

Gotcha covered! Magazine cover design



Strand
Media

Purpose

Students build an understanding of magazines and cover design. They create a concept for a new magazine and use multimedia technology to create a cover that targets a specific readership.

Overview

Activities in this module are designed to promote student-centred learning using three sequential planning phases.

Phase	Activities
Phase 1 — The mag scene	Students: <ul style="list-style-type: none"> • examine magazines and their target audiences • analyse the way the readership is represented through media languages and magazine features.
Phase 2 — It's a bust!	Students: <ul style="list-style-type: none"> • explore the context of the magazine publishing industry • apply their skills with languages and technologies to reconstruct a magazine advertisement or cover.
Phase 3 — Undercover!	Students: <ul style="list-style-type: none"> • develop a concept for a new magazine • design and produce a magazine cover that appeals to a particular youth audience.



Using this module

Focus

This module provides suggestions for planning, teaching and assessing using core learning outcomes and core content from the *Years 1 to 10 The Arts Syllabus*. *Gotcha covered!* presents one way of planning with the core learning outcomes and may be adapted to suit the particular context of a school.

Activities in this module contribute to learning in literacy, numeracy, lifeskills and a futures perspective, and can be used for gathering evidence about students' development in these cross-curricular priorities. Students are engaged with the operational dimension of literacy when they develop the ability to recognise and use the systems of signs and patterns of codes related to the magazine covers. By exploring the cultural and historical contexts surrounding texts, asking questions about why texts are designed in certain ways and identifying the target market, the students are also developing the cultural and critical dimensions of literacy.

Aspects of numeracy are included in graphic design when the student must consider proportion, symmetry and balance. Lifeskills included are personal development skills, social skills, and self-management skills. These skills are developed when students are involved in collaborative projects with local organisations and develop critical viewing of images portrayed in the media and marketing material. A futures orientation in the activities encourages students to consider possible and preferred future magazines and their implications.

Some students with physical and/or vision impairment may need assistance with some of these activities. Obtain advice from their support teachers.

Module organisation

The module is designed to be flexible in delivery and to respond to individual class contexts. The phases do not correspond to lessons, which means media activities can be planned in shorter or longer extended timeframes as is most appropriate to the timetable and student ability.

At the end of the activities in each phase, you will find Teaching considerations. These provide ideas, suggestions and clarification relevant to the activities.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes
- the extent to which activities matched the needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on and support student learning. The evaluated units of work may also be adapted before their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Core learning outcomes

This module focuses on the following core learning outcomes from the Media strand of the *Years 1 to 10 The Arts Syllabus*.

Level statement: Level 4

Students make considered decisions about the selection and combination of media languages and technologies to construct meaning using generic conventions and different media forms. Students understand that the type of media form and the audience that is being targeted will influence the choices made in construction and presentation. Students analyse media languages and technologies being used to construct representations that have become accepted by audiences as generic conventions. Students apply this understanding to construct their own representations.

- ME 4.1 Students apply media languages and technologies through genre conventions to construct media texts.
- ME 4.2 Students select media forms and apply technologies to construct and present media texts to target an audience.
- ME 4.3 Students analyse the media languages and technologies used by them and others to construct representations using generic conventions.

Core content

This module provides a learning context for the following core content from Level 4 of the syllabus in addition to the core content from previous levels:

- | | |
|---------------------------|---|
| media languages | <ul style="list-style-type: none"> • genre conventions — in magazine cover designs and promotional texts • lighting — in the construction of specific representations |
| media technologies | <ul style="list-style-type: none"> • publishing — desktop publishing |
| audiences | <ul style="list-style-type: none"> • marketing — construction and promotion of a new magazine |
| institutions | <ul style="list-style-type: none"> • genres from a range of media forms — print, broadcast and digital • purpose — to construct an image to target an audience |
| representations | <ul style="list-style-type: none"> • cultural groups and issues as portrayed on magazine covers and in advertising |

Assessment

The following table provides examples of opportunities for gathering evidence and making judgments about student demonstrations of The Arts core learning outcomes in this module. When making an on-balance judgment about demonstrations of the learning outcomes, consider all of the points in the 'Making judgments' column. The table is neither exhaustive nor mandatory. Assessment opportunities should be negotiated with students to maximise their demonstrations of these outcomes in a variety of ways. Reflect with students on evidence gathered to make judgements about their demonstrations.

