Farm to fork –   
making a documentary to share a point of view,   
Levels 5 and 6

Media Arts

Unit of work

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Introduction

Overview of the unit of work

**Title:** Farm to fork – making a documentary to share a point of view

**Timing (approximate):** 5 × 25–60-minute lessons

**Description:** A documentary is a non-fiction media text that documents or captures reality and tells a story to an audience. In this unit of work students use this media genre with a specific purpose: to recognise the work of farmers and our connection to the farming industry. Students work in groups and create a documentary to show the journey a chosen food takes from ‘farm to fork’, demonstrating the food supply chain. Students have the opportunity to create their own media production and use media technologies such as ‘green screen’ (a filming technique used to mix images on screen). Students use this technique in the filming process to shape meaning in the documentary.

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 learn the audience characteristics, genre conventions and elements of documentary making

To research, plan and structure a media artwork that will communicate a specific view to the audience

To use production processes, materials and media technologies to plan and develop a media production

To evaluate their media production to determine if their intention was achieved

To compare documentaries from different times and places

**Assessment:** Opportunities for assessment include:

* research notes ([Learning activity 1](#LearnAct1))
* storyboard and list of shots ([Learning activity 2](#LearnAct2))
* unedited footage ([Learning activity 3](#LearnAct3))
* final document ([Learning activity 4](#LearnAct4))
* written or verbal reflection ([Learning activity 5](#LearnAct5))
* teacher notes from observations of students in class discussions and reflective conversations (all learning activities)
* Student production diaries.

**Further resources:** Examples of student work:

['Farm to fork documentaries' by Grade 5, Rowellyn Park PS, 2019](http://rowellynparkps.global2.vic.edu.au/2019/07/16/farm-to-fork-documentaries-by-grade-5/)

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 5 and 6

**Content descriptions:** Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text [(VCAMAE029)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE029)

Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories [(VCAMAM030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM030)

Plan, produce and present media artworks for specific audiences and purposes using responsible media practice [(VCAMAP031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP031)

Explain how the elements of media arts and story principles communicate meaning and viewpoints by comparing media artworks from different social, cultural and historical contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples [(VCAMAR032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR032)

**Relevant achievement standard:** By the end of Level 6, students explain how viewpoints, ideas and stories are shaped and portrayed in media artworks they make, share and view.

Students use materials and media technologies to make media artworks for specific audiences and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions. They explain the purposes of media artworks made in different cultures, times and places for different audiences.

**Cross-curricular opportunities:** This unit could be taught in conjunction with a unit on food sustainability in Design and Technologies. Also, the learning activities in this unit draw on some of the Capabilities in the Victorian Curriculum F–10, including Ethical Capability and Personal and Social Capability.

Relevant Media Arts terms

The following terms are relevant to this unit of work. Most of 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 –   
Investigating documentaries

**Timing (approximate):** 60 minutes

**Learning intentions:** To learn the genre conventions and elements of a documentary

To research content to plan and structure a media artwork that will communicate a viewpoint to a specific audience

To consider the characteristics and viewpoints of both the audience and the subjects (people in the community such as farmers) in order to plan a documentary

To investigate the context, setting and structures of a media documentary production

**Content descriptions:** Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text [(VCAMAE029)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE029)

Explain how the elements of media arts and story principles communicate meaning and viewpoints by comparing media artworks from different social, cultural and historical contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples [(VCAMAR032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR032)

**Achievement standard extracts:** … students explain how viewpoints, ideas and stories are shaped and portrayed in media artworks they … view.

They explain the purposes of media artworks made in different cultures, times and places for different audiences.

**Resources required:** Online videos about the journey of foods from ‘farm to fork’, for example the range of videos on the[Tesco ‘Eat Happy Project’ YouTube channel](https://www.youtube.com/playlist?list=PLbPWPsvL8htmEsYS9-6m4vX8M30NfNUXJ), so that students can research content for their documentaries

Student production diaries, to plan the documentary

Resources or strategies to support an inquiry approach, such as the [5E Model (Engage, Explore, Explain, Elaborate, Evaluate)](https://www.primaryconnections.org.au/5es-teaching-and-learning-model)

1. Begin by activating students’ prior knowledge on the topic of documentaries, discussing their characteristics and genre conventions. Discuss for 10 minutes:

* What is a documentary?
* What type of content would you find in a documentary?
* What documentaries have you seen?

