EDUC4810: Media Arts Learning in Primary School: An Integrated Approach

Callaghan
Summer 2 - 2024

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

COURSE OUTLINE

OVERVIEW

Course Description

This course provides students with knowledge and skills to analyse, interpret and evaluate media in the Primary Curriculum. The course introduces key concepts in media arts: media languages, media technologies, media narrative styles and media points of view to audiences. Through inquiry-based learning, collaboration and student-centred pedagogy, students will design and create relevant production tasks, build their skills with media forms, and explore the application of media arts technologies. Students will engage with traditional and digital media to build media arts competencies.

Academic Progress Requirements

Nil

Requisites

Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of
- Three HSC band 5s (including one in English) or
- 80 units of UoN courses or
- Regulatory authority approved comparable pathways or
- Commencement in the program pre 2016

Students must have successfully completed or be concurrently enrolled in EDUC3745.

Teacher Education Milestone

Contact Hours

Callaghan

Integrated Learning Session
Online
6 hour(s) per term
Integrated learning will typically consist of a series of online activities, presentation. This is an accelerated course

Lecture
Face to Face On Campus
8 hour(s) per term
Compressed delivery format is typical.

Workshop
Face to Face On Campus
16 hour(s) per term
Compressed delivery format is typical.

Unit Weighting

10

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator	**Dr Kristi Street** **Callaghan** Consultation: please email for appointment kristi.street@newcastle.edu.au
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	**School of Education** V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	1. Building media arts skills and knowledge in pre-production, production and post-production: designing and applying media arts concepts to communicate key ideas to an intended audience. 2. Develop an ability to create, analyse and appreciate media arts learning products. 3. Use communication technologies in a creative way to tell stories and explore concepts for diverse purposes. 4. Designing learning across KLAs with different media arts forms. 5. Engage in effective media literacy and media arts education in the Primary classroom.
Course Learning Outcomes	**On successful completion of this course, students will be able to:** 1. Demonstrate knowledge and skills of media arts forms and equipment, and the communication of creative ideas to audiences, specifically in primary classroom learning contexts. 2. Demonstrate ability to create, analyse and appreciate media arts learning products through production processes and the application of communication technologies. 3. Demonstrate capacity to design effective media arts learning projects to build knowledge and skills in the primary classroom.
Course Materials	**Other Resources:** - student laptop or device

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	15 Jan	Online Lecture 1: Introduction to Media Arts Online Lecture 2: Learning in and through Media Arts Online Lecture 3: Media Arts Pedagogies in Primary School Online Lecture 4: Responding to Media Arts	4 x Online Lectures Online response 500-words	

2	22 Jan	Workshop 1: Filmmaking and Animation Workshop 2: Photo Digital Media content and skills Pt 1	2 x face-to-face workshops including 2 x in-class lectures and assessment tasks	Film and Animation Groupwork Task (exercises) in-class Research Project Part 1 500-words
3	29 Jan	Workshop 3: Photo-Digital Media content and skills Pt 2 Workshop 4: Media Arts Curriculum Mapping	2 x face-to-face workshops including in-class lectures	
4	5 Feb			Research Project Part 2 (Mapping) Photographic Story Project
Examination Period				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Research Project	Part 1: 11.59pm 21 January 2024 Part 2: 11.59pm 02 February 2024	Individual	40%	3
2	Film & Animation Workshop Exercises	In-class: 22 January 2023	Group	20%	1
3	Photographic Story Project	09 February 2024	Individual	40%	2

Late Submissions   The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Research Project

Assessment Type   Project
Description   This project has two parts:

Part 1: Literature research and critical evaluation (500 words total).

Research and evaluate the contribution of making and responding to media arts in the development of children's knowledge and skills for living and working in the 21st century.

Respond to ONE of the 4 questions discussed in lectures. In this response you will need to reference and use APA7 style (10%)

Part 2. Mapping (1500 words total):

Map ONE media arts project (format will be provided) and demonstrate how the pedagogies and learning outcomes of a media arts project can carry interdisciplinary outcomes.

