

Years 7–8 assessment techniques and conditions

The Arts — Media Arts

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

					Techniques						
					Project — pre-produce media		Project — produce media		Short response	Examination	
Description	focuses on responding to a problem, question, stimulus and/or series of focused tasks within a scenario or context. This may involve using a process to solve a problem, or to inform new actions and/or understandings.				focuses on responding in a succinct and targeted way to a task or stimulus.			focuses on responding independently to seen or unseen assessment item/s under supervised conditions and in a set timeframe. Assessment items may include question/s, scenario/s and/or problem/s.			
Learning area advice	<p>Students pre-produce media artwork by selecting and manipulating media arts concepts, focusing on media languages and media technologies, to construct representations and communicate ideas, perspectives and/or meaning. Media arts concepts include:</p> <ul style="list-style-type: none"> technologies, e.g. proposed types of technologies representations of people, places, events, ideas, and/or emotions audiences, e.g. consumers for the product 				<p>Students produce media artwork by using production processes, i.e. production and post-production, to communicate ideas, perspectives and/or meaning. Students produce media artwork by selecting and manipulating media arts concepts such as:</p> <ul style="list-style-type: none"> technologies, e.g. use of technologies to produce representations of people, places, events, ideas, and/or emotions audiences, e.g. consumers for the product 			<p>Students respond to their own or others' artwork to provide a succinct and targeted response or a series of short responses. Assessment tasks may include responses that allow students to engage with the stimulus, ideas or information and use media arts terminology, knowledge, understanding and skills to:</p> <ul style="list-style-type: none"> describe respectful approaches to creating and/or responding to media artworks analyse the use of media arts concepts to construct representations that 		<p>Students create one or more short responses, or an extended response based on items that are either seen or unseen. Students may respond through description, analysis, interpretation and/or evaluation. Items may be based on stimulus, e.g. advertisements, photographs, short films, contextual information.</p> <p>Note:</p> <ul style="list-style-type: none"> Seen stimulus should be provided with sufficient time for students to adequately engage with the materials prior to the examination. 	

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	<ul style="list-style-type: none"> institutions, e.g. considering platforms, distribution processes, and regulations languages, e.g. symbolic, technical, audio, and written codes and conventions relationships between and within technologies, representations, audiences, institutions, and/or languages. <p>A project may be used to connect two or more assessment techniques to extend the creative process and/or broken into components and completed over multiple lessons.</p>	<ul style="list-style-type: none"> institutions, e.g. considering platforms, distribution processes, and regulations languages, e.g. symbolic, technical, audio, and written codes and conventions relationships between and within technologies, representations, audiences, institutions, and/or languages. <p>A project may be used to connect two or more assessment techniques to extend the creative process and/or broken into components and completed over multiple lessons.</p>	<ul style="list-style-type: none"> communicate ideas, perspectives and/or meaning evaluate the use of media arts concepts in media artworks across cultures, times, places and/or other contexts <p>communicate ideas, perspectives and/or meaning.</p> <p>Short response/s may be broken into components and completed over multiple lessons.</p>	<ul style="list-style-type: none"> Unseen stimulus should not have been directly used in class.
Mode	written, spoken/signed, practical [^] or multimodal	practical [^] or multimodal	written, spoken/signed or multimodal	written
Examples	<p>Examples may include:</p> <ul style="list-style-type: none"> treatment storyboard shot list script character profile mood board annotated photograph/illustration pitch or pitch deck scene map for choose your own adventure story. 	<p>Examples may include:</p> <ul style="list-style-type: none"> audio or sound-based media art works, e.g. podcast moving image media, e.g. advertisement, short film, animation, serialised narrative, comic strip multi-platform project, e.g. magazine multi-arts project, e.g. music video. 	<p>Examples may include:</p> <ul style="list-style-type: none"> artist statement, e.g. analysing and/or evaluating choices in student's own media artwork or product panel discussion or interview reflection digital response, e.g. serialised narrative, vlog, journal, video essay. 	<p>Examples may include:</p> <ul style="list-style-type: none"> analyse the ways media arts concepts are used to communicate meaning in a stimulus review, e.g. media product or media artwork such as a scene, short film response to a series of questions relevant to the provided stimulus.

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Conditions	<p>Suggested length:*</p> <ul style="list-style-type: none"> written responses <ul style="list-style-type: none"> treatment up to 400 words 3 column script up to 1.5 minutes of production (approximately 1.5 pages) spoken/signed responses up to 1.5 minutes practical or multimodal responses <ul style="list-style-type: none"> storyboard up to 8 frames folio up to 4 x A4 pages or digital equivalent, e.g. annotated images, experiments, or practical components up to 1.5 minutes. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> practical or multimodal responses <ul style="list-style-type: none"> moving image <ul style="list-style-type: none"> up to 1.5 minutes submitted as .mp4, .avi or .mov format 1–2 still image/s. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> written responses 50–150 words per item, up to 500 words for the task or folio of responses spoken/signed or multimodal responses 1–2 minutes. 	<p>Suggested time:</p> <ul style="list-style-type: none"> up to 70 minutes, plus 10 minutes planning over a single allocation of time or over several lessons, under supervised conditions. <p>Suggested length:*</p> <ul style="list-style-type: none"> short, extended or combination responses 200–400 words, comprising <ul style="list-style-type: none"> short responses 50–150 words per item extended responses 200–400 words per item.

* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.

^ All practical work must be organised with student safety in mind. Schools must ensure their practices meet current guidelines.



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