Outcomes	Gathering evidence	Making judgments
<p>ME 3.1 Students combine and manipulate media languages and technologies to construct intended meanings.</p> <p>ME 4.1 Students apply media languages and technologies through genre conventions to construct media texts.</p>	<p>Students may:</p> <ul style="list-style-type: none"> reconstruct the meaning in a magazine advertisement develop the concept for a new magazine design a magazine cover participate in and make individual contributions to group activities. <p>The teacher may use:</p> <ul style="list-style-type: none"> peer- and self-assessment teacher observation focused analysis <p>recorded in:</p> <ul style="list-style-type: none"> checklist criteria sheets media journal. 	<p>Level 3 When creating media texts, do students:</p> <ul style="list-style-type: none"> combine and manipulate media languages to construct one perspective through such processes as addition, deletion, sequencing, cropping and overlaying? use available technologies to construct a particular image through combinations of text and images? <p>Level 4 When creating media texts, do students:</p> <ul style="list-style-type: none"> apply their knowledge of shot type, eyeline, pose, design elements, colour, persuasive language, symbols and lighting? apply their knowledge of composition for the selection of photographs? make considered decisions about the design elements, layout and style of the cover to reach a targeted readership successfully? apply their understanding of the conventions of advertisements to create a new meaning from an existing one? apply their understanding of magazine conventions when creating their concept, such as niche audience appeal, interviews, celebrity or expert features, regular columns, advertising, photographic content?
<p>ME 3.2 Students present media texts to a specified audience using presentation techniques associated with particular media forms.</p> <p>ME 4.2 Students select media forms and apply technologies to construct and present media texts to target an audience.</p>	<p>Students may:</p> <ul style="list-style-type: none"> reconstruct a magazine advertisement and present it in a display present a business plan as an industry-style pitch. <p>The teacher may use:</p> <ul style="list-style-type: none"> peer- and self-assessment student-teacher consultation <p>recorded in:</p> <ul style="list-style-type: none"> checklist criteria sheets media journal. 	<p>Level 3 When producing and presenting for audiences, do students:</p> <ul style="list-style-type: none"> present their texts to a specified audience of peers, school community, family, penpal? use the appropriate presentation techniques for a media form — for example, industry pitch? <p>Level 4 When producing and presenting for audiences, do students:</p> <ul style="list-style-type: none"> select the appropriate media form to appeal to and reach targeted audiences? apply known processes and skills with available technology to construct and present a magazine image, for example photographic techniques, publishing layout, choice of fonts, graphic design elements and image manipulation? use technology to enhance the presentation of a media text and make it more appealing to audiences? consider the characteristics of the audience when making decisions in the creation of a magazine cover or concept? make appropriate decisions about the presentation to reach the targeted audience?

This table is continued on the next page...

Outcomes	Gathering evidence	Making judgments
<p>ME 3.3 Students examine and compare the particular languages used to construct various representations across media forms and genres for specific purposes.</p> <p>ME 4.3 Students analyse the media languages and technologies used by them and others to construct representations using generic conventions.</p>	<p>Students may:</p> <ul style="list-style-type: none"> • analyse an unfamiliar magazine • analyse the representation of young people in magazines • analyse their own and their peers' use of languages and technologies in the concept for a new magazine. <p>The teacher may use:</p> <ul style="list-style-type: none"> • peer- and self-assessment • focused analysis <p>recorded in:</p> <ul style="list-style-type: none"> • checklist • criteria sheets • media journal. 	<p>Level 3 When analysing, do students:</p> <ul style="list-style-type: none"> • identify and examine the use of media languages that construct representations of people and magazines? • compare the way different types of magazines portray gender, age group and lifestyle? <p>Level 4 When analysing, do students:</p> <ul style="list-style-type: none"> • identify how magazines use media languages in particular ways to construct representations of the magazine, readership, gender, age, career, industries? • examine the use of conventions such as camera shot, design elements, headlines, clothing, make-up, title, colour, layout, font and facial expression on magazine covers? • analyse the representations they construct through their use of conventions of cover design? • analyse their own and others' use of the conventions of a pitch and a magazine when constructing and presenting a concept for a new magazine?

Background information

The Australian public is one of the largest consumers of magazines in the world and students make up a significant percentage of that consumer group. Magazine publishers are now producing publications for almost every age and interest group in the community. Students are encouraged to explore the potential of image manipulation and graphic design through digital multimedia technology. The activities provide students, as consumers of these texts, with the opportunity to look beyond the glossy exterior so they can be empowered to challenge the marketing delivered on the covers.

