



Indicative A response

Making meaning through media

Year 4–5 The Arts — Media

Section 1. Create a digital greeting card, invitation or postcard

☐ Greeting card

☒ Postcard

☐ Invitation



Event: Holiday with my family to Mt Isa to go to the rodeo

Audience: Mrs Jones and friends in my class

Purpose:

To show audience where we are visiting

Ideas and feelings to be expressed:

To tell them about what we have been doing on our holiday

Ideas for images (colours, photos), sounds and words:

Outback colours, like brown for dirt, cows and horses, and orange for the sunsets we saw. White writing that will show up over the top of a brown and orange background in a font that looks like the ones on a "rewards" poster.

Pictures from the rodeo we went to in Mt Isa.

Words such as the date of the rodeo, names of events we saw at the rodeo, words describing

what I saw: cowboys, cowgirls,
cattle, horses, utes, clowns,
bands.



Information for teachers: The following points describe the qualities of an “A” response.

Creating/shaping

- Selects or creates images to represent particular feelings/ideas.
- Enhances the image with sound.
- Applies technologies to manipulate the photographic elements, colour and text.
- Uses photographic elements to construct a particular point of view.
- Explores camera functions to achieve particular effects.
- Moves subjects or objects around or changes camera viewpoint to achieve aesthetic results.
- Manipulates camera functions to suggest the intended meaning.
- Places and arranges image and text to achieve a balanced design.
- Selects and manipulates sound to combine with images to construct the intended meaning.
- Uses technologies in the recording and playing of sound.

Displaying

- Crops and frames images.
- Selects display techniques that are appropriate for the media form.
- Considers placement of images in the display space.
- Crops and frames photographs to capture the most interesting aspects of the image.
- Frames images with coloured card to add depth and interest.
- Uses display space effectively to present images to the audience.
- Groups and positions the images so that they enhance each other.

Sections 2 & 3. Reflect on your own work and your peer's work

Information for teachers: The following is an example of a reflection.



Strengths



Suggestions for changes

The colours remind me of the outback in Mt Isa where the rodeo was held. I think that the postcard presents ideas about the rodeo for my teacher and class to understand what a rodeo is about.

The font showed up well over the top of the dark colours in the background. The position of the photo over the background colours and words in white font over the top of the colours and photo was eye catching. The words on the postcard helped make my ideas and feelings clear.

The bird's-eye view shot of my family puts the audience in a position where they are looking down on the action at the rodeo. This made us look a small part of all that was happening there. The long shot photo sets the scene of the rodeo.

The picture of my family looked ok but next time I would use a tripod to keep the camera still and make the photo clearer.

Next time I will make sure that we take a number of photos so that I can have a choice of photos – one where everyone is looking at the camera and has their eyes open!

Maybe I could use lots of different photos so that there is a long shot of my family at the rodeo to set the scene, plus some close-ups that show some key things that you can see, hear and do at a rodeo.

Information for teachers: The following points describe the qualities of an “A” reflection.

Reflecting

- Describes photographic elements and how they contribute to the messages being interpreted.
- Explains the contribution that words can make to the meaning of an image.
- Identifies and compares the uses of close-ups, mid shots and long shots.
- Explains the way a frame can control the representation that is created by including and excluding certain elements in the image.
- Interprets the use of camera angles.