Sample assessment task

Year level	7
Learning area	The Arts
Subject	Media Arts
Title of task	Making: Prison or paradise

Task details

Description of task	**Making and Responding** Plan a sequence of images that depicts the school as either a prison or a paradise with the parameters: • a sequence of images: 10-20 still shots or one minute of moving images • set to appropriate music to establish the intended mood.
Type of assessment	Summative
Purpose of assessment	To determine if students can select codes and conventions to make clear intended meaning or point of view
Assessment strategy	Audio visual production
Evidence to be collected	• Audio visual production • Storyboard • Written response • Checklist for self-management and group management skills and processes
Suggested time	12 hours

Content description

Content from the Western Australian Curriculum	**Media languages** Codes and conventions of media type, genre and/or style studied Point of view in the context of the media type, genre and/or style studied **Representation** Representation of ideas, issues or people in the media and the values they represent (consideration of stereotypes) **Skills and processes** Basic media production skills to integrate codes and conventions in media work for a specific purpose and meaning Awareness and safety when using technologies and resources Team skills and specific role responsibilities Production process using basic technical skills and processes, scripts, storyboards and layouts **Analysing and reflecting on intentions** The effectiveness of their own and others' media work for the audience and intended purpose

Task preparation	
Prior learning	Students have previously studied codes and conventions, shot sequencing and editing.
Assessment differentiation	Teachers will 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 will either scaffold or extend the scope of assessment tasks.
Assessment task	
Assessment conditions	Students will complete this task within 12 hours of class time. 2 hours studying selection processes, point of view 2 hours planning, pre-production and storyboarding 3 hours shooting 3 hours editing 2 hours individual reflection on production and reflection on other groups' productions
Resources	- Excerpts of current affairs, advertisements and photo documentaries - Pens, pencils and paper for planning - Video cameras and editing systems - Mood music - Copies of storyboard template - Checklist for self-management and group management skills and processes

Instructions for teachers and students

Intention
This task is designed to enable students to explore the way media codes and conventions can be used to create a point of view and to position the audience.

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

Group work
This is a group task.

Task
Plan a sequence of images that depicts the school as either a prison or a paradise:

Parameters:
* a sequence of images: 10-20 still shots or one minute of moving images
* set to appropriate music to establish the intended mood

Making
As a class:
* view and deconstruct positive and negative representations of places, identifying codes used in the construction of point of view
* brainstorm the notions of prison or paradise as they might apply to negative and positive perceptions of the school environment
* brainstorm potential sites within the school that may be filmed
* discuss appropriate use of codes for this task, e.g. framing, angles, lighting
* revise storyboard conventions
* revise camera use
* revise use of editing software.

In your group:
* select prison or paradise.
* select appropriate mood music. (N.B. You could consider using music that is copyright free/copyright-friendly e.g. in the public domain, licensed under Creative Commons. Websites such as http://audionautix.com/ and https://freepd.com/faq.html may be useful. It's good practice to provide the source of the music you select.)
* in groups, survey the school grounds to find suitable shooting locations.
* storyboard shots collaboratively.
* film/shoot images following the storyboard. Shots/images must be divided equally amongst group members.
* edit shots (and music) into the appropriate sequence. This process is to be done collaboratively.

Responding
As a class:
* reflect on own and others' productions.

Individually:
* write response about production and process, using the *Reflection* template.

Reflection

Student name:	
Production title:	

What is the purpose of your production?

Describe the point of view you have presented.

How do you think your audience would respond to the school you have presented? Why?

What detail have you selected to persuade your audience to accept your viewpoint?

Discuss two symbolic codes you have selected and how they have been used to create meaning.

Discuss two technical codes you have selected and how they have been used to create meaning.

Describe how the music contributes to the point of view created.

Choose the shot you think is the most powerful in achieving the desired purpose and explain why.

What constraints did you have to work within and how did you overcome these?

What would you do differently in your production if you had your time again?

Sample marking key	
Making	
Description	**Marks**
Media languages: Codes and conventions/point of view	
Combines familiar codes and conventions to construct meaning and present a positive or negative point of view.	7–8
Uses familiar codes and conventions to make meaning and present a positive or negative point of view.	5–6
Replicates some familiar codes and conventions to make meaning and present a positive or negative point of view.	3–4
Replicates few familiar codes and conventions in a limited manner.	1–2
Subtotal	**8**
Description	**Marks**
Skills and Processes: Pre-production	
Brainstorms and collaborates to complete a sequence of images, using required storyboard conventions.	4
Brainstorms and collaborates to create a sequence of images, using most required storyboard conventions.	3
Brainstorms, collaborates and applies storyboard conventions.	2
Cursory planning and storyboarding processes evident.	1
Subtotal	**4**
Description	**Marks**
Skills and Processes: Production and post-production	
Uses media technologies and applies problem-solving processes to effectively communicate point of view.	7–8
Uses media technologies and applies some problem-solving processes to create point of view, with mostly effective results.	5–6
Uses media technologies to create point of view.	3–4
Makes limited use of media technologies, with little awareness of point of view.	1–2
Subtotal	**8**
Description	**Marks**
Skills and Processes: Teams skills and safety	
Effectively fulfils role responsibilities within a team, and considers safety when using technologies and resources.	4
Fulfils role responsibilities within a team, and considers safety when using technologies and resources.	3
Mostly fulfils role responsibilities within a team, and considers safety when using technologies and resources.	2
Requires guidance to fulfil role responsibilities within a team and to follow safe practices when using technologies and resources.	1
Subtotal	**4**
Making total	**24**

Responding	
Description	**Marks**
Analysing and Reflecting: Audience, context and purpose	
Identifies codes and conventions used to create point of view, and provides some description of the audience response.	7–8
Identifies codes and conventions used and identifies the point of view created and the intended audience response.	5–6
Identifies codes and conventions used in the creation of point of view.	3–4
Identifies some codes and conventions in the creation of point of view.	1–2
Subtotal	**8**
Responding total	**8**
Total	**32**

Checklist for self-management and group management skills and processes	
Checklist	**Comments**
Listening skills: • Allows other group members to speak • Contributes and gives feedback in a positive, constructive and non-personal manner • Pays attention and gives respect to other group members	
Problem solving: • Actively seeks the opinions of others • Looks for ways of utilising the suggestions of others • Stays on task and contributions directly link to the problem	
Safe practices: • Awareness of safety when using technologies and resources. Seeks teacher advice when unsure	