

Film, Television & New Media & Media Arts in Practice


Advice for Year 11 and 12 students learning from home


The Queensland Curriculum and Assessment Authority (QCAA) understands that the COVID-19 pandemic has changed the way many senior students are accessing their learning.

We've prepared some suggestions to help you with your studies.


Resources to support preparing for assessment

Film, Television & New Media

Assessment type	Suggestions to support learning from home
Case study investigation (IA1)	<ul style="list-style-type: none">Analyse the IA1 annotated sample response that can be found on the Assessment tab on the Film, Television & New Media subject page for an example of how to approach your case study investigation in response to your school's assessment task.Review the Internal assessment 1 (IA1) section of the subject report that can be found on the Teaching tab on the Film, Television & New Media subject page. Focus on the effective practices samples.
<ul style="list-style-type: none">Multi-platform project (IA2)Stylistic project (IA3) 	<ul style="list-style-type: none">Analyse the IA2 or IA3 annotated sample response that can be found on the Assessment tab on the Film, Television & New Media subject page for an example of how to approach your response to IA2 or IA3.Review the Internal assessment 2 (IA2) or Internal assessment 3 (IA3) section of the subject report that can be found on the Teaching tab on the Film, Television & New Media subject page. Focus on the effective practices samples. <p>Pre-production</p> <ul style="list-style-type: none">Plan your production and prepare everything that will be required to ensure the production process runs smoothly. This includes developing your idea, creating a storyboard and writing a treatment.Consider how you might create your production based on the locations and actors you have access to. You need to decide on the location and prepare necessary costumes and props.When creating a treatment, describe the idea for your production (e.g. multi-platform story, stylistic project) and explain how you will use technical and symbolic codes to achieve the aim of the task.When creating a storyboard, show how you will use technical codes, symbolic codes, <i>mise en scène</i>, montage and editing by<ul style="list-style-type: none">using correct labelling of the shot type and shot durationshowing depth in the frame/perspective and varying compositiondemonstrating considered shot composition, camera movement and subject movementdetailing elements of <i>mise en scène</i>, such as colour, character detail, costume and settingusing arrows to illustrate camera and subject movement, listing transitions from one shot to the next, and indicating audio and any special effects. <p>Production</p> <ul style="list-style-type: none">Consult with your teacher to determine whether using a smartphone camera is appropriate if you do not have access to other cameras from school.

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	<ul style="list-style-type: none"> • Use a tripod to avoid camera shake when filming. If a tripod is not available, set the camera up on a stable surface. • When framing your shots, make sure that everything in the frame has a purpose and you have followed composition rules, such as the rule of thirds. • If you do not have access to editing software provided by the school, consult with your teacher to determine if a free editing software is appropriate, e.g. DaVinci Resolve.
External assessment (EA) 	<ul style="list-style-type: none"> • Review and practise past papers and the sample external assessment that can be found on the Assessment tab on the Film, Television & New Media subject page. • Review the External assessment section of the subject report that can be found on the Teaching tab on the Film, Television & New Media subject page. Focus on <ul style="list-style-type: none"> – examples of effective student responses and practices – practices to strengthen, including recommendations to consider when preparing for external assessment.
Suggested resources	<ul style="list-style-type: none"> • ABC Education, The Arts: https://education.abc.net.au/home#!/resources/-/the%20arts/8-9-10 • AFTRS MediaLab, Free media arts resources for schools https://medialab.aftrs.edu.au • The Criterion Collection, On film — essays www.criterion.com/current/category/2-essays • Media Commons, [in]Transition http://mediacommons.futureofthebook.org/intransition • Museum of the Moving Image, Moving Image Source www.movingimagesource.us • The British Film Institute www.bfi.org.uk • The Cine-Files www.thecine-files.com • Film, Television & New Media General Senior Syllabus 2019.

Media Arts in Practice

Assessment type	Suggestions to support learning from home
<ul style="list-style-type: none"> • Project • Product 	<p>Pre-production (media products and projects)</p> <ul style="list-style-type: none"> • Plan your product or project and prepare everything that will be required to ensure the production process runs smoothly. This includes considering any brief your teacher may have provided, developing your idea and creating relevant pre-production formats, such as a treatment or a storyboard. • Consider how you might create your product or project based on the locations and actors you have access to. If making a film or taking photographs, you need to decide on the location and prepare necessary costumes and props. It may be possible for you to use animation software, depending on the nature of your product or project. • If making a moving-image media product (e.g. music video clip, television advertisement, short film, stop motion film), you may need to create <ul style="list-style-type: none"> – a treatment, which describes the idea for your production and explains how you will use technical and symbolic codes to achieve the aim of the task – a storyboard, which shows how you will use technical codes, symbolic codes, <i>mise en scène</i>, montage and editing by <ul style="list-style-type: none"> ▪ using correct labelling of the shot type and shot duration ▪ showing depth in the frame/perspective and varying composition ▪ demonstrating considered shot composition, camera movement and subject movement

Assessment type	Suggestions to support learning from home
	<ul style="list-style-type: none"> ▪ detailing elements of <i>mise en scène</i>, such as colour, character detail, costume and setting ▪ using arrows to illustrate camera and subject movement, listing transitions from one shot to the next, and indicating audio and any special effects. <p>Production (media products and projects)</p> <ul style="list-style-type: none"> • Consult with your teacher to determine whether using a smartphone camera is appropriate for filming or photography if you do not have access to other cameras from school. • Use a tripod to avoid camera shake if filming. If a tripod is not available, set the camera up on a stable surface. • Use and experiment with relevant applications and software to construct your media product or project, in consultation with your teacher. • Experiment with a range of media techniques and media art-making processes, using tools and conditions relevant to the media product or project you are creating for your school's assessment task.
Suggested resources	<ul style="list-style-type: none"> • ABC Education, The Arts: https://education.abc.net.au/home#!/resources/-/the%20arts/8-9-10 • AFTRS MediaLab, Free media arts resources for schools https://medialab.aftrs.edu.au • Media Arts in Practice Applied Senior Syllabus 2019.



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