Mind your mind – representing mindfulness through composite photography,
Levels 3 and 4

Media Arts

Unit of work

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Introduction

Overview of the unit of work

**Title:** Mind your mind – representing mindfulness through composite photography

**Timing (approximate):** 1 × 50-minute lesson and 3 × 30-minute lessons

**Description:** This unit of work focuses on composite photography, where one or more images are blended together to create one final image. Students explore personal feelings and how they can be represented through expression and body language in an image. They also explore mindfulness and how different emotions can be represented in photography. Students create a composite image of themselves expressing different emotions, using ‘cloning’ techniques. Students add text to the images to demonstrate strategies they use to manage their feelings. Each student’s image is then made into an animated GIF to communicate the message ‘Mind your mind’.

 In this unit of work students will develop knowledge and skills in the following key Media Arts areas:

* the media languages used to tell stories
* the technologies that are essential for producing, accessing and distributing media
* the various institutions that enable and constrain media production and use
* the audiences for whom media arts products are made and who respond as consumers, citizens and creative individuals

the constructed representations of the world, which rely on shared and disputed social values and beliefs.

**Overall learning intentions:** To explore the techniques and purposes of composite photography

 To explore the social context of photography and how it can communicate a social message

 To explore ideas and develop subject matter to portray in composite photography

 To plan for media artworks with a specific intent

 To develop skills with media technologies and materials

 To evaluate the intended purpose and effectiveness of the messages conveyed in their media artworks

**Assessment:** Opportunities for assessment include:

plan of four emotions for artwork ([Learning activity 1b](#LearnAct1b))

unedited and edited photographs ([Learning activity 2](#LearnAct2))

composite photo ([Learning activity 3](#LearnAct3))

reflection ([Learning activity 4](#LearnAct4))

teacher notes from observations of students in class discussions and reflective conversations (all learning activities).

**General resources:** Examples of student work:

['Mind your mind' by Grade 4, Rowellyn Park PS, 2017](http://rowellynparkps.global2.vic.edu.au/2018/08/28/mind-your-mind-by-grade-4/)

['Mind your mind' by Grade 4, Rowellyn Park PS, 2018](http://rowellynparkps.global2.vic.edu.au/2017/08/29/mindful-of-feelings-by-grade-4/)

 Consider how students will collaborate and document their work throughout the unit. Online options include:

* a class blog using [Global2](https://global2.vic.edu.au/)
* Microsoft OneNote, which is available via Microsoft Office 365
* Google Classroom, which is integrated with Google Drive

 Tutorials for Office 365 and Google Classroom are available through [Lynda.com](https://www.lynda.com/).

 Teachers in Victorian government schools can access Google apps, Office 365 and Lynda.com through [eduSTAR](https://www.edustar.vic.edu.au/CookieAuth.dll?GetLogon?curl=Z2FcatalogueZ2FPagesZ2FSoftwareHome.aspx&reason=0&formdir=3).

Links to the Victorian Curriculum F–10

**Curriculum area and band:** Media Arts, Levels 3 and 4

**Content descriptions:** Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text [(VCAMAE025)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE025)

 Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories [(VCAMAM026)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM026)

 Plan, create and present media artworks for specific purposes with awareness of responsible media practice [(VCAMAP027)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP027)

 Identify intended purposes and meanings of media artworks considering who makes media artworks and the characteristics of audiences who view them in different social, historical and cultural contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples [(VCAMAR028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR028)

**Relevant achievement standard:** By the end of Level 4, students describe similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. They identify the characteristics of audiences who view media artworks and the social, historical and cultural contexts in which media artworks are viewed.

 Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience.

**Cross-curricular opportunities:** This unit could be structured alongside a unit of work in Health and Physical Education or Personal and Social Capability.

Relevant Media Arts terms

The following terms are relevant to this unit of work. The definitions below have been taken from the [Learning in Media Arts page](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/media-arts/introduction/learning-in-media-arts) of the Victorian Curriculum F–10.

Technical and symbolic elements

The technical and symbolic elements of media arts, including composition, space, time, movement, sound, colour and lighting, work together to create meaning in different contexts and forms for different purposes.

In media arts, both technical and symbolic elements work together within established and emerging genre conventions and technologies to inform, persuade, entertain and educate through story principles.

