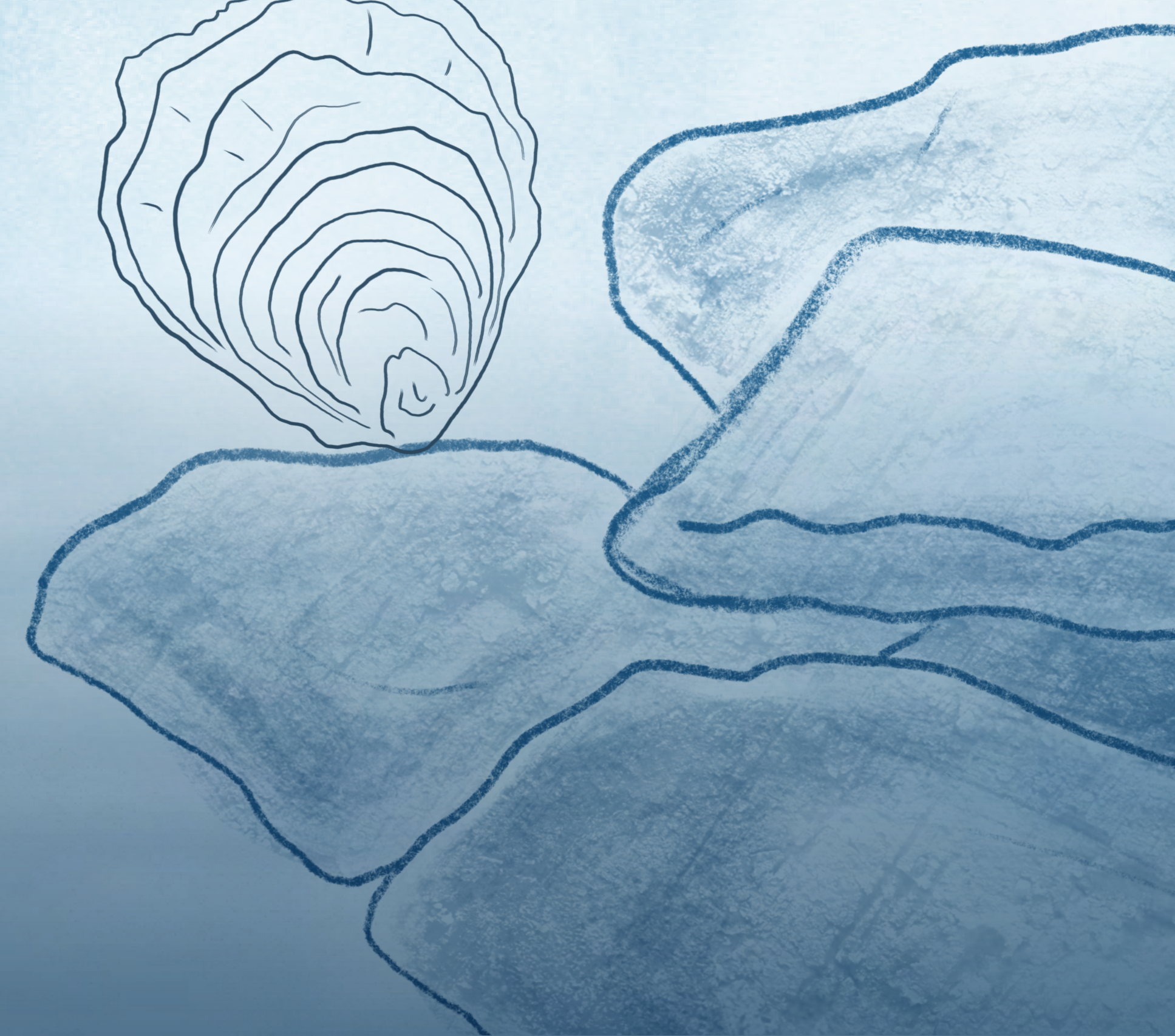
