

# Media Arts in Practice 2015

## Study plan

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### Section 1: School statement

<b>School:</b>	Queensland Curriculum and Assessment Authority
<b>School code:</b>	3000
<b>Subject code:</b>	6413
<b>Composite class:</b>	No
<b>School contact:</b>	SEO
<b>Phone:</b>	3864 0375
<b>Email:</b>	SEO@qcaa.qld.edu.au

### Section 2: Course and assessment overview

Media Arts in Practice is a four-semester course of study.

Semesters 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four semesters as students develop greater independence as learners.

Semesters 3 and 4 consolidate student learning.

### QCAA approval

QCAA officer:

Date:

Semester	Unit number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
1	<b>Unit 1: Promotional design</b> The unit focuses on developing skills to produce a design folio of advertising material which promotes an upcoming event within the community, e.g. school musical, multicultural celebration. Students explore techniques and trends in the media arts which can be utilised in marketing events. They use a problem-solving approach to produce a design folio to capture the attention, interest and desire of the public to respect a brand identity for the event.	55	<ul style="list-style-type: none"> <li>Graphic design</li> <li>Still image</li> </ul>	<b>Media technologies</b> <ul style="list-style-type: none"> <li>Hardware</li> <li>Software</li> <li>Media techniques</li> </ul> <b>Media communications</b> <ul style="list-style-type: none"> <li>Contexts and audiences</li> <li>Purposes</li> <li>Ideas</li> </ul> <b>Media in society</b> <ul style="list-style-type: none"> <li>Safety practices</li> <li>Ethical considerations</li> <li>Careers</li> </ul>	1	<b>Project</b> Design folio of advertising material: consisting of photographic and print media which develops a brand identity, e.g. logo design, signage and/or business card. Component 1: Written; Component 2: Product. <ul style="list-style-type: none"> <li>Product component Component 2: Design folio of ideas for event promotion. Variable conditions Students will be allocated continuous class time to develop written and product components. Number of works in folio will vary.</li> <li>Written component Component 1: Annotated diary of ideas, including visuals. The diary needs to include evidence of planning and evaluation. 400–700 words</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul>
					2	<b>Product</b> Produce a webpage design based on the brand identity developed in the Project assessment. Continuous class time. Variable conditions	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul>

Semester	Unit number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
2	<b>Unit 2: Animating social issues</b> The unit focuses on investigating media techniques and technologies, and the media art-making processes involved in the making of a stop-motion animated film. Students use a problem solving approach and develop skills in applying media technologies to create a short animated film which addresses a social issue for inclusion in a film festival. Students identify, explain, analyse and evaluate the media art-making techniques and technologies, and the media art-making processes through the delivery of a spoken presentation.	55	<ul style="list-style-type: none"> <li>• Audio</li> <li>• Moving images</li> </ul>	<b>Media technologies</b> <ul style="list-style-type: none"> <li>• Hardware</li> <li>• Software</li> <li>• Media techniques</li> </ul> <b>Media communications</b> <ul style="list-style-type: none"> <li>• Contexts and audiences</li> <li>• Purposes</li> <li>• Ideas</li> </ul> <b>Media in society</b> <ul style="list-style-type: none"> <li>• Safety practices</li> <li>• Ethical considerations</li> <li>• Emerging technologies</li> </ul>	3	<b>Investigation</b> Identify and evaluate the media techniques and technologies, and the media art-making processes used in an animated film. <ul style="list-style-type: none"> <li>• Written response Respond to focus questions about selected animated film to construct a review/critique. 500–800 words</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>
					4	<b>Project</b> Create a short stop-motion animated film for a film festival. <ul style="list-style-type: none"> <li>• Product component Stop-motion animation which addresses a social issue Variable conditions</li> <li>• Spoken component Includes the planning and evaluation of media art-making processes to produce an animation. 1.5–3.5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>