1. Introduce the concept of ‘farm to fork’ through online video resources. Students discuss the ideas represented in the videos and how the programs are structured to communicate a message to a specific audience. They discuss the characteristics of audience types who would watch the ‘farm to fork’ videos.
2. In groups, students choose a food and follow an inquiry approach to research its supply chain. They first list the steps for a food featured in one of the videos they have watched. Using the ‘farm to fork’ video as inspiration, students then work out the sequence/process for their chosen food. Prompt students with the following questions:

* What is the food you have chosen?
* Where is it grown?
* How is it harvested or picked?
* How is transported from the farm for processing?
* What steps are used in the processing?
* Is the food packaged?
* Where is it sold?
* How does it get to where it is sold?
* How is it prepared and cooked?
* What types of dishes is it eaten in?

1. Students plan their food documentary by researching their audience and the key messages they want to communicate in their documentary. They could complete a collage of the food and the interests of their audience.

Assessment

Evidence in practice includes:

* Students learn the genre conventions and elements of a documentary.
* Students research content to plan and structure a media artwork that will communicate a viewpoint to a specific audience.
* Students consider the characteristics and viewpoints of different audiences, including viewers and subjects (people in the community such as farmers), to plan their documentary.
* Students investigate the context, setting and structure of a media documentary production.

Learning activity 2: Explore and Represent Ideas –   
Conceptualisation and planning

**Timing (approximate):** 50 minutes

**Learning intentions:** To plan and structure a documentary production to communicate a message to a specific audience

To use production processes, materials and media technologies to plan and develop a media production

**Content descriptions:** Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text [(VCAMAE029)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE029)

Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories [(VCAMAM030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM030)

Plan, produce and present media artworks for specific audiences and purposes using responsible media practice [(VCAMAP031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP031)

**Achievement standard extract:** Students use materials and media technologies to make media artworks for specific audiences and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions.

**Resources required:** Storyboard template, such as one of [these downloadable templates](https://boords.com/storyboard-template)

Student-researchedCreative Commons images, for the green screen

1. Students are introduced to the concept of storyboarding. Show students some examples of storyboards and how a story is structured using story principles.
2. Provide the students with a list of shot types, such as wide shot, high and low, and angled shots.
3. Students create their own storyboard: a sequence of drawings, with annotations describing the setting, characters, description of dialogue and the shots planned for the film.
4. Discuss the characteristics of the green screen technique.
5. Students plan the shots for which they will use the green screen technique (for example, a shot with the documentary narrator speaking in front of a green-screened image of an orchard of apple trees). Students search online for images that can represent the story in their documentary. Note: Students should find images using a Creative Commons search, to ensure fair and responsible use. They should have already discussed ethical and responsible use of online material in their own production work.

Assessment

Evidence in practice includes:

* Students consider the audience for their documentary and plan how they will structure their story focusing on the content and point of view.
* Students create a storyboard for their documentary based on their research and the sequences for food production and distribution in this pre-production phase, using story principles, structure and settings.
* Students search for images online. They identify suitable images and note the web address. They collate their images in a digital folio.

Learning activity 3: Media Arts Practices –   
Filming the documentaries

**Timing (approximate):** 50 minutes

**Learning intentions:** To develop skills using materials and media technologies to shape and communicate ideas to an audience

To use media processes, technologies and techniques to create media artworks

**Content descriptions:** Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories [(VCAMAM030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM030)

Plan, produce and present media artworks for specific audiences and purposes using responsible media practice [(VCAMAP031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP031)

**Achievement standard extract:** Students use materials and media technologies to make media artworks for specific audiences and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions.

