

CROSS GRADE COMPARISON CHART

Media

Overall Expectation 2

MEDIA OVERALL EXPECTATION # 2: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

Understanding Media Forms, Conventions and Techniques

2.1 Form

Grade 1	Grade 2	Grade 3	Grade 4
<p>identify some of the elements and characteristics of a few simple media forms (e.g., cartoon: colour, music, animation; picture book: cover, printed words, pictures) <i>Teacher prompt:</i> “How are books different from cartoons? How are they the same?”</p>	<p>identify some of the elements and characteristics of selected media forms (e.g., a television commercial uses speech, sound effects, and moving images to sell a product or service; a print advertisement uses words and pictures to sell a product or service; in a television news broadcast, an anchor and reporters report information about events that have actually happened, and use film or video clips from real locations around the world to illustrate those events)</p>	<p>identify elements and characteristics of some media forms (e.g., newspapers use print and mostly black-and-white photographs; television news coverage has colour, sound, and “live” action reporting; cartoons use animated drawings of characters, while movies and plays use live actors) <i>Teacher prompt:</i> “What would you look for in a television news show that you wouldn’t find in a newspaper? And vice versa?”</p>	<p>identify elements and characteristics of some media forms (e.g., a television game show: game host/hostess, contestants, prizes; a television nature program: outdoor setting, wildlife actors”, voiceover narration, background music; a billboard: frame, large surface area, colour, images, graphics, words, font, punctuation) <i>Teacher prompts:</i> “What would you expect to see in a game-show program? A nature program?” “What aspect of this billboard caught your immediate attention?”</p>
Grade 5	Grade 6	Grade 7	Grade 8
<p>describe in detail the main elements of some media forms (e.g., television talk show: host, studio audience, guests, commercial breaks; news broadcast: news anchor, reporters, video clips, commercial breaks; television sitcom: standard set, regular cast, visiting actors, laugh track, plot problem and complications, happy ending) <i>Teacher prompt:</i> “What do you expect to see when you watch a sitcom that you don’t expect in a talk show?”</p>	<p>describe in detail the main elements of some media forms (e.g., drama scripts: cast of characters, description of setting, acts, scenes, stage directions; television quiz shows: host/hostess, contestants, prizes; magazines: cover images and text, table of contents, regular columns, feature articles, advertisements)</p>	<p>explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning <i>Teacher prompt:</i> “Explain how different elements of maps, such as colour (used to show different topographical features) and legends (used to show scale and compass orientation), are used in combination to make maps meaningful.” “Describe the interrelationship of instrumentals, lyrics, and vocals in a favourite song.”</p>	<p>explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning (e.g., print advertisements use text, images, colour, different fonts, and different camera angles in a seamless combination to create an effect) <i>Teacher prompt:</i> “Why do you think each of these elements is included? How are the elements combined to create a coherent message?”</p>

2.2 Conventions and Techniques

Grade 1	Grade 2	Grade 3	Grade 4
<p>identify, initially with support and direction, the conventions and techniques used in some familiar media forms (e.g., specific pictures and colours are used in traffic signs to make messages immediately recognizable to drivers and pedestrians; icons are used on computer screens instead of words to help users locate computer functions; jingles and slogans are used in television advertisements to make the messages memorable; background music may be used in a movie to communicate a mood such as suspense or happiness) <i>Teacher prompts:</i> “How do colour and size help you notice a sign?” “What happens to the music when the villain appears? What does that tell you? How does it affect you?”</p>	<p>identify the conventions and techniques used in some familiar media forms (e.g., cartoons use animation and sound to make fantasy characters seem real; cereal boxes use bright, strong colours, bold type, and inviting pictures of servings of the cereal to attract customers’ attention) <i>Teacher prompt:</i> “What do you notice about the colours, images, and print on the cereal boxes? How might the message be different if the colours or images were changed?”</p>	<p>identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning (e.g., DVDs/videos use dialogue, music, and sound effects to help explain the visual images; picture books use illustrations, layout, and different kinds of print to help explain and dramatize the printed words) <i>Teacher prompt:</i> “Watch a section of this DVD without the sound. Watch again with sound. How does the soundtrack help convey the message?”</p>	<p>identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning (e.g., movies and videos use camera close-ups to show details, medium and long shots to put people and objects in perspective, high and low camera angles to create illusions of size or artistic effects, environmental sounds for realistic effects, background music to suggest a mood) <i>Teacher prompt:</i> “What kind of music would you use in a commercial for bicycles? Why?”</p>

Grade 5	Grade 6	Grade 7	Grade 8
<p>identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience (<i>e.g. newspapers: separate sections for international/national news, sports, entertainment, and local events to appeal to a wide range of interests; headlines, photographs with captions, and graphics to add human interest and impact; photographs of columnists to signal that they are expressing a personal opinion</i>) <i>Teacher prompts:</i> “In what ways are the layouts of these two newspapers similar? In what ways are they different? Can you suggest reasons for the similarities and differences?” “How many sections are there in this newspaper? What sorts of advertisements appear in the different sections? Can you explain why they differ?”</p>	<p>identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience (<i>e.g., movie conventions: in old-fashioned westerns, white and black cowboy hats were used to identify “good” and “bad” characters; movie techniques: freeze-frame images, slow motion, theme music in movies are used to communicate information non-verbally, emphasize or prolong important or appealing scenes, and maintain interest by keeping the viewer wondering “what next?”</i>) <i>Teacher prompt:</i> “What visual clues are used to identify ‘good’ and ‘bad’ characters in movies and video games you have seen recently?”</p>	<p>identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience (<i>e.g., fashion magazine conventions: fashion and cosmetics advertisements are more prominent than editorial content; fashion magazine techniques: “themed” presentation of clothing in photo spreads, dramatic modelling poses to display novel features of the clothing</i>) <i>Teacher prompts:</i> “What does the placement of the advertisements tell you about a magazine?” “Identify different camera angles used for the photographs in the advertisements and explain their effect.”</p>	<p>identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience (<i>e.g., website conventions: home pages provide users with a convenient preview of the types of information available; website techniques: “sidebars” with inviting audio/video elements entice viewers to browse and explore new topics that might not have been their first priority</i>)</p>