

Media Arts in Practice 2024 v1.1

Applied senior syllabus



For all Queensland schools

Contents

1	Queensland syllabuses for senior subjects	1
2	Course overview	2
2.1	Rationale	2
2.2	Syllabus objectives	3
2.3	Designing a course of study in Media Arts in Practice	4
2.4	Reporting	13
3	Unit options	15
3.1	Unit option A: Personal viewpoints	15
3.2	Unit option B: Representations	18
3.3	Unit option C: Community	21
3.4	Unit option D: Persuasion	24
4	Assessment	27
4.1	Assessment A1: Project — Personal viewpoints	27
4.2	Assessment A2: Media artwork — Personal viewpoints	30
4.3	Assessment B1: Project — Representations	32
4.4	Assessment B2: Media artwork — Representations	35
4.5	Assessment C1: Project — Community	37
4.6	Assessment C2: Media artwork — Community	40
4.7	Assessment D1: Project — Persuasion	42
4.8	Assessment D2: Media artwork — Persuasion	45
5	Glossary	47
6	References	47
7	Version history	48

1 Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at www.qcaa.qld.edu.au/senior/senior-subjects and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

2 Course overview

2.1 Rationale

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

2.2 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Use media arts practices.

When making, students use media language, modes, technologies and techniques to make media artworks. They develop independence across the course of study, selecting and refining use of media arts practices according to their strengths and interests.

2. Plan media artworks.

When responding, students analyse key features of purpose and context to plan media artworks. They make decisions, explore solutions and choose strategies to achieve goals.

3. Communicate ideas.

When making, students create media artworks that suit purpose and context.

Students show making in both pre-production (e.g. design products) and production (e.g. media artworks) formats, and may use media language to communicate ideas (e.g. representations, thoughts, feelings, experiences, observations).

4. Evaluate media artworks.

When responding, students make judgments about media arts ideas and media artworks, examining these in relation to planning and reflecting on strengths, implications and limitations. Students select and use media arts terminology and language conventions and features when producing written, spoken or signed evaluations.

2.3 Designing a course of study in Media Arts in Practice

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

2.3.1 Course structure

Media Arts in Practice is an Applied senior syllabus. It contains at least four QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Schools select four units from the unit options provided. They decide the order in which the units will be delivered. Once these decisions have been made, the four units selected and their order of implementation determine which units are considered Units 1–4.

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

2.3.2 Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

2.3.3 Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the [QCE and QCIA policy and procedures handbook](#).

2.3.4 Subject matter

Each unit contains a unit description, unit objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.

2.3.5 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

2.3.6 Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

2.3.7 Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

First Nations cultural and intellectual property in The Arts

The Australia Council for the Arts provides protocols for using First Nations cultural and intellectual property in The Arts, which are available at <https://australiacouncil.gov.au/investment-and-development/protocols-and-resources/protocols-for-using-first-nations-cultural-and-intellectual-property-in-the-arts>.

Media arts practices

Media arts practices are the knowledge and skills students use to make media artworks. In this syllabus, a course of study interconnects media language, modes, technologies and techniques.

Media language

Students use media language to communicate ideas through media art-making. Students 'read' media language by understanding and decoding relationships between elements and principles of design, style and symbols.

Elements and principles of design

Elements of design refer to the components available for the media artist to communicate visually, and include space, line, colour, shape, texture, tone and form.

Principles of design describe how the elements could be used and include balance (symmetry, asymmetry, radial, pattern), contrast, proximity, harmony/unity, alignment, repetition/consistency and hierarchy/proportion/scale.

Style

Media artists develop a particular style or expression that is recognisable and individual to the media artist. Across the course of study, students develop their own style, which may be appropriated from or inspired by others' work.

Different cultures and time periods have stylistic qualities and iconology. Teachers and students should respect the contributions of different cultures, including Aboriginal media artists and Torres Strait Islander media artists.

Symbols

Media artists use symbols as a way of nonverbally communicating ideas. Symbols can be part of a personal, cultural or global language and may be in the form of visual forms, gestures, words or sounds. Students interpret ideas in media artworks by understanding how symbols represent something else.

Symbols used in media arts include body language, camera angles, camera shots, character position in frame, charts, clothing, colours, facial expressions, gestures, icons or motifs (e.g. emoticon, flag or traffic signal), props, signs, sound effects, volume or tone of voice.

Modes

Assessment conditions are based on the chosen mode. Modes may be explored in isolation or combination.

