographs to illustrate a story.
LO 3 Demonstrate the importance and use of sound in different media platforms.	K-5. Outline the different categories of sounds in radio and film. K-6. Identify the different roles involved in radio and video productions.	C-3. Describe how different sounds can be combined to create a soundscape.	A-2. Produce a radio play.
LO 4 Know and apply the production process to produce a moving image production.	K-7. Describe the different kinds of camera movement and framing in video. K-8. Outline the process of video production, from conception to final product. K-9. Highlight the functionality of editing software. K10. Describe the relationship between animation and still images.	C-4. Demonstrate how the techniques of videography can be used to tell a story. C-5. Explain how editing of audio and video can affect and enhance a story told through video.	A-3. Produce a short motion piece, utilising video or stop-motion animation.

Unit 2: Communicating Clearly

Unit 2	Communicating Clearly
Unit Description	<p>This unit aims to build upon the foundations laid in Unit 1 by honing learners' ability to construct and effectively share a message. Learners will experiment with disseminating information through the domains of design and journalism, as well as working on their interpersonal communication skills. The uses and dangers of the Internet, as well as content producers' responsibilities in relation to this global phenomenon will also be discussed.</p> <p>This unit is an opportune time to strengthen communication skills, both when it comes to coordinating as a group and when presenting their ideas to a wider audience. The projects within this unit are geared towards getting students to research their target audiences and subject matter and presenting their ideas to their peers, learning to give and take on constructive feedback in the process.</p> <p>In the information-saturated world of today, it is imperative that one knows how to share a message as efficiently and effectively as possible. This is the basis of graphic design, and students will experiment in finding different visual ways of spreading information. Following this, they will explore the techniques used in journalism, eventually learning about how the Internet can be leveraged to spread messages instantly, along with the benefits and dangers this power brings.</p>

Learning Outcomes

Upon completion of this unit the learner will be able to:

LO 1: Know how to communicate within a team and to an audience.

LO 2: Demonstrate effective use of design principles.

LO 3: Apply proper journalistic practice to produce a journalistic spread.

LO 4: Understand the responsibilities of posting online when creating a blog post.

Unit Content

LO 1: Know how to communicate within a team and to an audience.

K-1. Explain basic research technique and its importance to designing a good solution.

- User/client interviews.
- Competition and similar products/services.
- Current trends and design styles.
- Mood boards.
- Formation of design brief, basic overview.

K-2. Describe basic creative thinking techniques.

- Brainstorming.
- Convergent/divergent thinking.
- Listening to others' ideas and building upon them.

C-1. Identify key skills for presenting research and designs.

- Proper use of visual aids.
- Practical presentation skills.
- Handling audience questions.

LO 2: Demonstrate effective use of design principles.

K-3. List the basic principles of design.

- Elements of design: line, shape & form, space, colour & tone, texture.
- Principles of design: balance, contrast, emphasis, hierarchy, movement, rhythm & pattern, unity and harmony.

K-4. Describe the fundamentals of typography.

- Serif and sans serif.
- Upper-case and lower-case.
- Weights, styles and alignment.
- Appropriate selection of typefaces.

K-5. Describe basic colour theory.

- Colour wheel.
- Colour relationships: monochromatic, analogous, complimentary, split complimentary, triadic, tetradic.

K-6. Identify the different components of a brand.

- Logo, colours, typeface, writing style and tone, imagery & graphics.
- Branding elements outside of graphic design (e.g. clothing, video style, events...)

C-2. Identify how design principles are used in effective designs.

- Recognising the use and misuse of design principles.
- Identifying the design principles applied in existing works, and their effect.
- Applying principles of design to convey a specific message.

C-3. Demonstrate how to organise information hierarchically using principles of design and typography.

- Typeface selection, weight, spacing, contrast, size, position, style, etc.
- Complementary use of illustration/imagery and text.
- Hierarchy in newspapers and magazines.

A-1. Produce a logo and/or partial branding for a real or fictional entity.

- Background research.
- Idea generation and selection.
- Design of final product.
- Presentation of concept to class.

LO 3: Apply proper journalistic practice to produce a journalistic spread.

K-7. Define journalism.

- Primary sources, secondary sources, tertiary sources.
- Journalism in radio, tv, newspaper, and online.
- Newspaper design & printing process.
- Roles involved in newspaper production (e.g. journalist, editor, photographer...)

C-4. Contrast between creative and journalistic writing.

- Inverted pyramid vs traditional creative writing.
- Five Ws.

C-5. Identify techniques for verifying the validity of a news item.

- Triangulation of sources.
- Ambiguity and logical fallacies.
- Biases and organisational agendas.

A-2. Produce a magazine spread, including graphics and text.

- Correct use of typography and design elements.
- Photography/illustration embellishing article.
- Design appropriate to article content.

LO 4: Understand the responsibilities of posting online when creating a blog post.

K-8. Define the internet.

- Brief overview of technical underpinnings of the internet: data transfer, servers, different devices.
- Online services, including the World Wide Web, email, VOIP.

K-9. Identify the major common components of a website.

- Links, header, footer, navigation menu, search bar, content, content headings.

K10. Describe the use of a basic website content management system.

- Logging in to a website back-end.
- Uploading and publishing text and media.

A-3. Write and upload blog post.

- Adherence to a selected writing style.
- Use of multimedia.
- Publishing of content.

Assessment Criteria

Assessment criteria provide guidance on how the learners will be assessed in order to ensure that the learning outcome has been achieved. To achieve each outcome a learner must satisfy the following assessment criteria. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

LO	Knowledge	Comprehension	Application
LO 1 Know how to communicate within a team and to an audience.	K-1. Explain basic research technique and its importance to designing a good solution. K-2. Describe basic creative thinking techniques.	C-1. Identify key skills for presenting research and designs.	
LO 2 Demonstrate effective use of design principles.	K-3. List the basic principles of design. K-4. Describe the fundamentals of typography. K-5. Describe basic colour theory. K-6. Identify the different components of a brand.	C-2. Identify how design principles are used in effective designs. C-3. Demonstrate how to organise information hierarchically using principles of design and typography.	A-1. Produce a logo and/or partial branding for a real or fictional entity.
LO 3 Apply proper journalistic practice to produce a journalistic spread.	K-7. Define journalism.	C-4. Contrast between creative and journalistic writing. C-5. Identify techniques for verifying the validity of a news item.	A-2. Produce a magazine spread, including graphics and text.
LO 4 Understand the responsibilities of posting online when creating a blog post.	K-8. Define the internet. K-9. Identify the major common components of a website. K-10. Describe the use of a basic website content management system.		A-3. Write and upload blog post.