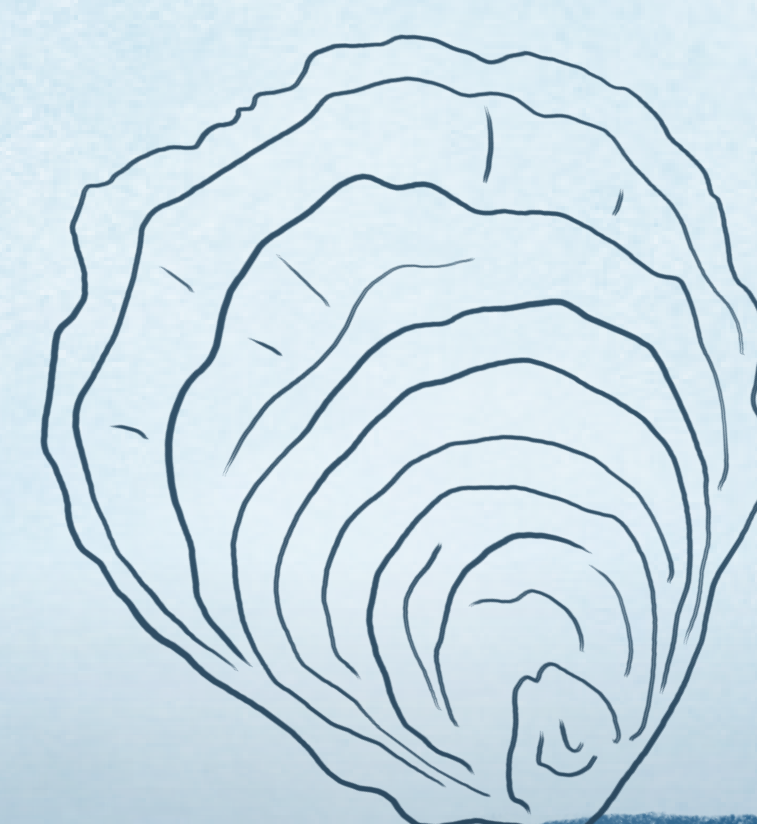
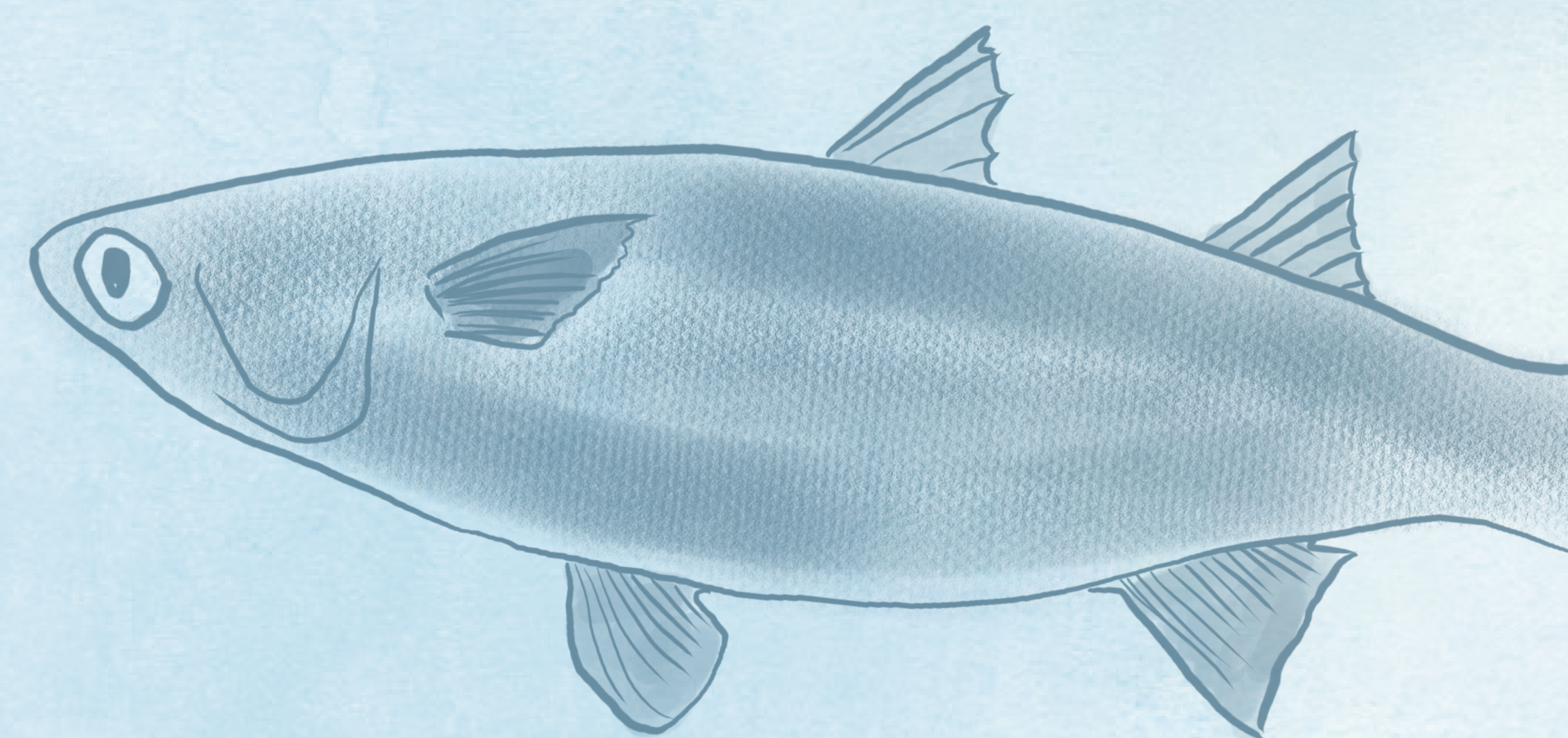
