

Years 5–6 assessment techniques and conditions v1.0

The Arts — Media Arts

This document outlines assessment techniques and response conditions to achieve range and balance within an assessment program. Schools consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques and response conditions.

Techniques	Extended response	Practical and/or performance	Test
Description	An extended response assesses students' abilities to explore, respond to, identify and explain media artworks either before, during or after the making of their own media artworks, or in response to the media artworks of others.	A practical and/or performance assesses students' abilities when making media artworks.	A test assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. A test ensures student authorship.
	<p>An extended response focuses on the responding strand and requires students to:</p> <ul style="list-style-type: none"> • explain how points of view, ideas and stories are shaped and portrayed in media artworks • explain the purposes and audiences for media artworks made in different cultures, times and places. 	<p>A practical and/or performance focuses on the making strand and requires students to apply design, production and distribution processes to demonstrate:</p> <ul style="list-style-type: none"> • use of story principles to shape points of view in media artworks • use of genre conventions, movement and lighting for specific purposes and meaning. <p>During the making of media artworks, students require access to cameras and editing equipment.</p>	A test requires students to respond to one or more assessment items. These items are based on questions or tasks that are typically unseen. Questions or tasks may be based on stimulus material.



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Formats (examples only)	<p>Responding formats include:</p> <ul style="list-style-type: none"> written <ul style="list-style-type: none"> annotated storyboard, pictures, diagrams, sketches and/or photographs reflective journal entry short response analytical, persuasive or informative essay blog spoken/signed or multimodal <ul style="list-style-type: none"> interview visual recording with audio commentary slideshow device application film or video script with annotated storyboard. 	<p>Making formats include:</p> <ul style="list-style-type: none"> storyboard and/or script and treatment to develop ideas, images, characters and/or settings sharing the development of artworks throughout the making process photographs/still images, scanned images or images drawn on a tablet (with or without text and/or sound) moving image media (with or without text and/or sound) animation (with or without text and/or sound) character images, e.g. for video games multi-platform project. 	<p>Formats include:</p> <ul style="list-style-type: none"> short response items <ul style="list-style-type: none"> paragraph response simple description or explanation response to stimulus.
Conditions	<p>Suggested length:*</p> <p>Responding to own work</p> <ul style="list-style-type: none"> written responses 100–200 words spoken/signed responses up to 45 seconds multimodal responses up to 1 minute. <p>Responding to work of others</p> <ul style="list-style-type: none"> extended responses and/or investigations: <ul style="list-style-type: none"> written responses 200–300 words spoken/signed responses up to 1 minute multimodal responses up to 1½ minutes. 	<p>Suggested length:*</p> <p>Making</p> <ul style="list-style-type: none"> treatments 200–300 words storyboards 4–8 shots scripts up to 1½ minutes moving image media productions 15–30 seconds. 	<p>Suggested time:</p> <ul style="list-style-type: none"> up to 60 minutes, plus 10 minutes perusal. <p>Suggested length:*</p> <ul style="list-style-type: none"> 50–200 words.
Notes			
Responses can be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live and may be presented digitally.			
* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.			