

Media Arts in Practice 2019 v1.0

Sample assessment instrument

July 2018

Project — Careers in the media arts industry

Information for teachers

This sample has been compiled by the QCAA to help and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

Purpose of the project

This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic opportunities to demonstrate their learning. The student response will consist of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through different modes.

In Media Arts in Practice, one project must arise from community connections (see Underpinning factors).

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Media Arts in Practice syllabus.

Assessment dimensions

This assessment instrument is used to determine student achievement in the following dimensions:

- Knowing and understanding
- Applying and analysing
- Creating and evaluating

In Media Arts in Practice, all objectives from each dimension must be assessed in each Project.

Subject	Media Arts in Practice
Technique	Project — Careers in the media arts industry
Unit number and module number and name	Unit: 4 Module: 4. Careers in the media arts

Conditions	Units 3–4
Product component	A showreel webpage including still and moving images from at least three different media artworks from previous projects and products (to be negotiated with your teacher).
Multimodal component • presentation	3–6 minutes
Further information	
Duration (including class time)	9 weeks
Individual/group	Individual
Resources available	Video editing software Web design software
Context	
In this unit, you have been focusing on media art-making skills for a future career pathway in the media arts industry.	
Task	
<p>Plan, create and evaluate a webpage that promotes your skills and attributes as a media artist for prospective employers.</p> <p>The task includes two components.</p> <ul style="list-style-type: none"> • Component 1: Product Create a showreel webpage that contains media artworks from previous projects and products and promotes an identity as a media artist. • Component 2: Multimodal Communicate your design for a webpage that will promote your skills and attributes as a media artist. In your presentation, explain, analyse and evaluate your planning, concepts and ideas, and media art-making processes. 	

To complete this task, you must:

Plan, organise, modify and apply graphic design, still image and moving image processes, techniques and technologies to

- create a showreel webpage that promotes your identity as a media artist to prospective employers
- demonstrate your knowledge and understanding of webpage design elements and principles.

Create a multimodal presentation to

- identify, interpret and explain key choices made in the design for the webpage and how these choices are informed by how you wish to be represented to prospective employers
- reflect on and analyse one media art-making problem encountered when planning and modifying the design of your webpage
- analyse and evaluate your use of media art-making processes, techniques and technologies overall in promoting your identity as a media artist
- use language conventions to communicate ideas about your webpage design.

Checkpoints

- Term [X] Week [X]/[Date]: Check webpage concept with your teacher
- Term [X] Week [X]/[X]: Draft multimodal presentation
- Term [X] Week [X]/[X]: Draft showreel webpage
- [Due date]: Submit showreel webpage and multimodal presentation

Authentication strategies

Your teacher will use ways to check that the work you are assessed on is your own work.

- Discuss with your teacher or provide documentation of your progress at indicated checkpoints.
- Your teacher will observe you completing work in class.
- Take part in interviews or consultations with your teacher as you develop your response.
- Submit drafts and respond to teacher feedback.
- Acknowledge all sources used.
- Submit the declaration of authenticity.
- Your results may be cross-marked by a teacher from another class.

Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> comprehensive identification and coherent explanation of media art-making processes perceptive interpretation of information about media arts concepts and ideas for particular purposes proficient demonstration of practical skills, techniques and technologies required for media arts. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> informed identification and informed explanation of media art-making processes informed interpretation of information about media arts concepts and ideas for particular purposes competent demonstration of practical skills, techniques and technologies required for media arts. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> identification and explanation of media art-making processes interpretation of information about media arts concepts and ideas for particular purposes demonstration of practical skills, techniques and technologies required for media arts. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> partial identification and partial explanation of media art-making processes partial interpretation of information about media arts concepts and ideas partial demonstration of practical skills, techniques and technologies required for media arts. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> minimal identification and minimal explanation of media art-making processes minimal interpretation of information minimal and inconsistent demonstration of practical skills, techniques and technologies required for media arts.
Applying and analysing	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> efficient organisation and proficient application of media art-making processes, concepts and ideas perceptive analysis of problems within media arts contexts coherent use of language conventions and features to communicate ideas and information about media arts, according to context and purpose. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> clear organisation and competent application of media art-making processes, concepts and ideas informed analysis of problems within media arts contexts effective use of language conventions and features to communicate ideas and information about media arts, according to context and purpose. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> organisation and application of media art-making processes, concepts and ideas analysis of problems within media arts contexts use of language conventions and features to communicate ideas and information about media arts, according to context and purpose. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> partial organisation and partial application of media art-making processes, concepts and ideas partial analysis of problems within media arts contexts uneven use of language conventions and features to communicate ideas and information about media arts. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> minimal organisation and minimal application of media art-making processes superficial analysis of aspects of media arts problems disjointed use of language conventions and features to communicate information.

	Standard A	Standard B	Standard C	Standard D	Standard E
Creating and evaluating	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> purposeful and thoughtful planning and modification of media artworks using media art-making processes to achieve purposes creation of engaging media arts communications that proficiently and sensitively convey meaning to audiences perceptive evaluation of media art-making processes, media artworks and concepts and ideas. 	<ul style="list-style-type: none"> effective planning and modification of media artworks using media art-making processes to achieve purposes creation of effective media arts communications that thoughtfully convey meaning to audiences informed evaluation of media art-making processes, media artworks and concepts and ideas. 	<ul style="list-style-type: none"> planning and modification of media artworks using media art-making processes to achieve purposes creation of media arts communications that convey meaning to audiences evaluation of media art-making processes, media artworks and concepts and ideas. 	<ul style="list-style-type: none"> listing of aspects of plans for media artworks using media art-making processes inconsistently variable creation of media arts communications that partially convey meaning to audiences partial evaluation of media art-making processes, media artworks and concepts and ideas. 	<ul style="list-style-type: none"> collection of information related to planning for media artworks minimal creation of media arts communications that convey minimal meaning to audiences superficial evaluation of aspects of media art-making processes, media artworks and concepts and ideas.