



Sample assessment task	
Year level	9
Learning area	The Arts
Subject	Media Arts
Title of task	Film trailer
Task details	
Description of task	<p>Making and Responding</p> <p>Plan and produce a film trailer to promote an original film of any genre with the following parameters:</p> <ul style="list-style-type: none"> • between 60–90 seconds in length • intended audiences: suitable for a G or PG audience. <p>Reflect on own and others’ productions, in a class discussion and written response.</p>
Type of assessment	Summative
Purpose of assessment	To determine if students can select codes and conventions of a particular genre and use basic skills and processes of media production appropriate to the form
Assessment strategy	<ul style="list-style-type: none"> • Production task • Written response
Evidence to be collected	<ul style="list-style-type: none"> • Written response • Audio-visual production
Suggested time	13 hours
Content description	
Content from the Western Australian Curriculum	<p>Media languages</p> <p>Introduction to key terminology and technologies related to selected context and focus</p> <p>Codes and conventions for constructing meaning in the selected media type, genre and/or style studied</p> <p>Point of view for different audiences in the context of the media type, genre and/or style studied</p> <p>Media works that experiment with narrative conventions in the context of the media type, genre and/or style studied</p> <p>Representation</p> <p>Representation of ideas, issues or people in the media now, and/or in the past, and the values they represent (consideration of stereotypes)</p> <p>Production</p> <p>Media production skills to integrate codes and conventions in media work for a specific purpose, meaning and style</p> <p>Independent awareness of safe production practices when using technologies and resources</p> <p>Team skills and specific role responsibilities</p> <p>Personal and group timelines and development of problem-solving skills</p> <p>Production process using appropriate technical skills and processes, scripts, storyboards and layouts</p> <p>Analysing and reflecting on intentions</p> <p>The impact of their own and others’ media work for the intended audience, purpose and context</p> <p>Audience</p>

	Intended audience profile of specific media work Impact of current trends in how audiences use media
Task preparation	
Prior learning	Students have an understanding of genre and genre expectations. Students have an understanding of the narrative elements and narrative conventions; in particular, the role of suspense. Students will have viewed several trailers of different genre films, and deconstructed the codes and conventions used to meet audience expectations of that genre. Students have an understanding of film classification and intended audience. Students have an understanding of advertising.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.
Assessment task	
Assessment conditions	Students will complete this task within 12 hours of class time: <ul style="list-style-type: none"> • 3 hours planning, pre-production and storyboarding • 3 hours shooting • 5 hours editing • 1 hour presentation, whole class critiquing and reflection • 1 hour writing response.
Resources	<ul style="list-style-type: none"> • Film trailers • Pens, pencils and paper for drafting • Copies of storyboard template • Camcorders and editing systems

Instructions for teacher

Intention

This task is designed to demonstrate students' ability to plan codes to create meaning and demonstrate their understanding of narrative and genre.

Time plan

Students will complete this task within 12 hours of class time.

Group work

This is a group work task.

Task

Checklist of key concepts to demonstrate in your sequence:

- selection of **narrative conventions** that identify the film trailer as a particular genre
- selection of **codes and conventions**
- students are required to work within teacher-imposed **constraints**, including directed timelines
- basic media **production skills** to integrate **codes and conventions** in media work for a specific purpose and meaning
- awareness of personal **safety** when working outside the classroom
- **team/individual skills.**

Making

As a class:

- brainstorm genres
- view trailers from a variety of genres
- compare and contrast similarities and differences of genres
- teach/learn storyboard conventions.

In your group:

- select a genre
- brainstorm (rough) ideas for an original story
- decide on a title
- decide on your target audience
- brainstorm all the narrative elements that could possibly be part of this movie, such as types of characters, conflicts, settings that are often used in this genre
- brainstorm all the codes that are specific to your chosen genre (e.g. in an action film, you often see guns, explosions, running, black clothing, scars)
- choose words (written and spoken) that would help the audience to recognise the genre and create a desire to go and see the film
- storyboard shots collaboratively
- film/shoot images following the storyboard. Shots/images must be divided equally amongst group members
- edit shots into the appropriate sequence. This process is to be done collaboratively
- present to the class, justifying selections made.

Responding

As a class:

- Reflect on own and others' productions, identifying genre conventions and narrative conventions used to market the film.