Story principles

The elements of media arts are combined and shaped using story principles of structure, intent, characters, settings, points of view and genre conventions:

* structure – the overarching narrative and construction of the story, including the opening, development and resolution of the story, and the ideas represented in the story
* intent – the purpose of the story and intended audience
* characters – the people or subjects in a media artwork
* settings – the locations or environments of the story
* points of view – including the point of view of the person telling the story
* genre conventions – the style of the story

Viewpoints

The different meanings that are generated, based on the experiences of the artist, creator and audience. As students make, investigate and critique media artworks as producers and consumers of media artworks, they ask and answer questions to interrogate the practice of the artist, the representation of meanings and the interpretations of the audience. Meanings and interpretations are informed by the contexts of societies, cultures and histories, and an understanding of how elements, materials, skills and processes are used. These questions provide the basis for making informed critical judgments about the students’ own media artworks and the media artworks they see, hear, interact with and consume as audiences.

Media techniques and processes

The skills, techniques and processes used to create media artworks through three stages of production:

* pre-production, including scriptwriting, storyboarding, sketching designs, planning, research
* production, including capturing, recording, directing
* post-production, including mixing, editing, assembling, laying out, distributing.

Media materials

In planning and producing media arts, students use images, sounds and texts, and media technologies including equipment, props, costumes and sets.

Learning activities

Learning activity 1: Explore and Represent Ideas –
Exploring ideas in composite photography

Part A: Exploring composite photography

**Timing (approximate):** 10 minutes

**Learning intentions:** To explore the techniques and purposes of composite photography

 To explore the social context of photography and how it can communicate a social message

**Content descriptions:** Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text [(VCAMAE025)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE025)

 Identify intended purposes and meanings of media artworks considering who makes media artworks and the characteristics of audiences who view them in different social, historical and cultural contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples [(VCAMAR028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR028)

**Achievement standard extract:** They discuss how and why … others use images, sound and text to make and present media artworks. They identify the characteristics of audiences who view media artworks and the social, historical and cultural contexts in which media artworks are viewed.

**Resources required:** Online examples of composite photography, such as the photographs and tutorials available on [this Pinterest board](https://www.pinterest.com.au/sally_keena/composite-photography/)

1. Introduce the concept of composite photography (blending images to make one). Show students examples of both realistic and unrealistic composite photography.
2. Discuss the techniques and purposes of composite photography:
* How are composite photographs made?
* Why do artists use composite photography?

Assessment

Evidence in practice includes:

* Students describe the purpose of composite photography.

Part B: Planning an artwork

**Timing (approximate):** 40 minutes

**Learning intentions:** To explore ideas and develop subject matter to portray in composite photography

 To plan for media artworks with a specific intent: to promote mindfulness

**Content descriptions:** Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text [(VCAMAE025)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE025)

 Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories [(VCAMAM026)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM026)

 Plan, create and present media artworks for specific purposes with awareness of responsible media practice [(VCAMAP027)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP027)

**Achievement standard extract:** Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience.

**Resources required:** Resources to engage students in the topic of mindfulness:

['Healthy minds' video](https://www.abc.net.au/btn/classroom/healthy-minds/10525858), Behind The News (BTN)

[‘Kids explain mindfulness’ video](https://www.youtube.com/watch?v=awo8jUxIm0c), Mindfulness Aotearoa, YouTube

[Mindfulness page](file://Users/kathrynhendy-ekers/Downloads/%E2%80%A2%09https%3A/www.mentalhealth.org.nz/home/our-work/category/21/mindfulness), Mental Health Foundation of New Zealand

1. Students watch two videos and discuss mindfulness and the ‘Red Zone’ and ‘Green Zone’. (15 minutes)
* What do you think are Red Zone and Green Zone feelings?
* How do you react when in the Red Zone? (Students can describe facial expressions and body language, for example sweaty palms when nervous, racing heartbeat when scared, red cheeks when embarrassed.)
* What are some things you can do to help you find your Green Zone?
* What strategies can people use to get out of the Red Zone?
1. Students carry out a role-play using body language and facial expressions to show different emotions. (10 minutes)
2. Ask students to choose four emotions to represent through photography. Students divide a paper into four parts, write one emotion in each section and draw a facial expression to match each emotion. They write words identifying the feelings. (15 minutes)

Assessment

Evidence in practice includes:

* Students describe the feelings characterised by the Red Zone and Green Zone and explain the differences between them. These characteristics are then used to explore ideas for a work using composite photographic techniques.
* Students make selections for their media artwork by devising a plan with relevant ideas.
* Students select four emotions to represent their feelings. They describe what causes each feeling and how it can be symbolised in a drawing.