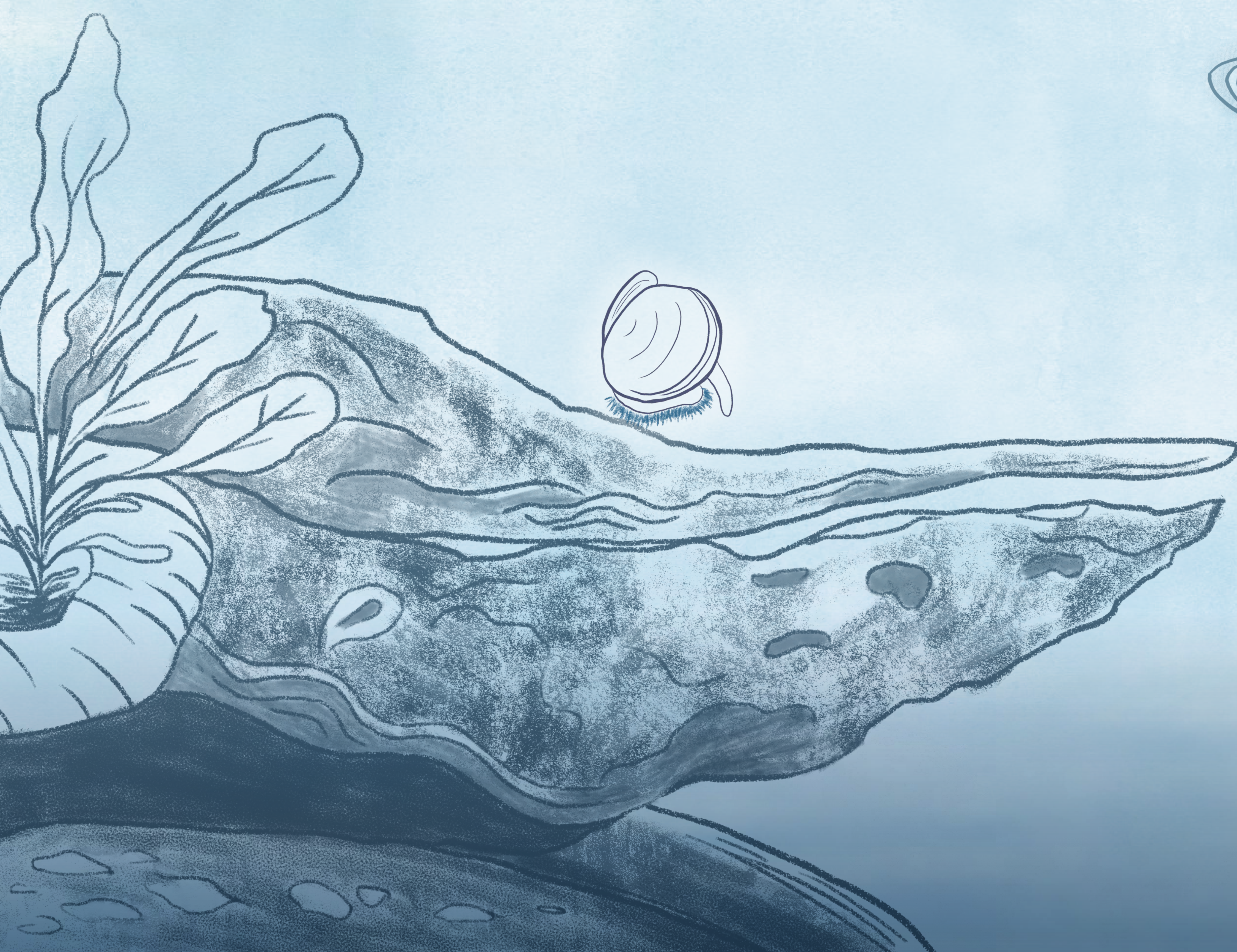