**Resources required:** A green screen (this could simply be a large piece of green fabric used as a backdrop)

Digital device with a software application to apply the green screen effect, such as [Green Screen by Do Ink](https://apps.apple.com/au/app/green-screen-by-do-ink/id730091131)

Student production diaries, with storyboards and production documentation

Tip: If a green screen is unavailable, students can simply film in their chosen setting and add images later, at the editing stage. Other options include showing the stages of ‘farm to fork’ through animation, using software applications such as [Explain EDU](https://apps.apple.com/au/app/explain-edu/id431493086).

1. Students experiment filming using the green screen and a green screen app.
2. Using their storyboard and shot list, students select the images to film for their documentary.
3. Students apply techniques and technical elements such space, colour, time, movement and lighting to their filming. They document the use of these elements in their production diary.

Assessment

Evidence in practice includes:

* Students use relevant technologies and tools in software applications to construct their media product based on their proposed intention and viewpoint (for example, ‘Through the farm to fork journey, we are all connected to farmers and the farming industry’).
* Students use media processes, equipment and technologies to create a documentary.
* Students research and select relevant images online to use in a media product, using ethical, legal and responsible media practices.

Learning activity 4: Present and Perform –   
Presenting documentaries

**Timing (approximate):** 40 minutes

**Learning intentions:** To produce and present media artworks for specific audiences and purposes

To develop skills using materials, media elements and media technologies to shape and communicate viewpoints to an audience

To manipulate images, sound and text to present media artworks in an institutional context

**Content descriptions:** Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text [(VCAMAE029)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE029)

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**Achievement standard extract:** Students use materials and media technologies to make media artworks for specific audiences and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions.

**Resources required:** Computer or digital device with a video editing software application such as Adobe Spark Video or iMovie

Student production diaries, to document production and post-production processes

1. Students use a video editing software application in post-production to refine the documentary. They sequence the storyline, select footage to use, add text, add sounds and use other editing tools. They consider media elements, story principles and the message of the documentary when editing their work. (40 minutes)
2. Students share their final documentaries with peers and others. With parental consent, documentaries could be displayed on a blog, in a digital newsletter, via the class social media account or on the school website. (20 minutes)

Assessment

Evidence in practice includes:

* Students follow a sequence of instructions to edit images, sound and text in a documentary.
* Students apply relevant media technologies and select tools in a software application to refine a media product in a specific media genre (documentary).
* Students construct meaning and enhance the purpose of a media artwork through the choices and selections they make editing their work in post-production.
* Students document the processes they use, such as edits and refinement in post-production, in their production diaries.

Learning activity 5: Respond and Interpret –   
Evaluating the project

**Timing (approximate):** 25 minutes

**Learning intentions:** To evaluate their documentary to determine if the intended purpose was achieved: depicting the work of farmers and our connection to the farming industry for a specific audience

To compare the documentaries with those from a different time or place

**Content descriptions:** Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text [(VCAMAE029)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE029)

Plan, produce and present media artworks for specific audiences and purposes using responsible media practice [(VCAMAP031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP031)

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**Achievement standard extract:** … students explain how viewpoints, ideas and stories are shaped and portrayed in media artworks they make, share and view.

They explain the purposes of media artworks made in different cultures, times and places for different audiences.

**Resources required:** Large screen for sharing documentaries

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

A selection of historical documentaries on farming

Student production diaries, to record their reflections

1. Guide students in their reflection using the following questions. (10 minutes)

* Were documentaries an effective way to communicate viewpoints about ‘farm to fork’?
* Did the documentaries achieve the intended purpose of promoting our connection to the farming industry?
* What would farmers think of the documentaries?
* How else could we promote the work of farmers? (Students brainstorm other forms of media and how they could be used to communicate a similar viewpoint. Consider the audience for the documentary and the suitability of the selected media form.)

1. Students watch five minutes of an ‘old’ documentary. Discuss the different characteristics of the documentary, such as its use of media elements, story principles and media technologies, and the institutional contexts of media productions. (15 minutes)

Assessment

Evidence in practice includes:

* Students evaluate the documentaries and the viewpoints that they were communicating, either verbally or in writing.
* Students provide feedback on the successes of their documentaries and suggest improvements that could be made to the media artwork.
* Students compare the characteristics of media documentaries. They document the comparisons in their production diary.