Terminology

Students have opportunities to become familiar with and use the following terminology in this module:

advertorial	cross media	publishing
anti-advertising campaign	demographics	readership
business plan	fad	sponsorship
“chequebook journalism”	magazine genre	target audience
circulation	mail order	trend
consumption	pitch	

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Education Queensland policies on health and safety considerations for Media can be found at www.education.qld.gov.au/corporate/doem/sindex/m-ind.htm.

For policies and guidelines for the Catholic sector, refer to the Queensland Catholic Education Commission website at www.qcec.qld.catholic.edu.au/www/index.cfm.

Equity considerations

This module provides opportunities for students to increase their understanding and appreciation of equity and diversity within a supportive environment. It includes activities that encourage students to:

- be involved within a supportive environment when sharing responses to texts
- work individually or in groups when designing and creating covers
- value diversity of ability, opinion and experience when discussing interpretations of images, particularly stereotypes
- support one another’s efforts in the creative process
- become empowered to communicate using the language and technologies of the media.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Support materials and references

The following lists of materials are suggested resources that may be helpful additions to your professional library. Review material before using it with students. Resources referred to in this module are identified with an asterisk (*).

Information relating to copyright issues may be found at the Australian Copyright Council Online Information Centre at www.copyright.org.au/index.htm. Please note the licence conditions applying to downloading and printing information sheets from this site.

Print

Teacher reference

Curriculum Concepts, 1996, *Media Today — Interpreting Newspapers, Magazines, Radio, TV, Movies and the Internet*, Globe Fearon Educational, New Jersey.

Department of Education Queensland, 1994, *Media Curriculum Guide for Years 1 to 10 Constructing Realities*, Publishing Services Department of Education Queensland, Brisbane.

Fusillo, A. 1997, *Network Media — Reading and Interpreting the Media*, Oxford University Press, Sydney.

Gilroy, K. 1996, *Advertising: The Hard Facts Not the Hard Sell*, The Advertising Federation of Australia, Sydney.

Niven, C. and Youngson, C. 1989, *Introducing Media Studies — Advertising in Action*, Hodder and Stoughton, London.

Quin, R. and McMahon, B. 1997, *The Big Picture*, Curriculum Corporation, Melbourne.

Stewart, C. and Kowaltzke, A. 1997, *Media — New Ways and Meanings*, Jacaranda Wiley, Milton.

Electronic

Audio visual

Gilroy, K. 1996, *Advertising: The Hard Facts Not the Hard Sell*, The Advertising Federation of Australia, Sydney.

Websites

(All websites listed were accessed in June 2002)

*Adbusters: www.adbusters.org/

Australian Children's Television Federation: www.actf.com.au/

*Benetton: www.benetton.com/

The Body Shop: www.thebodyshop.com.au/

Bush Scene from Down Under: www.herbertonss.qld.edu.au/bushscene/bsintro.htm

Triple J Drum: www.abc.net.au/triplej/triplej.htm

Teen Voices Magazine: www.teenvoices.com/index.html

Photography

Photographic Libraries: www.photographiclibraries.com/

Kodak: www.kodak.com.au/

Organisations

Australian Teachers of Media Queensland Inc: www.pa.ash.org.au/atomqld/

Queensland School Curriculum Council: www.qscc.qld.edu.au/

Activities

Phase 1 — The mag scene

Students:

- examine magazines and their target audiences
- analyse the way the readership is represented through media languages and magazine features.