Modes are categorised into pre-production and production formats and include:

- design products (pre-production)
 - audio — script, timeline or other sound design document
 - moving image — pitch, script, storyboard, timeline, treatment
 - still image — pitch, sketch, storyboard, other design document
- media artworks (production)
 - audio — foley and sound effects, podcast, soundscape
 - moving image — animation (e.g. 2D, 3D, stop-motion), interactive technologies, live-action film, short form video, video log, virtual tour
 - still image — digital illustration, graphic art, photography, print media, product design, web-based media.

Media technologies

Technologies are the hardware and software used by media artists to create media artworks. Students consider available technologies are available and select those suited to the chosen mode.

Hardware

Hardware describes physical tools, equipment or components used to make media artworks.

Hardware is specific to the media artwork being made, e.g. smart device or camera to capture footage for a film. Specific hardware will allow for certain functions, e.g. a directional microphone will record high-quality audio where an inbuilt microphone may pick up background noise.

Software

Software describes the programming that interacts with hardware to make media artworks.

Software is specific to the media artwork being made, e.g. timeline-based editing software is most appropriate for editing moving image or audio. Specific software will allow for certain functions, e.g. only certain photo or image editing software supports the use of image layers, which allows for non-destructive editing.

Media techniques

Media techniques are the methods or skills that artists use to make media artworks. Media techniques are dependent on the chosen mode and available technologies. When making, students should consider how they integrate modes, technologies and techniques.

Some examples of media techniques include:

- asking open-ended questions when conducting an interview
- creating realistic foley or sound effects using everyday objects
- manipulating lighting to create a focal point or emphasis
- organising media components in a short looped video for a digital billboard
- selecting and sequencing digital images to convey a particular narrative
- sequencing images to create fluid or lifelike transitions in an animation
- shooting vertical format to make a social media reel
- using voice to convey emotion in a podcast or audio segment.

Purpose and context

Media artworks reflect the context in which they are made. Students should consider how context influences art-making and how media artworks can be developed through multiple contexts to communicate layers of meaning.

Art-making contexts may be generated from local, national or global places, spaces and time periods, and can be situated in real-time physical spaces or across virtual or online platforms.

When making and responding to media artworks, students determine the audience, the reason the artwork will be made and how it will be distributed (accessed or viewed). Reasons for art-making may include celebration, clarification, decoration, entertainment, information, persuasion, promotion or utility.

How a media artist aims to address purpose and context in their art-making is referred to as their artistic intention.

Audience

Media artworks are made with a particular audience or client in mind. Media artists consider the potential engagement or reactions of the audience when developing ideas and artworks.

When making media artworks for an audience, students consider:

- demographic, such as cultural knowledge, perspectives, values and beliefs, and how these factors influence an audience's interpretation and understanding
- how an audience will or can access the artwork, e.g. Does the artwork include interactive technologies that invite audience participation or response? Will the artwork be publicly available or shared privately?
- how they can communicate with their audience, e.g. comments or descriptions, group or themed exhibitions or screenings, nonverbal media language, presentations
- how to meet parameters in a client brief.

Community engagement

Engaging with community in the development and making of media artworks will provide real-world authentic engagement and may be drawn from:

- appropriate businesses, organisations or professionals
- local community groups, e.g. aged-care facilities, shopping centres, sporting teams
- online or digital communities, including across social media or gaming platforms
- schools or other educational institutions.

Industry engagement

Industry engagement highlights the diverse vocations and skills applicable to media arts. Careers in media arts are diverse with many skills transferable to other vocations.

Students consider:

- careers that are available, including self-employment opportunities, e.g. videographer or photographer, online blogger or reviewer
- how industries and professions recognise and value media arts, technologies and techniques
- how media artworks can be presented in a portfolio to demonstrate skills to a prospective employer or trainer
- skills that are transferable.

Transferable knowledge, understanding and skills developed in media arts include:

- aesthetic understanding
- communication
- creative thinking and designing
- critical literacies (visual, aural, oral and digital)
- entrepreneurialism
- project management
- teamwork.

Distribution

Media artworks are distributed, accessed and/or viewed in both public and private spaces, across physical and virtual platforms. Students consider how distribution choices can add value and social, cultural and artistic intention for their audience.

Considerations for distribution may include:

- exhibition or screening event requirements
- exporting media artworks in an appropriate size and file format
- hardware requirements, e.g. devices for viewing, projectors, screens, speakers
- installation or display, e.g. What is an appropriate space to install a soundscape?
- lifetime of the media artwork, e.g. Is the media artwork for a time-sensitive campaign?
- location or platform, e.g. web-based, personal device, public screening, school-based screening, gallery spaces
- marketing and sales, e.g. pricing, publicity, time of release or publishing
- workplace health and safety practices to ensure safe practice for workers and the viewing public.