# THE OYSTER GARDENER



Years 9 and 10 Media Arts lesson plan





# Australian Curriculum Media Arts v9 (Level 9-10)

UNIT	CONTENT DESCRIPTION
<a href="#">(AC9AMA10E01)</a>	Exploring & Responding: Investigate the ways that media artists use media arts concepts to construct representations in media arts works and practices across cultures, times, places and/or other contexts.
<a href="#">(AC9AMA10D01)</a>	Developing practices and skills: Experiment with ways to construct representations that reflect ideas, perspectives and/or meaning, and/or use of media conventions, media languages and media technologies.
<a href="#">(AC9AMA10D02)</a>	Developing practices and skills: Reflect on their own or others' media arts works and/or practices to refine and inform choices they make during stages of the production process.
<a href="#">(AC9AMA10C01)</a>	Creating and making: Design and structure media arts works that examine and communicate ideas, perspectives and/or meaning.
<a href="#">(AC9AMA10C02)</a>	Creating and making: Apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and/or meaning, and confirm or challenge the expectations of specific audiences.

## The Oyster Gardener (2023) & Conservation Production

**Learning Intentions:** To understand how codes and conventions are used in The Oyster Gardener, understand environmental issues in your local area, and how to plan and produce an informative production about it.

**Success Criteria:** I have completed the analysis of The Oyster Gardener. I have researched a local environmental issue, and have planned and produced a media product about it.

**Resource 1:** [The Oyster Gardener Y9-10 Slides](#)

### Lesson 1: Introduction, Pre-viewing, viewing & research (starting)

Pre-Viewing Discussion – Look at the film poster and decode the following:

- What does the setting tell you?
- What does the font imply?
- What does the text tell you?
- What themes might be present?

With a partner, what are some environmental issues you can think of? Are any of these local issues?

**Viewing:** Watch The Oyster Gardener on [Clickview](#) and complete the viewing sheet. (Table below). If your school does not have a ClickView subscription, simply fill in [this screening request form](#) and the producers will send you a link.



# The Oyster Gardener Viewing Sheet

Who is the protagonist in the film? What is her aim?	
What are three documentary conventions used in the film?	
What different kinds of camera angles and shot types are used?	
What mood does the non-diegetic sound evoke in audiences?	
Describe the plot in terms of the Three Act Structure – what is established, what happens in the development and what is the resolution of the narrative?	
What information does the mise en scene convey to audiences? (Look at costume, setting, lighting, props etc.)	
Why do you think animations were added into the film?	



## Research Task

Using local environmental organisations, council websites, conservation groups, or government agencies – find their environmental or sustainability pages.

- What are some environmental issues in your local area? What is being done to help?
- Make a list of at least 3 issues in your local area and write a short summary of the issue, what is being done already, and how people can get involved.

With a partner or small group, choose one issue from your list to base your production work on. You are now going to create an online advertising campaign, a short (5 minute) documentary or podcast or a series of print ads/billboards about this issue and what people can do to help/support it. Your **target audience** is teenagers and young adults in your local area.

Here are some questions to guide your research. Not all of them may be relevant to your topic, but they should help you find important information.

- What are the primary sources of water in your local area, and how are they being managed?
- What are the main challenges or threats to water resources in your community?
- Are there any specific environmental issues or concerns related to water quality or pollution in your region?
- What initiatives or projects are currently underway to promote water conservation and sustainability?
- How do local government policies and regulations address water conservation and environmental protection?
- Are there any community-based efforts or grassroots initiatives focused on water or environmental conservation?
- What role do industries, agriculture, and urban development play in affecting local water resources and ecosystems?
- How does climate change and weather patterns impact water availability and management in your area?
- Are there any success stories or best practices from neighbouring communities or regions that we can learn from?
- How can individuals, schools, and community organisations contribute to efforts aimed at improving water conservation and sustainability locally?