Outcomes	Activities	Gathering evidence
<p>ME 4.3 Students analyse the media languages and technologies used by them and others to construct representations using generic conventions.</p>	<p>Students:</p> <ul style="list-style-type: none"> • research and collect a variety of magazines promoted to their age group or read by them • reflect on their magazine readership (see Student resource 2). • collaboratively sort and categorise the magazines into genre categories, for example, fashion, sport, music, software, video games and entertainment • identify and describe what they believe the demographics for the target readership to be, including: <ul style="list-style-type: none"> – sex and age – socioeconomic group – interests and lifestyles – issues that are of concern (see Teaching considerations) • identify new trends and hobbies, such as Xtreme sports, that have resulted in new publications in the last five years • analyse a familiar and an unfamiliar magazine by identifying and examining: <ul style="list-style-type: none"> – the title and cover images and design – the topics covered in one issue – the relationship between the copy content and the advertising – the representation of gender, places, events and issues – the media languages that have been used in the construction and promotion of these representations – the values and lifestyle promoted (See Student resources 1 and 2.) • share their findings in a discussion and compare interpretations with regular readers of the type of magazine analysed • compare magazines aimed at audiences of different sexes or ages, such as <i>Barbie</i> and <i>Dolly</i> • discuss magazines that may appeal to both genders or a range of age groups • compare and examine the similarities and differences in the ways various magazines represent groups of young people. Consider: <ul style="list-style-type: none"> – overall format of articles, interviews, features, regular features and columns such as advice columns – media languages in the overall design and layout – products and techniques used in advertising – promotional strategies to attract buyers • discuss contemporary and evolving forms, such as online e-zines, and compare the conventions used in print, online and cross media magazines • present these findings to the class in an audio-visual mode. 	<p>ME 4.3 <i>Assessment techniques:</i></p> <ul style="list-style-type: none"> • <i>student–teacher consultation</i> • <i>focused analysis</i>

Teaching considerations

Establish a shared understanding of the genres of magazines and the role the media plays in bringing information to a youth audience. Focus on the languages and technologies used to target audiences. Include texts the students are unfamiliar with by accessing magazines which appeal to readers other than the students. The broader the selection of texts, the richer the analysis and discussion will be, and students will find it easier to focus on the analysis task without being distracted by the content. Consider magazines that are published for particular occupations or industries.

Make students aware that demographic groupings can lead to stereotyping the behaviour of certain groups of people, especially in relation to gender. Some students may not have access to magazines due to cultural, sociocultural or socioeconomic circumstances or religious beliefs. Either make texts available to individual students and familiarise them with the relevant media forms or consider alternative ways that students can explore the media concepts and demonstrate the learning outcomes.

Phase 2 — It's a bust!

Students:

- explore the context of the magazine publishing industry
- apply their skills with languages and technologies to reconstruct a magazine advertisement or cover.

Outcomes	Media activities	Gathering evidence
<p>ME 4.3 Students analyse the media languages and technologies used by them and others to construct representations using generic conventions.</p>	<p>Students:</p> <ul style="list-style-type: none"> • research the technologies used in the production of the magazines they consume • discuss technologies used to access copies of various magazine forms (print, mail order, online and cross media, such as television and print) • discuss possible and preferred means of accessing magazines in the future • research institutions that publish and promote magazines, for example publishing houses, newsagents, local shops and the internet • experience an institutional context that promotes or publishes magazines such as a visit to a publishing house, newsagency, advertising agency, printer or photographic studio • collect magazine covers from a particular genre or group of magazines that target audience groupings, such as teens, cars, sports, computers/IT, music, women or men. • examine the covers to identify the generic conventions, for example: <ul style="list-style-type: none"> – layout of text and image(s) – how the cover relates to the contents – font style and position, colour, paper – cover image, pose, eye line – use of a personality or a stereotyped image – promotional strategies such as competitions, give-aways and samples (see Student resource 3). • document the conventions in a media journal and analyse the use of the conventions: <ul style="list-style-type: none"> – What does the image and design indicate about the readership the publishers would like to attract and the style of publication? – Which stories does the layout suggest are the lead stories? • discuss the role of a cover in selling specific issues • discuss the role of advertising in making magazine publishing commercially viable • analyse magazine issues for the percentage of pages devoted to advertising or advertorials • discuss the relationship between the features, interviews and regular feature copy and the products advertised, advertisers and targeted demographics • introduce students to institutions such as Adbusters (www.adbusters.org/) and Benetton (www.benetton.com/) that challenge gender constructions through specific anti-advertising campaigns (see Teaching considerations) • examine and discuss the role of these anti-advertising campaigns • choose an advertisement or cover that promotes a specific construction of gender • work collaboratively to reconstruct the image in the selected advertisement or cover by changing the text or altering the image • document the process of manipulation and describe the new intended interpretation 	<p>ME 4.3 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>focused analysis</i>
<p>ME 4.1 Students apply media languages and technologies through genre conventions to construct media texts.</p>	<p>Students:</p> <ul style="list-style-type: none"> • choose an advertisement or cover that promotes a specific construction of gender • work collaboratively to reconstruct the image in the selected advertisement or cover by changing the text or altering the image • document the process of manipulation and describe the new intended interpretation 	<p>ME 4.1 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>peer- and self-assessment</i>