Semester	Unit number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
3	<b>Unit 3: Documenting the lives of others</b> The unit focuses on developing skills in investigating and analysing documentary styles to represent life and identity through the use of media technologies. Using a problem solving approach, students learn how to apply media technologies to explore, create and present an important aspect of the life or identity of a person of interest within the community. They investigate and explore the role of a media artist and the creative processes necessary to document an aspect of a chosen person's life, history or identity. Students demonstrate their skills in photography, filming, audio, editing, manipulating media and interacting with others to plan, create and evaluate a documentary-style media artwork for the purposes of chronicling/documenting, informing, celebrating, educating, entertaining and/or expressing.	55	<ul style="list-style-type: none"> <li>• Audio</li> <li>• Moving images</li> <li>• Still image</li> </ul>	<b>Media technologies</b> <ul style="list-style-type: none"> <li>• Hardware</li> <li>• Software</li> <li>• Media techniques</li> </ul> <b>Media communications</b> <ul style="list-style-type: none"> <li>• Contexts and audiences</li> <li>• Purposes</li> <li>• Ideas</li> </ul> <b>Media in society</b> <ul style="list-style-type: none"> <li>• Safety practices</li> <li>• Ethical considerations</li> <li>• Emerging technologies</li> </ul>	5	<b>Investigation</b> Students investigate documentary techniques used in various documentary styles. (eg. personal, biographical, historical, observational, doco-drama or mockumentary.) Students compare and contrast two documentaries with different stylistic techniques. They present their findings in the form of a multimodal response. <ul style="list-style-type: none"> <li>• Multimodal — non-presentation Student's choice of response mode, inclusive of visuals, audio and moving images. Maximum: 10 A4 pages</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>
					6	<b>Project</b> Students apply their skills in photography, filming, audio and editing as they interact with others, to plan, create and evaluate a documentary-style media artwork of the life or identity of a chosen person of interest from their local community. This media artwork should take the form of a film in a choice of documentary styles (eg. personal, biographical, historical, observational, doco-drama or mockumentary) <ul style="list-style-type: none"> <li>• Multimodal — presentation Component 1: Plan a visual storyboard with audio commentary (including planning and decisions). 3.0–6.0 minutes</li> <li>• Product component Component 2: Produce a documentary film. Variable conditions Duration of documentary-style media artwork will vary. Students will be allocated continuous class time to develop written, product and multimodal components.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>

Semester	Unit number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
						<ul style="list-style-type: none"> <li>Written component</li> <li>Component 1: Evaluation of media art-making processes. 500–900 words</li> </ul>	
4	<b>Unit 4: Careers in the media arts</b> The unit focuses on developing skills for a future career pathway in the media arts industry. Students engage in a problem-solving approach using media technologies and media art-making processes to create a webpage and an artist's business card for the purpose of promoting and forging a career in the media arts.	55	<ul style="list-style-type: none"> <li>Graphic design</li> <li>Moving images</li> <li>Still image</li> </ul>	<b>Media technologies</b> <ul style="list-style-type: none"> <li>Hardware</li> <li>Software</li> <li>Media techniques</li> </ul> <b>Media communications</b> <ul style="list-style-type: none"> <li>Contexts and audiences</li> <li>Purposes</li> <li>Ideas</li> </ul> <b>Media in society</b> <ul style="list-style-type: none"> <li>Safety practices</li> <li>Ethical considerations</li> <li>Emerging technologies</li> <li>Careers</li> </ul>	7	<b>Project</b> Create a webpage that promotes student's skills and attributes as a media artist for prospective employers. <ul style="list-style-type: none"> <li>Multimodal — presentation</li> </ul> Design a concept for a webpage including planning and justification of ideas. 3.0–6.0 minutes <ul style="list-style-type: none"> <li>Product component</li> </ul> Produce a show reel webpage that embeds media artworks from previous projects and products and promotes an identity as a media artist. Variable conditions Continuous class time	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul>
					8	<b>Product</b> Digital artist's business card. Variable conditions	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul>

# Media Arts in Practice 2015

Teacher:

Class:

Student name:

Year:

Semester	Unit	Assessment Instrument No.	Assessment Instrument	Formative or Summative	Knowing and understanding	Applying and analysing	Creating and evaluating
1	<b>Unit one</b> Promotional design	1	Project	F			
		2	Product	F			
2	<b>Unit two</b> Animating social issues	3	Investigation	F			
		4	Project	F			
Interim Standards							
Interim Level of Achievement							
3	<b>Unit three</b> Documenting the lives of others	5	Investigation	S			
		6	Project	S			
4	<b>Unit four</b> Careers in the media arts	7	Project	S			
		8	Product	S			
Exit Standards							
Exit Level of Achievement							