



Sample assessment task	
Year level	1
Learning area	The Arts
Subject	Media Arts
Title of task	What's the Message? Toy Catalogue
Task details	
Description of task	After exploring media messages in a range of advertisements, students identify the codes used in a toy catalogue and the messages conveyed to an audience. Students can respond verbally in an interview.
Type of assessment	Summative
Purpose of assessment	To determine if students can identify the message, purpose and intended audience of an advertisement, and identify some of the symbolic, technical and written codes used to create the message.
Assessment strategy	Oral interview
Evidence to be collected	Recorded audio interview (visual optional)
Suggested time	2 hours
Content description	
Content from the Western Australian Curriculum	<p>Responding</p> <ul style="list-style-type: none"> • Different media work that convey messages (advertisements on television, billboards, digital and print) • Personal responses, expressing ideas and feelings about the media work they view and produce <p>Making</p> <ul style="list-style-type: none"> • Exploration and experimentation with the codes and conventions of media: <ul style="list-style-type: none"> ▪ technical (capturing, selecting and arranging images) ▪ symbolic (objects, colour) ▪ audio (selecting and capturing sounds to create a mood or feeling; loudness and softness) ▪ written (adding text) to produce media work
Early Years Learning Framework (EYLF)	<p>Outcome 4: Children are confident and involved learners Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating</p> <p>Outcome 5: Children are effective communicators Children interact verbally and non-verbally with others for a range of purposes Children engage with a range of texts and gain meaning from these texts Children express ideas and make meaning using a range of media Children begin to understand how symbols and pattern systems work Children use information and communication technologies to access information, investigate ideas and represent their thinking</p> <p><small>[Commonwealth of Australia. (2009). <i>Belonging, being & becoming – The Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</small></p>

National Quality Standard	<p>National Quality Standard – Quality Area 1 – Educational program and practice</p> <p>1.1.1 Approved learning framework Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.</p> <p>1.2.2 Responsive teaching and scaffolding Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.</p> <p>National Quality Standard - Quality Area 5 – Relationships with children</p> <p>5.2.1 Collaborative learning Children are supported to collaborate, learn from and help each other.</p> <p><small>[Based on: <i>Guide to the National Quality Standard</i> (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]</small></p>
Task preparation	
Prior learning	<p>Students should be familiar with some symbols and signs that have meaning and purpose and have explored how a few technical and symbolic codes communicate messages. Students have provided personal responses to media work they viewed and produced.</p>
Assessment differentiation	<p>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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
Assessment conditions	<p>Students will be individually asked several questions after viewing a toy advertisement in a catalogue. Choose a location where the audio can be clearly heard, with little background noise.</p>
Resources	<ul style="list-style-type: none"> • Toy catalogues • Television advertisements • Copies of print advertisements • Image of a billboard advertisement

<p>Inspire/inform</p>	<ul style="list-style-type: none"> • Show an interesting, current television advertisement for a toy. • Brainstorm all the different places where you see advertisements. • Show examples of a television advertisement, a billboard and a print advertisement. • What is the purpose of advertisements? (Why do people make advertisements?) • Learning intention: We are exploring how advertisements are made up of many small parts (codes) that are used to attract an audience and encourage them to buy more. • Success criterion: We can name one technical code and one symbolic code that has been used to attract the audience and encourage them to buy more.
<p>Show</p>	<ul style="list-style-type: none"> • As a whole class, analyse an advertisement: Guided reading. • Show a print advertisement using a data projector, discuss each of the following questions and annotate on whiteboard. • What is a message? (message in a bottle, voicemail, letter) • What is the message in the advertisement? (What are they telling you about the product?) • What is the purpose of advertisements? (Why did someone make this advertisement?) • Discuss parts of the advertisement that make the message stronger. Discuss the parts of the advertisement that attract the audience. <ul style="list-style-type: none"> ▪ Discuss simple technical codes (size of image, arrangement of images, selection) ▪ Discuss simple symbolic codes (objects, colour) ▪ Discuss simple written codes (numbers, size, font) • Discuss intended audience: Who would like this advertisement more? An adult or a child? A man or a woman?
<p>Try/transfer</p>	<ul style="list-style-type: none"> • Students work in groups to discuss an advertisement, using the same questions above. <ul style="list-style-type: none"> ▪ Toy catalogue example: https://view.publitas.com/smyths-toys/catalogue/page/71
<p>Apply</p>	<ul style="list-style-type: none"> • Students are interviewed individually about their responses to a similar toy catalogue. Ask the following questions and record for assessment: • What is the message in the advertisement? (Prompt: What are they telling you about the toys?) 'You should buy some toys, the toys are cheap.' • What is the purpose of advertisements? (Prompt: Why did someone make this advertisement? What do they want you to do?) 'They want people to buy the toys.' • What information does the advertisement give you? 'The price, the size, how you hold the toys.' • Which parts of the advertisement make you want to buy the toys? 'The child looks happy.' 'The toy is a big photo.'

	<ul style="list-style-type: none"> • Who would want to read this advertisement? ‘Children.’ • What makes you think it is for children? ‘There are children in the advertisement, kids like toys.’ • Do you like toy catalogues? Why/Why not? • What other way could you advertise these toys so a lot of children could see them?
Reflect	<ul style="list-style-type: none"> • As a class, discuss what you would do differently to make the toy catalogue more appealing.

Marking key

Description	Record
Purpose and message of advertisement	
Identifies the purpose, message and explains how some of the codes/symbols appeal to the intended audience.	
Identifies the purpose and message in the advertisement, and makes links to audience. Identifies some symbols.	
Identifies the purpose and message in the advertisement and identifies a symbol.	
Identifies a purpose or message in an advertisement.	
Teacher observations	

Making connections across learning environments

National Quality Standard – Quality Area 1 – Educational program and practice
 1.1.1 Approved learning framework
 1.2.2 Responsive teaching and scaffolding

National Quality Standard – Quality Area 5 – Relationships with children
 5.2.1 Collaborative learning

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Observations of individual learning behaviours

	Provocations	Resources
Inside and outside spaces/environments	Logo immersion Provide students with a variety of toy company branding. Provide students with art supplies to create their own.	Art supplies
	Photo shoot Set up a toy catalogue photo shoot. Encourage students to take photos of the toys and other students, changing the setting, body language and camera position each time.	Toys Costumes Cameras Backdrops
Ambience/aesthetics	Musical toys Provide a range of different types of toys. Play each piece of music and ask students which music would suit each toy if they were making television advertisements.	Music playing devices and headphones Toys