Learning activity 2: Media Arts Practices –
Taking composite photographs

**Timing (approximate):** 30 minutes

**Learning intentions:** To capture, select and edit images and settings to express an idea about feelings

 To develop skills with media technologies and materials

**Content descriptions:** Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories [(VCAMAM026)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM026)

 Plan, create and present media artworks for specific purposes with awareness of responsible media practice [(VCAMAP027)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP027)

**Achievement standard extract:** Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience.

**Resources required:** iPad and Clone Camera app (or teacher-preferred app for layering images)

 Stylus pens for more accurate selections in images (optional)

 Tip: If using a Windows PC or Mac instead of an iPad, use PowerPoint to create composite photography effects, using Format > Remove Background to place each clone and then add a background.

1. Students work in pairs. They take turns using the iPad app Clone Camera to take photos of each other demonstrating their chosen emotions. While capturing images, students should consider the background of their image (the setting, such as a brick wall or stairs), which will contribute to the expression of their ideas. Alternatively, students could add a background that represents their ideas by cutting and pasting a background they photograph.
2. Students follow the steps in the app to create a ‘layered’ image that shows the same person demonstrating four different emotions in one photo.
3. Students save their final images for export to a photo-editing software application.

Assessment

Evidence in practice includes:

* Students make choices in the editing process that they think will best communicate their ideas.

Learning activity 3: Present and Perform –
Refining and presenting the artworks

**Timing (approximate):** 30 minutes

**Learning intentions:** To use editing tools to develop and refine an image to represent emotions

 To select elements of media such as text, movement, composition and animation to add meaning or purpose to a media artwork

**Content descriptions:** Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories [(VCAMAM026)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM026)

 Plan, create and present media artworks for specific purposes with awareness of responsible media practice [(VCAMAP027)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP027)

**Achievement standard extract:** Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience.

**Resources required:** Photo-editing software application that can manipulate image layouts, add text, and animate images and text, such as Adobe Spark or PowerPoint

1. Students use a photo-editing software application to refine their images. They brainstorm words that will illustrate the emotions that they have selected. They experiment with font styles and colours as they compose their artworks, and they add text to further illustrate Red Zone and Green Zone feelings and strategies.
2. Students use an animation tool to create movement in the text. The movement of the text can also illustrate the emotion that the student has selected.
3. Students export their images in a standard file format, such as a GIF, for group presentation.
4. With parental consent, media artwork can be displayed on a blog, in a digital newsletter, via the class social media account or on the school website.

Assessment

Evidence in practice includes:

* Students make choices in the editing process that they think will best communicate their ideas.
* Students add symbolic elements, such as colour, text and compositional elements, to achieve the intended purpose: to illustrate emotions and strategies for the Red Zone and Green Zone.

Learning activity 4: Respond and Interpret –
Evaluating the artworks

**Timing (approximate):** 30 minutes

**Learning intentions:** To evaluate if the intended purpose of their message was achieved in their media artwork

 To decide which audience would most benefit from viewing the photography

 To develop ideas for uses of composite photography

**Content description:** Identify intended purposes and meanings of media artworks considering who makes media artworks and the characteristics of audiences who view them in different social, historical and cultural contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples [(VCAMAR028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR028)

**Achievement standard extract:** They discuss how and why they … make and present media artworks. They identify the characteristics of audiences who view media artworks and the social, historical and cultural contexts in which media artworks are viewed.

**Resources required:** Resources for the teacher’s preferred reflection strategy, such as:

PMI chart (Plus, Minus, Improvement)

Y chart (Looks like …, Feels like …, Sounds like …)

Think-pair-share activity

 Digital and collaborative resources, such as a class blog, Padlet, Edmodo or a class social media account

Students observe the media artworks created by peers. They reflect on the processes used to create each artwork and consider if it has achieved its intended purpose. The following questions could be used, as well as the teacher’s preferred reflection strategy.

* What are the successes in the artwork and what is its intended message? What possible improvements could be made?
* Does the artwork achieve the intended purpose of helping to promote mindfulness?
* What challenges were faced?
* What age are the artworks suitable for?
* How could we adapt the artworks so they are suitable for younger children?
* How else could composite photography be used to express an idea?

Assessment

Evidence in practice includes:

* Students provide feedback on the successes of their own and other students’ artworks and potential improvements to these artworks by referring to the technical elements and media processes used to make the artworks.
* Students determine if the intended purpose of the composite image was achieved, by reflecting on the intended message.
* Students reflect on the characteristics of composite photography and discuss other purposes of the genre.