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Outcomes	Media activities	Gathering evidence
<p>ME 4.2 Students select media forms and apply technologies to construct and present media texts to target an audience.</p>	<ul style="list-style-type: none"> • construct a class display of the reconstructed advertisements with accompanying information about the original advertisement and the new intended interpretation • conduct a self- and peer-evaluation of the meaning reconstructed and its effectiveness (see Student resource 5). 	<p>ME 4.2 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> • <i>peer- and self-assessment</i>

Teaching considerations

It is important for students to experience a range of magazine genres that are inclusive of cultures, contexts, ages and genders. The material displayed on the Adbusters and Benetton websites will need to be reviewed prior to student viewing. Both sites may contain information that is offensive to students or not appropriate for their age group.

Make clear to students the difference in the usage of the terms gender and sex. The term “sex” should be used when discussing representations of males and females, while “gender” refers to the portrayal of dominant masculinities and femininities.

Students need to understand the concept of stereotypes because they are so often used in the media. Students also need to understand that the reason stereotypes are used is because viewers quickly and easily recognise them. For students to develop critical literacy skills, they need to be able to recognise when stereotypes are being used and to differentiate the stereotyped attributes from the attributes of real individuals or groups in their communities. They need to develop an understanding that stereotypes are often incorrect, overgeneralised and negative and can disempower people. Investigations of stereotypes could support demonstrations of the Studies of Society & Environment core learning outcome CI 3.2 — Students identify stereotyping, discrimination or harassment to develop a plan that promotes more peaceful behaviours.

Phase 3 — Undercover!

Students:

- develop a concept for a new magazine
- design and produce a magazine cover that appeals to a particular youth audience.

Outcomes	Activities	Gathering evidence
<p>ME 4.1 Students apply media languages and technologies through genre conventions to construct media texts.</p>	<p>Students:</p> <ul style="list-style-type: none"> • invite a guest speaker or visit a local institution that produces magazines such as a publishing house • research the production roles and processes involved in producing a magazine cover • discuss standard practices in the magazine industry, such as market research, advertising, cover design, “scoops” and “chequebook journalism” • are introduced to a design brief that clearly states student expectations for the development of a concept for a new magazine and construction of a sample magazine cover. (See Student resource 4.) • design and document initial concepts for the magazine and cover and explain how it targets a particular demographic and offers a new type of magazine • present to class members the group’s proposal outlining the main idea and look for the magazine, including use of media languages and technologies and specific strategies for targeting an audience • provide feedback to each other and suggestions for the concepts presented • collaborate with others to decide: <ul style="list-style-type: none"> – their target readership – ideas for the design of their magazine cover • set timelines for each production stage • identify technologies they will need to create their designs • document the design and conceptualisation phases of the magazine in a media journal • consider roles and duties and identify the technologies (hardware and software) that will be needed in the production of the magazine cover • are introduced to a ‘paint’ software program such as Corel Draw or Corel Photo Paint • explore and investigate the features, capabilities and potential of this software program through a structured and focused series of activities that capture and manipulate the elements of media languages, for example: <ul style="list-style-type: none"> – font, titles and text boxes – pasting and masking of text and image – colour, backgrounds, back fill and filters – images and image layering – additional features and options • workshop the features of available cameras and revise their understanding of photographic elements within the context of cover photographs (see Teaching considerations) • document ideas and decisions related to the creative process and problem solving in a media journal • choose one of the roles they know about in the production of the magazine cover, or a role that is of interest, and research the responsibilities of a person in that role • present information about the role to the class • apply their knowledge of technologies to create their preferred design, documenting the processes they undertake 	<p>ME4.1 <i>Assessment techniques:</i></p> <ul style="list-style-type: none"> • <i>teacher observation</i> • <i>peer-assessment</i> • <i>focused analysis</i>