Individually

- Written response to teacher-directed reflective questions about the production and process.

Self-evaluation

1. What is the purpose of your trailer?
2. Explain your intended audience and its expectations of the chosen genre. Which genre conventions have you used to appeal to this audience?
3. Describe how you have used trailer conventions to structure your trailer.
4. Give five specific examples of selections made during the production process. How did these selections affect the impact of your trailer?
5. If you were to recreate your trailer, what could you and/or your group have done to make your trailer better?
6. Explain the impact of controls on the production process, such as censorship and classification and any teacher-imposed constraints.

Student name: _____

Media Arts Storyboard Template

1.	2.	3.	4.
Shot and audio notes	Shot and audio notes	Shot and audio notes	Shot and audio notes
5.	6.	7.	8.
Shot and audio notes	Shot and audio notes	Shot and audio notes	Shot and audio notes

9.	10.	11.	12.
Shot and audio notes	Shot and audio notes	Shot and audio notes	Shot and audio notes
13.	14.	15.	16.
Shot and audio notes	Shot and audio notes	Shot and audio notes	Shot and audio notes

Sample marking key	
Making: Movie Trailers	
Description	Marks
Media Languages: Codes and conventions	
Manipulates codes and narrative conventions to enable target audience to identify genre and form expectations.	7–8
Selects and combines codes and narrative conventions to enable target audience to identify genre and form expectations.	5–6
Uses codes and narrative conventions appropriate for genre and target audience.	3–4
Uses some familiar codes and narrative conventions that reference a genre and make meaning.	1–2
Subtotal	4
Description	Marks
Production: Controls and constraints	
Accommodates audience values and controls and constraints.	4
Complies with audience values and controls and constraints.	3
Observes most audience values and controls and constraints.	2
Considers some audience values and controls and constraints.	1
Subtotal	4
Description	Marks
Skills and Processes: Pre-production	
Completes detailed planning and storyboarding processes.	4
Completes required planning and storyboarding processes.	3
Completes most required planning and storyboarding processes.	2
Undertakes minimal required planning and storyboarding processes.	1
Subtotal	4
Description	Marks
Skills and Processes: Production (cameras, tripods and lighting)	
Effectively selects equipment, problem solves and refines skills to create planned media work.	4
Effectively selects equipment, applies problem solving to create planned media work.	3
Selects and uses some equipment, applies some problem solving to create media work.	2
Selects and uses some equipment to create media work.	1
Subtotal	4
Description	Marks
Skills and Processes: Post production	
Consolidates editing processes and problem solves to effectively realise planned media work.	4
Uses editing processes and applies problem solving with effective results.	3
Uses editing processes and applies problem solving with mostly effective results.	2
Uses some editing processes with inconsistent results.	1
Subtotal	4

Description	Marks
Skills and Processes: Safety and teamwork	
Fulfil responsibilities and independently follows safe practices.	3
Mostly fulfil responsibilities and independently follows safe practices.	2
Requires guidance to fulfil responsibilities and intermittently follows safe practices.	1
Subtotal	3
Making total	23
Responding	
Description	Marks
Analysing and Reflecting: Audience, context and purpose	
Explains, with detail, the effectiveness of the selection processes in construction of the trailer.	4
Explains the effectiveness of the selection processes in construction of the trailer.	3
Describes aspects of the selection processes in the construction of the trailer.	2
Identifies aspects of the selection processes in the construction of the trailer.	1
Subtotal	4
Description	Marks
Media terminology and language	
Applies correct media terminology specific to trailers.	4
Applies mostly correct media terminology specific to trailers.	3
Applies some correct media terminology specific to trailers.	2
Applies some media terminology.	1
Subtotal	4
Responding total	8
Total	31

Checklist for self-management and group management skills and processes

Checklist	Comments
Listening skills : <ul style="list-style-type: none"> • Allows other group members to speak 	
<ul style="list-style-type: none"> • Contributes and gives feedback in a positive, constructive and non-personal manner 	
<ul style="list-style-type: none"> • Pays attention and gives respect to other group members 	
Problem solving: <ul style="list-style-type: none"> • Actively seeks the opinions of others 	
<ul style="list-style-type: none"> • Looks for ways of utilising the suggestions of others 	
<ul style="list-style-type: none"> • Stays on task and contributions directly link to the problem 	