The task will require you to:
i.   nominate a year (Foundation to Year 6) and provide a brief rationale for the media arts project
ii.   identify key content and assessment strategies
iii.   link ACARA media arts learning achievements to other KLA codes and identify at least ONE cross-curricula priority
iv.   identify literacy and numeracy links, and other general capabilities

	v. embed diverse learning (differentiation)
	vi. design ONE rubric to demonstrate syllabus links to your media arts learning project.
Weighting	40%
Due Date	Part 1: 11.59pm 21 January 2024
	Part 2: 11.59pm 02 February 2024
Submission Method	Online
Assessment Criteria	Students will be assessed on their design and understanding of learning activities that demonstrate the implementation of media arts across primary school curriculum and build effective media arts for the primary classroom.
Return Method	Online
Feedback Provided	Online

Assessment 2 - Film & Animation Workshop Exercises

Assessment Type	Practical Demonstration
Description	Students will be assessed on their design and understanding of learning activities that demonstrate the implementation of media arts across primary school curriculum and build effective media arts for the primary classroom.
Weighting	20%
Due Date	In-class: 22 January 2024
Submission Method	In Class
Assessment Criteria	Ability to work as a group and apply a range of Film and Animation skills and techniques towards developing and making a finished short film and stop-motion animation.
Return Method	Online
Feedback Provided	Online - . feedback provided online and / or in class

Assessment 3 – Photographic Story Project

Assessment Type	Project
Description	Photographic story
	The project is aimed at developing technical photographic skills as well as your ability to sequence images to convey a clear message or story. You have the option of developing a fictional narrative, a conceptual approach, an editorial style mode e.g. newspaper, instructional or photographic collage.
	Note – if you have an alternative idea, you may discuss this with your tutor for direction and support.
Weighting	40%
Due Date	09 February 2024
Submission Method	Online
Assessment Criteria	Ability to consider and apply a range of photographic techniques to inform and develop the narrative including but not limited to – angles, framing, cropping, light and shadow, viewpoints, rule of thirds and integration of the visual arts elements.
	Create a clear narrative that effectively communicates the artist's viewpoint to your chosen audience. Understand your chosen genre e.g., fiction, conceptual/abstract, non-fiction/informative or collage and provide evidence of influence from established photographers or photographic works
Return Method	Online
Feedback Provided	Online - .

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:
- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:
1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances

system;

3.   you are requesting a change of placement; or

4.   the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

https://policies.newcastle.edu.au/document/view-current.php?id=236

Important Policy Information	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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EDUC4810: Research Project Part 1 (10%): Literature Research and Critical Evaluation (500 words +/- 10%).

NAME:

Literature Research and Critical Evaluation (10%)	High Distinction	Distinction	Credit	Pass	Fail
Excellent Literature Research and Critical Evaluation will be evidenced by:	9-10	7-8	6-7	5-6	0-4
- Addressing ONE research question and structuring a succinct and coherent argument within the 500-word limit - Synthesis of knowledge and inclusion of appropriate theories and sources that support your argument - Ability to accurately apply APA 7 style citation and referencing procedures (references not included in word count)	Excellent analysis and evaluation of selected research question. Succinctly and coherently presented with a clear focus developed and sustained throughout. No grammatical errors or spelling mistakes. Ability to accurately apply referencing procedures.	Well written discussion and evaluation of selected research question. Clearly structured with good use of grammar and little or no spelling or referencing mistakes.	Soundly written discussion and evaluation of selected research question. Generally well structured, with minimal spelling, grammatical, or referencing errors.	Adequate written response to selected research question. Somewhat inconsistent in structure, grammar or spelling. Greater depth required in referencing.	There are little/no findings that relate to selected research question. Poor use of grammar, structure or spelling throughout. Referencing is inconsistent.

EDUC4810: Research Project Part 2 (30%)) Conceptual Mapping (1500 words equivalent) NAME:

Design and Map ONE Media Arts Learning Task (20%)	High Distinction	Distinction	Credit	Pass	Fail
An Excellent Media Arts project will be evidenced by:	17-20	15-16	13-14	10-12	0-9
- Map ONE Media Arts project for your selected year group (single A4 size) - Design and select: The Media Arts project, Year Group, and clear Rationale based on Media Arts curriculum design thinking - Map ONE or more of the National cross curriculum priorities (Aboriginal & Torres Strait Islander Histories and Cultures; Asia and Australia's engagement with Asia; and Sustainability) with hyperlinks to curriculum - Map links to; 1) Australian Curriculum General Capabilities including Literacy and Numeracy 2) Interdisciplinary subject links and outcome codes 3) Diverse Learning (Differentiation) - Include Assessment Strategies, and appropriate selection of Learning Tags with hyperlinks to Australian Curriculum.	Demonstrates insightful conceptual understanding in designing and mapping ONE learning task based on Media Arts curriculum design and thoughtfully connects this to Australian curriculum. Mapping format adheres to the recommendation for layout and is well presented and concisely worded on one (A4) sheet, free of spelling and grammatical errors.	Demonstrates high level of skill in designing and mapping ONE learning task based on Media Arts curriculum design and links this to Australian curriculum. Mapping format is clearly presented on one (A4) sheet and adheres to the recommendation for layout. There are little to no spelling or grammatical errors.	Good understanding in designing and mapping ONE Media Arts learning task with links to Australian Curriculum. Mapping format adheres to the recommendation for layout. There may be some spelling and/or grammatical errors.	One Media Arts learning task is adequately mapped with some connection to Australian Curriculum. Mapping format is inconsistent or basic in parts. There may be some spelling and/or grammatical errors throughout.	There is little/no thought to an underlying Media Arts concept and/or little connection to Australian curriculum. Mapping format is not cohesive or clear in design. There are several spelling and/or grammatical errors throughout.
Rubric Design (10%)	High Distinction	Distinction	Credit	Pass	Fail
An excellent Rubric Design will be evidenced by:	9-10	7-8	6-7	5-6	0-4
- Strategic embedding of the elements of Media Arts with curriculum outcomes for a selected year group - Incorporates diverse learning within the framework: ICT, Multi Literacies and Meaning Making - Organises knowledge into a coherent framework	Highly resolved and conceptualised rubric that cohesively and thoughtfully embeds all required criteria. Well-presented and free of spelling/grammatical errors.	Well designed and conceptualised rubric with clear links to required criteria. Cohesive design, with little or no spelling/grammatical errors.	Soundly presented and conceptualised rubric with links to required criteria. There may be some spelling or grammatical errors.	Rubric is adequate in design and conceptualisation. There may be several spelling and/or grammatical errors throughout.	Rubric is not clear in design or conceptualisation. There are several spelling and/or grammatical errors throughout.