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Outcomes	Activities	Gathering evidence
<p>ME 4.2 Students select media forms and apply technologies to construct and present media texts to target an audience.</p>	<ul style="list-style-type: none"> design and create a business plan for the promotion of their magazine present this business plan in the form of a pitch to a potential publishing house (see Teaching considerations). Focus areas to consider are: <ul style="list-style-type: none"> promotions budget and timelines audience appeal through such strategies as celebrity columns audience interactivity, through feedback columns or website predicted circulation (for example, weekly, bi-annually) cost of magazine (free readership or subscription) advertising and sponsorship to support or subsidise readership costs distribution — newsagents, shops or online media forms for promotion (radio, TV, digital and print) promotional campaign and/or launch spin-off products, billboards and use of celebrities design and produce a promotional media text to support their group's business plan, such as an advertising banner on a webpage or a business card. 	<p>ME4.2 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <i>student–teacher consultation</i>
<p>ME 4.3 Students analyse the media languages and technologies used by them and others to construct representations using generic conventions.</p>	<ul style="list-style-type: none"> present the text as part of a display promoting the new magazine to another group of students who act as publishers in role as publishers, give feedback to the creators of the cover on its effectiveness in targeting the predicted audience and its use of languages and technologies document the evaluation in their media journals share these conclusions with others. 	<p>ME4.3 <i>Assessment technique:</i></p> <ul style="list-style-type: none"> <i>peer- and self-evaluation</i>

Teaching considerations

For activities and information about teaching students skills in photography see the Level 3 Media module *Making meaning*. For information about a pitch, a method used by the industry to introduce an idea for a concept to industry buyers, see the Level 6 Media module *Eye openers*.

It is important for students to experience institutional production stages and roles of production, delivery and exhibition through real purposes and contexts that replicate media institutional roles such as graphic designer, fashion photographer and editor.

A variety of technologies can be used for these activities depending on the resources available at the school. Schools should use digital cameras and printed copies of images to avoid the costs and logistics of professional development. If access to computers and relevant software is unavailable, students can create hand-drawn designs and use printed photographs. The manual process of cutting and pasting images and text can replace the activities that refer to electronic multimedia processes.

Media classroom management

Teacher resource 1

Classroom management

The viewing of media texts in the classroom should involve careful planning as with any other educational activity. Apply the following principles to facilitate classroom management:

- Establish a purpose for viewing or discussing media texts so that students have a clear understanding of what they are being asked to do and why.
- Focus on a limited aspect of the text to be analysed in a session to avoid overloading the students with the amount of information to be analysed. A useful way of achieving this is to use the pause and/or still-frame button to investigate the text or restrict the viewing of moving image texts to short excerpts, rather than full movie-length viewing.
- Value the students' existing knowledge and tastes. Students will often have much implicit knowledge about media that needs to be consciously understood and made explicit.

Physical environment

Learning in media involves practical media exercises so the learning environment should enable students to work collaboratively with access to benches or large tables. They should also have access to a range of art and display materials, such as scissors, tape, glue, paper, pencils, paint, old magazines and photographs.

Equipment

The most valuable learning in practical exercises can be achieved through activities using simple scissors, images, papers and pencils. The reason is that the emphasis is on understanding the concepts of media education, the intentions behind the product and the processes of producing it. This eliminates the need for great technical skill on the part of students.

The following lists provide information about equipment and the level of access students may need for media activities in this module. Much of this equipment already exists in schools but is not always allocated for students learning about the media. Students should have continual access to:

- a TV monitor and VCR with pause button and search facilities
- a viewing room that can be darkened
- at least one good SLR or digital camera, or disposable cameras
- a tripod
- blank audio tapes and videotapes of various lengths
- audio-cassette recorders
- plenty of display space and noticeboards for regular display of students' work
- storage space for tapes, film, lights, and cameras.

Students should have regular access to:

- a photocopier that reproduces images in good quality
- a word-processing package with a variety of fonts
- at least one portable digital video camera or camcorder with rechargeable batteries
- an extension microphone.

Students should have occasional access to:

- a second video recorder and appropriate connecting leads for crash editing taped material or making copies and compilations
- a microphone and leads for dubbing soundtracks onto existing video material
- a portable light or lighting kit for video work
- desktop publishing, design or editing hardware and software
- a scanner.

Responding to magazines**Student resource 1**

Magazine title: _____

Student name: _____

What do you find appealing about the cover of the magazine?

What elements in the design make it appealing?

What elements are included on the cover to sell this magazine? Consider title, imagery, sensationalised headline, exclusive articles, secrets, gossip, free gifts and celebrity news.

Describe the type of content in one issue.

What products or services are advertised in the issue?

What lifestyle, values and messages are being promoted by the contents in the issue?

