## Year 9/10 Media Arts

**Digital Storytelling — NAIDOC Week**

**Suggested duration:** Three lessons plus

## Summary

In this task, students will work in groups to plan and produce a short film. The film’s topic is NAIDOC Week.

Students are free to interpret the topic in any way they choose. They will apply film-making techniques, write scripted content and use video editing software to create their film. This whole class project will help students to meet the whole gamut of Media Arts’ Content Descriptions.

*NAIDOC Week is about every Australian celebrating the First Australians, the oldest surviving cultures in the world. Celebrated around the country every July, it has its origins in the fight for Aboriginal rights that began in the 1920s and 1930s, when groups like the Australian Aboriginal Progressive Association and the Australian Aborigines’ League drew attention to our poor living conditions and our lack of citizenship rights* (The Little Red Yellow Black Book, p. 182).

**Learning outcomes**

1. Students will be able to use communications technologies to creatively explore, make and interpret stories about people and ideas.
2. Students will engage their senses, imagination and intellect through the NAIDOC week film to respond to diversity in the world around them, specifically in relation to Aboriginal and Torres Strait Islander Peoples.

## General capabilities Cross-curriculum priorities

Critical and creative thinking Aboriginal and Torres Strait Islander histories and cultures

Intercultural understanding Aboriginal and Torres Strait Islander histories and cultures organising ideas: 1, 2, 3, 4,

Personal and Social Capability 5, 6, 7, 8, 9

Information and Communication
 Technology (ICT) Capability

**Australian Curriculum content descriptions**

**Years 9 and 10 Media Arts**

Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text (ACAMAM073).

Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM074).

Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style (ACAMAM075).

Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes (ACAMAM076).

Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues (ACAMAM077).

## Provisions for differentiation

## Learning support

Students with learning difficulties will be able to make a variety of contributions to this project. Careful selection of suitable roles for these students will ensure that they are given the chance to work to their strengths.

## Extension

Students could assume the more technical roles in working on this group project, and have the opportunity to exercise leadership skills.

## Resources

* Copies of the **Activity worksheet** — one per student
* A video recording camera or device
* *The Little Red Yellow Black Book — an introduction to Indigenous Australia* (4th edition), ‘Let’s celebrate’, Aboriginal Studies Press, AIATSIS, Canberra, 2018, pp. 44, 57, 178, 182, 183 and 184.

## For teachers

Ensure that the guidance notes included in *The Little Red Yellow Black Book* teacher resource have been considered.

**Vocabulary**

NAIDOC

Preparation: Make double-sided copies of the **Activity worksheet.** Ensure students have access to copies of *The Little Red Yellow Black Book (4th Edition)*.

**Step 1** Ask students to read the information on NAIDOC week from *The Little Red Yellow Black Book*, pp.44, 57, 178, 182, 183 and 184. Discuss the key points including history and relevance of NAIDOC. Reinforce the need for respectful discussions at all stages of this activity. Explain to students the difference between cultural appreciation, cultural appropriation and cultural assimilation which you can find in the protocol section of *The Little Red Yellow Black Book* teacher resource.

**Step 2** Help the students to organise themselves into groups of six or more.

**Step 3** Work through the step-by-step planning outline on the **Activity worksheet**. Ensure that students come up with a definite idea of the theme they wish to convey, based on the topic of NAIDOC Week. Discuss with each group in turn how they intend to convey this theme. Have students show you their scripts and storyboards at the draft stage, to ensure that they have a strong direction in which to head from the outset

**Step 4** Work with students, providing technical assistance and directorial advice where necessary. Locations for shooting could be limited to the school setting for ease of access, or teachers may wish to organise travel away from the school.

**Step 5.** Set a deadline for the completed short film to be submitted for marking.

**Assessment ideas**

Rubric for finished film

Peer assessment