Assessment in Media Arts in Practice

Assessment in Media Arts in Practice requires students to:

- plan arts works — planning may be presented as annotations on design products; call or running sheets; design folios; graphic organisers; proposals; recorded conversations; sketches; or spoken, written or signed presentations
- communicate ideas — for example, students may make a vlog to communicate the benefits of keeping a pet cat indoors; contribute to the design of a game to showcase the school's values and achievements; promote a community event by making an advertisement suitable for local television; or make a stop-motion animation to persuade students to register for a community event
- evaluate arts works
 - written evaluations may be presented as a series of annotations or labels associated with media artworks, essays, graphic organisers, lists, reflective articles or reviews
 - spoken or signed evaluations may be presented as conversations, interviews, presentations, podcasts or other audio recordings
 - multimodal evaluations involve at least two modes of response, which may include recorded or live voice, gestural or physical responses, film clips, sketches or words.

Evaluation is part of a cyclical art-making process and may be assessed at various stages of a project.

Workplace health and safety

When working in media arts spaces, students consider workplace health and safety, including risk assessments and safe use of equipment (sound, lighting and filming equipment, cabling and computers).

When working in digital and online spaces, students should establish practices that comply with ethical standards, security and safety protocols, e.g. copyright and permissions, data management, privacy policies, risk assessments, safe use of social media.

Safe working practices in Media Arts in Practice may include correct handling and storage of equipment, set etiquette, or safely installing or displaying media artworks.

2.4 Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

2.4.1 Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

A
The student uses media technologies and media techniques demonstrating self-direction and competency. Their planning of media artworks reveals strategic and self-directed artistic intentions. The student communicates ideas through self-directed features that enhance artistic intentions. They evaluate design products and media artworks revealing the interrelationship between purpose and context to inform own practice.
B
The student uses media technologies and media techniques demonstrating informed selection. Their planning reveals clear and logical choices. The student communicates ideas emphasised through informed and coherent features. They evaluate design products and media artworks showing well-reasoned justifications of features to align to purpose and context.
C
The student uses media technologies and media techniques. They plan for media artworks and communicate ideas for specific purpose and context. They evaluate choices in design products and media artworks, using appropriate media arts terminology and language conventions.
D
The student uses and experiments with media technology or a media technique. They plan for media artworks and communicate ideas, linking to purpose and/or context. The student provides statements of opinion linked to purpose and/or context.
E
The student uses design modes and demonstrates media use. They communicate ideas and document ideas for planning and thoughts about media artworks.

2.4.2 Determining and reporting results

Unit 1 and Unit 2

Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards.

Schools report results to the QCAA for students who complete Unit 1 and/or Unit 2. Results are reported as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

Units 3 and 4

Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS).

Schools report instrument results to the QCAA for students enrolled in Units 3 and 4 for each of the four assessments implemented. Where appropriate, schools may also report a not rated (NR).

Schools are also responsible for determining and reporting an A–E final subject result to the QCAA. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E).

3 Unit options

3.1 Unit option A: Personal viewpoints

In this unit, students explore the relationship between media arts and the development of their own and others' social values, attitudes and beliefs. They respond to a societal issue of choice, using media language to express a personalised viewpoint. Students may choose to provide a comment or critique and should consider how audiences will access and engage with the media artwork.

Students consider context and purpose when making and responding to media artworks. By investigating how other media artists communicate ideas about societal issues, they discover ways of using media languages, technologies and techniques. Students work individually to experiment with and explore the expression of a viewpoint and to plan a media artwork. They demonstrate creative thinking skills as they innovate and make the planned media artwork.

Authentic contexts are used to provide learning experiences and generate purposes for making. Through engaging with various perspectives and/or cultural or social contexts, students have opportunities to learn ways of working and to give and gather feedback, enriching their learning.

Contexts for media artworks may include:

- school-based, such as digital signage, displays, presentations or events
- community, such as public or collaborative media artworks, screenings or performances
- online, such as social media, websites, podcasts or blogs.

Purposes for media artworks may include to:

- communicate issues that affect students and their local communities, e.g. access to resources, belonging, social constructs, health concerns
- communicate issues that affect the wider community, e.g. environmental, socioeconomic, scientific
- explore, challenge and/or document various perspectives or worldviews
- generate a response from an audience, e.g. challenge, persuade or make a call to action.