Describe the demographics for what you think may be the magazine's intended target readership. Consider age, sex, interests and socioeconomic status.

What features of the magazine indicate to you that this is the intended readership?

What personalities or celebrities are used to promote this magazine?

Are these personalities or celebrities promoting or challenging stereotypical messages? How?

What is the cost of this magazine and do you think it is affordable for the readership you have identified as the targeted audience?

Where is the magazine distributed (for example, local shop, newsagent, supermarket, specialty store)?

How and where is the magazine displayed (for example, height of shelf, front counter, back of store)?

Identify and list similar types of magazines that are available.

Is this magazine promoted across the media through a website, billboard, newspaper, television or radio broadcast?

Why do you think this selection of media was made?

Would this magazine appeal to other readership groups? Why/why not?

What other features distinguish this magazine from others in the market?

Analysing your favourite magazine**Student resource 2**

Magazine title: _____

Student name: _____

What is the main purpose of this magazine?

Describe who you believe is the magazine's intended readership.

Where might people read this magazine? What medium/s is/are used to deliver this magazine to its target audience?

Describe the representations in your magazine. Consider age, cultural and gender stereotypes, lifestyles, class and youth subculture.

How are these representations constructed? Consider cover, contents, advertising, marketing, images and text.

Describe the regular content and layout of this magazine and possible reasons for these format decision by the publisher (for example, articles, cartoons, horoscopes and celebrity interviews).

Who owns and produces this magazine?

How does this publisher acquire or raise funds to cover production costs (advertising, subscription)?

Additional questions or information to research and present:

Magazine cover:

Student resource 3



The elements listed here are the major elements to be included on the cover of a magazine. The positioning will change to suit the visual design, often determined by the choice of image as background.

Gotcha covered design brief

Student resource 4

<p>Task: Develop a concept for a particular youth magazine for a readership aged 13–18 years.</p>	<p>Documentation: Document in your media journal how you and your group members constructed your magazine image by:</p>
<ul style="list-style-type: none"> • Develop a concept for a magazine, describing the style of magazine and how it will appeal to the specified readership. Detail how this new magazine will compete with the others on the market. • Incorporate a visual image as the main feature of the magazine's cover. • Include in the magazine cover: <ul style="list-style-type: none"> – title of magazine, photographic image, sub text, cost, issue number, bar code and date etc. – background colour(s), visual image(s) by layering. • Select appropriate text and information to appeal to and build audience expectation of magazine content. • Design and create layout and visual presentation. • Present ideas for magazine promotions using cover image for example, billboards, website. • Display the final magazine cover for peer evaluation. • Present your design considerations, processes used and reasons for decisions to fellow class members. 	<ul style="list-style-type: none"> • Conceptualising a new magazine for a specific readership. • Designing a cover that reflects the image and style of the magazine. • Selecting page size, background fills (1–2 colours), layout. • Selecting font style, size and colour. • Composing/drawing and capturing images as digital photographs/images. • Scanning, cropping and manipulating the visual image or reworking the original image. • Copying and pasting image onto background. • Creating and adding text in selected font to image. • Positioning all elements to create visual appeal and balance.

Consider:

- purpose of cover — to sell the magazine issue, attract consumers, stand out in the display
- image and style of magazine to be promoted
- appeal for readership — competitions, visual recognition, celebrity information, scoops
- representations of self as fashion model, music artist, sports person, celebrity or actor
- format and layout of magazine to achieve the intended result
- technology required to produce the cover.

Peer- and self-assessment**Student resource 5****Focus outcomes:**

ME 4.1 Students apply media languages and technologies through genre conventions to construct media texts.

ME 4.2 Students select media forms and apply technologies to construct and present media texts to target an audience.

ME 4.3 Students analyse the media languages and technologies used by them and others to construct representations using generic conventions.

Consider the use of the media languages and available technologies

Consider the image created

Did you effectively target an audience by the use of:

- images
- layout/visual presentation
- catchy headlines for features
- promotional strategies
- other targeting strategies.

Consider the appeal to the audience

Comments:
What I learnt in the process of creating a concept and cover was...

If I could change aspects of the cover or the process in creating it, I would...

Acknowledgments

This module was developed collaboratively with Peter Cooke, Secondary Visual Arts and Media Educator.

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 The Arts Syllabus

Years 1 to 10 The Arts Sourcebook Guidelines

The Arts Initial In-service Materials

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