

# Media Arts in Practice 2019

## Study plan

---

### Section 1: School statement

<b>School:</b>	Queensland Curriculum and Assessment Authority
<b>Subject code:</b>	6413
<b>Combined class:</b>	No
<b>School contact:</b>	SEO
<b>Phone:</b>	(07) 3864 0375
<b>Email:</b>	seo@qcaa.qld.edu.au

### Section 2: Course and assessment overview

Media Arts in Practice is a four-unit course of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning.

### QCAA approval

QCAA officer:

Date:

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
1	<p><b>Module 1: Promotional design</b> This module focuses on developing the skills to produce a design folio of advertising material promoting an upcoming event within the community, e.g. school musical, multicultural celebration. Students explore techniques and trends in the media arts that can be used to market events. They use a problem-solving approach to produce a design folio developing a brand identity for the event that captures the attention, interest and desire of the public.</p>	55	<ul style="list-style-type: none"> <li>Graphic design</li> <li>Still image</li> </ul>	<p><b>Media technologies</b></p> <ul style="list-style-type: none"> <li>C1.1 Hardware</li> <li>C1.2 Software</li> <li>C1.3 Media techniques</li> </ul> <p><b>Media communications</b></p> <ul style="list-style-type: none"> <li>C2.1 Contexts and audiences</li> <li>C2.2 Purposes</li> <li>C2.3 Ideas</li> </ul> <p><b>Media in society</b></p> <ul style="list-style-type: none"> <li>C3.1 Safety practices</li> <li>C3.2 Ethical considerations</li> <li>C3.4 Careers</li> </ul>	1	<p><b>Project</b> Plan, create and evaluate a design folio of advertising material, consisting of photographic and print media, which develops a brand identity for a community event.</p> <ul style="list-style-type: none"> <li>Multimodal component — non-presentation Annotated diary of ideas (written text and visuals), including evidence of planning and evaluation. Individual response. Maximum: 6 A4 pages (or equivalent)</li> <li>Product component Design folio of advertising material for event promotion. Variable conditions Folio is to consist of designs for at minimum: a logo, a sample of signage and an advertisement. Individual response.</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul>
					2	<p><b>Product</b> Produce a webpage design based on the brand identity developed in the project (Assessment 1). Variable conditions Individual response.</p>	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul>

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
2	<b>Module 2: Animating social issues</b> This module focuses on investigating media techniques and technologies, and the media art-making processes involved in creating a stop-motion animated film. Students use a problem-solving approach and develop media art-making skills to plan, create and evaluate a short stop-motion animated film addressing a social issue relevant to youth for inclusion in a film festival.	55	<ul style="list-style-type: none"> <li>• Audio</li> <li>• Moving images</li> </ul>	<b>Media technologies</b> <ul style="list-style-type: none"> <li>• C1.1 Hardware</li> <li>• C1.2 Software</li> <li>• C1.3 Media techniques</li> </ul> <b>Media communications</b> <ul style="list-style-type: none"> <li>• C2.1 Contexts and audiences</li> <li>• C2.2 Purposes</li> <li>• C2.3 Ideas</li> </ul> <b>Media in society</b> <ul style="list-style-type: none"> <li>• C3.1 Safety practices</li> <li>• C3.2 Ethical considerations</li> <li>• C3.3 Emerging technologies</li> </ul>	3  4	<b>Product</b> Design a digital storyboard for a short stop-motion animated film addressing a social issue. Variable conditions 8-16 shots. Individual response.	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul> <ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>