(Complete/continue in lesson 2 - dependent on lesson length)

## Lesson 2: Planning & Pre-Production (Tailor lesson to production type you would prefer)

Using your research, you are now going to create an informative media production – either an online campaign, a short documentary, a short podcast, or a series of print advertisements/billboards for local exhibition to help raise awareness about the issue or about what people can do to help.

- For the documentary, complete a script and storyboards.
- For the podcast, complete a script and mock up of the image for the cover.
- Online campaign – choose your platform/s. If creating video content, complete script/storyboards. Any still images or graphics, complete mock up images.
- Print ads/billboards – complete mock ups and decide where they would be shown around the community. Find locations and mark on Maps.



Lesson 3: Production and Post-Production

You will have X amount of classes to complete the production/post-production. You may need to take photographs/film outside of school to get images or footage of relevant areas/people.

- Film interviews with experts, community members, or people involved in water conservation efforts.
- Capture footage of relevant locations, such as water treatment facilities, natural water bodies, urban areas, and agricultural regions.
- Use a variety of filming or photography techniques to enhance visual appeal and convey key messages effectively.
- Record voiceovers, narration, and ambient sounds to complement the visual content.

Distribution

How will you distribute your production? Films, podcasts, and online campaigns should be distributed online in places that it will reach your teenage/young adult audience. For the print campaign, print off your posters/ads and put them up around your school (as a starting point).

Reflection

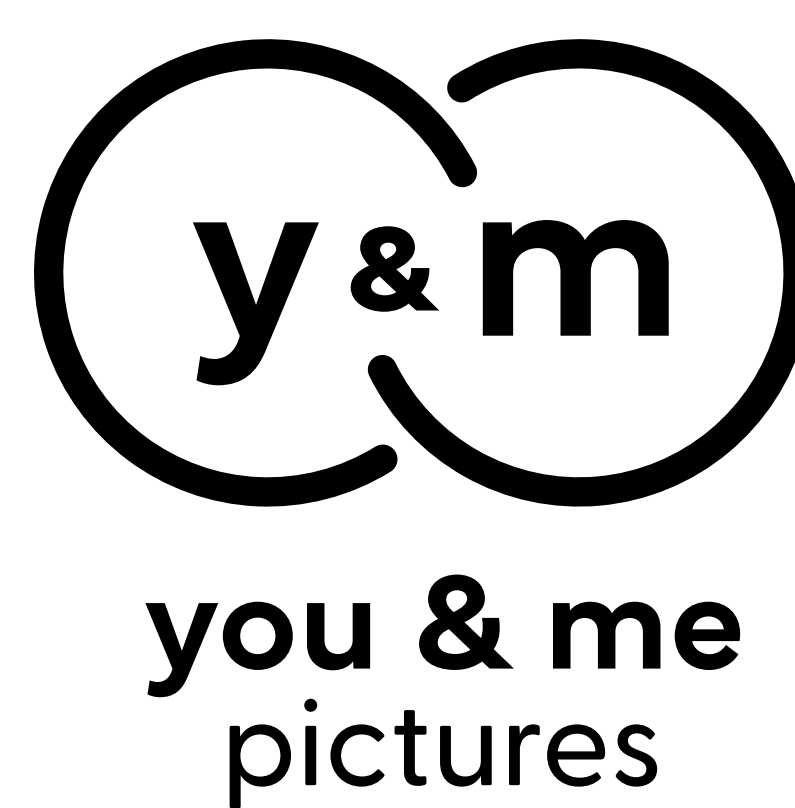
- Discuss the process of creating your documentary, considering challenges faced, lessons learned, and insights gained.
- Discuss the effectiveness of your production in conveying messages about water conservation and sustainability.
- Identify opportunities for further exploration or improvement in future media productions.

ASSESSMENT CRITERIA	LOW	MEDIUM	HIGH
Demonstrated understanding of media arts concepts and techniques (viewing sheet, pre-production and production).			
Clarity and coherence of the production's message(s).			
Use of visual and/or auditory elements to engage and inform the specified audience			
Depth of research and analysis of issues related to water conservation and sustainability.			
Creativity, originality, and technical proficiency in media production.			



Lesson written by Kayla McCarthy

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