EDUC4810: Film and Animation Workshop Exercises (20%)

NAME:	High Distinction	Distinction	Credit	Pass	Fail
Short Film (10 marks)	9-10	7-8	6-7	5-6	0-4
Production Elements – Framing, Composition of Shots, Camera Movement, Variety of Shot Size **Coherency** – Directorial choices resulting in a satisfying story arc. Film has desired effect on audience **Editing** – Effective compilation of shots, addition of appropriate sound effects, music and special effects **Creativity** – creative fresh ideas, aesthetics, and complexity with a clear relationship between vison and sound	Highly resolved film that creatively and thoughtfully embeds all required criteria.	Well designed and conceptualised film with strong links to required criteria	Soundly presented and conceptualised film with links to required criteria	Film is basic in concept and links to required criteria	Little or no thought to an underlying concept and little or no connection to required criteria.
	High Distinction	Distinction	Credit	Pass	Fail
Stop Motion Animation (10 marks)	9-10	7-8	6-7	5-6	0-4
Creation of Cells – Artistic aesthetics of cells, functionality of cells, appropriate number of cells **Filming and Assembly** – Framing, Composition of Shots, Effective compilation of shots, addition of appropriate sound effects and music **Concept and Creativity** – Film has desired effect on audience, creative fresh ideas, aesthetics, and complexity with a clear relationship between vison and sound	Excellent conceptual understanding in designing stop-motion animation with skillful inclusion of required criteria in creative ways	Good conceptual understanding in designing stop-motion animation with thoughtful and creative inclusion of required criteria	Sound conceptual understanding and connection to required criteria in designing stop motion animation	Basic understanding and connection to conceptual underpinnings and required criteria in designing stop motion animation	Little or no thought to an underlying concept and little or no connection to required criteria

EDUC4810 A3: Photographic Story Project (40% Total)

NAME:

	High Distinction	Distinction	Credit	Pass	Fail
Photographic Technical Application 20%	17-20	15-16	13-14	10-12	0-9
A high-quality project will be evidenced by: ☐ Inclusion of a range of photographic techniques: composition, lighting, framing and negative space. ☐ Consideration of the visual arts elements and principles: colour, tone and line.	Exemplary understanding and application of technical aspects of photography that help to create a unique narrative concept.	Excellent understanding and application of technical aspects of photography that enhance the narrative concept.	Good understanding technical aspects of photography. Offers some variety in application to acknowledge the narrative.	Sound understanding of techniques but limited application. Narrative/Visual content inconsistent.	There is little/no understanding of photographic techniques. Narrative lacks cohesion.
	High Distinction	Distinction	Credit	Pass	Fail
Narrative Development 20%	17-20	15-16	13-14	10-12	0-9
A high-quality project will be evidenced by: ☐ A clear narrative concept that considers the focus audience. ☐ Reference to the selected style/genre to support the narrative and design. e.g., conceptual photographic work, collage, editorial or picture book. ☐ Inclusion of a storyboard that reflects planning.	Exemplary narrative consideration with in-depth support from a variety of artists' works in the selected genre/style.	Excellent narrative consideration with quality references to support selected genre/style.	Good narrative consideration with some reference to research to support selected genre/style.	Narrative is somewhat clear. Genre or style is inconsistent – greater depth required in research.	Narrative and genre are not apparent. Research not evident.