SAMPLE

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
3	<p><b>Module 3: Documenting the lives of others</b></p> <p>This module investigates and analyses documentary styles and develops skills in representing life and identity through the use of media technologies. Using a problem-solving approach, students apply media technologies to explore, create, present and reflect on an important aspect of the life or identity of a person of interest in the community, for the purposes of chronicling, informing, celebrating, educating and/or entertaining.</p>	55	<ul style="list-style-type: none"> <li>• Audio</li> <li>• Moving images</li> <li>• Still image</li> </ul>	<p><b>Media technologies</b></p> <ul style="list-style-type: none"> <li>• C1.1 Hardware</li> <li>• C1.2 Software</li> <li>• C1.3 Media techniques</li> </ul> <p><b>Media communications</b></p> <ul style="list-style-type: none"> <li>• C2.1 Contexts and audiences</li> <li>• C2.2 Purposes</li> <li>• C2.3 Ideas</li> </ul> <p><b>Media in society</b></p> <ul style="list-style-type: none"> <li>• C3.1 Safety practices</li> <li>• C3.2 Ethical considerations</li> <li>• C3.3 Emerging technologies</li> </ul>	5	<p><b>Project</b></p> <p>Plan, create and evaluate a documentary-style media artwork (e.g. personal, biographical, historical, observational, doco-drama or mockumentary) on the life or identity of a chosen person of interest from the local community.</p> <ul style="list-style-type: none"> <li>• Multimodal component — presentation Visual storyboard with audio commentary (including planning, decisions, analysis and evaluation). Individual response. 3.0–6.0 minutes</li> <li>• Product component Documentary film. Variable conditions 4.0–8.0 minutes. Completed in pairs with results awarded individually. Allocated roles within the production.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>
					6	<p><b>Product</b></p> <p>Create an A3 poster that promotes the documentary film to the school community. Variable conditions Individual response.</p>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>

SAMPLE

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
4	<p><b>Module 4: Careers in the media arts</b></p> <p>This module focuses on developing skills for a future career pathway in the media arts industry. Students engage in a problem-solving approach using media technologies and media art-making processes to create products relevant to a career in the media arts.</p>	55	<ul style="list-style-type: none"> <li>Graphic design</li> <li>Moving images</li> <li>Still image</li> </ul>	<p><b>Media technologies</b></p> <ul style="list-style-type: none"> <li>C1.1 Hardware</li> <li>C1.2 Software</li> <li>C1.3 Media techniques</li> </ul> <p><b>Media communications</b></p> <ul style="list-style-type: none"> <li>C2.1 Contexts and audiences</li> <li>C2.2 Purposes</li> <li>C2.3 Ideas</li> </ul> <p><b>Media in society</b></p> <ul style="list-style-type: none"> <li>C3.1 Safety practices</li> <li>C3.2 Ethical considerations</li> <li>C3.3 Emerging technologies</li> <li>C3.4 Careers</li> </ul>	7	<p><b>Project</b></p> <p>Design, create and justify a webpage that promotes the student's skills and attributes as a media artist for prospective employers.</p> <ul style="list-style-type: none"> <li>Multimodal component — presentation</li> </ul> <p>Presentation of a design concept for a webpage, including planning, analysis and justification of ideas.</p> <p>Individual response.</p> <p>3.0–6.0 minutes</p> <ul style="list-style-type: none"> <li>Product component</li> </ul> <p>A showreel webpage that contains media artworks from previous projects and products and promotes an identity as a media artist.</p> <p>Variable conditions</p> <p>Individual response.</p>	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul>
					8	<p><b>Product</b></p> <p>Create a business card for a prospective client who is a digital artist.</p> <p>Variable conditions</p> <p>Individual response.</p>	<ul style="list-style-type: none"> <li>Knowing and understanding</li> <li>Applying and analysing</li> <li>Creating and evaluating</li> </ul>

SAMPLE

# Media Arts in Practice 2019

Teacher:

Student name:

Class:

Year:

Unit	Module of work	Assessment Instrument No.	Assessment Instrument	Formative or Summative	Knowing and understanding	Applying and analysing	Creating and evaluating
1	<b>Module one</b> Promotional design	1	Project	F			
		2	Product	F			
2	<b>Module two</b> Animating social issues	3	Product	F			
		4	Project	F			
Interim Standards							
Interim Result							
3	<b>Module three</b> Documenting the lives of others	5	Project	S			
		6	Product	S			
4	<b>Module four</b> Careers in the media arts	7	Project	S			
		8	Product	S			
Exit Standards							
Exit Result							