3.1.1 Unit objectives

1. Use media technologies and media techniques.
2. Plan media artworks that express viewpoints about societal issues.
3. Communicate ideas about societal issues.
4. Evaluate media artworks that express viewpoints about societal issues.

3.1.2 Subject matter

Use media arts practices

- Experiment with mode, media technologies and techniques in isolation or combination, e.g. rotoscope hand-drawn characters into documentary-style footage.
- Consider workplace health and safety measures and protocols.
- Establish practices that comply with ethical standards, security and safety protocols, e.g. copyright and permissions, data management, privacy policies, risk assessments, safe use of social media.

Plan media artworks

- Demonstrate the use of appropriate media arts terminology to communicate ideas about societal issues.
- Document planning and develop solutions for media artworks that express viewpoints, e.g. annotated images; design folios; graphic organisers; recorded conversations; sketches; spoken, written or signed presentations.
- Research the work of media artists and collate personalised media language, symbols and/or texts that represent societal issues.
- Make decisions by experimenting; weighing the benefits of media, technologies and skills to express viewpoints; and deciding on the best course of action.
- Devise media art-making solutions and methods in response to context and purpose.
- Demonstrate project management skills, e.g. time management, establishing timelines, resource management, goal-setting, modifying expectations, communicating, organising self and others.

Communicate ideas

- Make a design product, considering
 - the appropriate design mode, e.g. a coded and scripted timeline to communicate content (dialogue/narration, music and sound effects) for a 30-second podcast
 - diversity and refinement of media technologies and techniques
 - how elements and principles of design (e.g. composition and colour) and other media language communicate ideas about societal issues
 - the ways that media artists make artworks.
- Make media artworks that realise plans to communicate a personal viewpoint, considering
 - identified context and purpose
 - organisation of elements and features to form a coherent work
 - appropriate use of media language, mode, media technologies and techniques.

Evaluate media artworks

- Make judgments about own and others' media artworks, reflecting on and justifying strengths and limitations in relation to context and purpose.
- Analyse and interpret how media artists use media arts practices to communicate viewpoints.
- Examine and discuss how media language, mode, media technologies and techniques are chosen and used in isolation or combination to communicate ideas.
- Apply literacy skills using different modes of communication, e.g. annotated designs; graphic organisers; recorded conversations; sketches; spoken, written or signed presentations.
- Engage with and respond to feedback from others, e.g. peers, teachers, guest artists and/or community mentors.

3.2 Unit option B: Representations

In this unit, students explore the concept of representation in media artworks. They respond to the ways that media artworks can alter, question or add to representations of reality, using media language to make representations for social media or gaming platforms. Students negotiate an appropriate social media or gaming platform with their teacher and should consider how audiences access and engage with the chosen platform.

Students consider context and purpose when making and responding to media artworks. By investigating how other media artists alter, question or add to representations of reality, they discover ways of using media languages, technologies and techniques. Students work individually to experiment with and explore representations and to plan a media artwork. They demonstrate creative thinking skills as they innovate and make the planned media artwork.

Authentic contexts are used to provide learning experiences and generate purposes for making. Through engaging with media artists across various platforms, students have opportunities to learn ways of working and to give and gather feedback, enriching their learning.

Contexts for media artworks may include:

- social media platforms (live or simulated)
- gaming, including characters or environments.

Purposes for media artworks may include to:

- explore, challenge and/or reference existing media representations
- refine own artistic style and practice to make media artworks for a portfolio
- inform or entertain an audience.

3.2.1 Unit objectives

1. Use media technologies and media techniques.
2. Plan media artworks for social media or gaming platforms.
3. Communicate ideas about representations.
4. Evaluate media artworks for social media or gaming platforms that include representations.

3.2.2 Subject matter

Use media arts practices

- Experiment with mode, media technologies and techniques in isolation or combination, e.g. use media advertisement conventions to make an informative radio segment about an environmental issue.
- Consider workplace health and safety measures and protocols.
- Establish practices that comply with ethical standards, security and safety protocols, e.g. copyright and permissions, data management, privacy policies, risk assessments, safe use of social media.

Plan media artworks

- Demonstrate the use of appropriate media arts terminology to communicate ideas about representations.
- Document planning and develop solutions for media artworks for social media or gaming platforms, e.g. annotated images; design folios; graphic organisers; recorded conversations; sketches; spoken, written or signed presentations.
- Research the work of media artists and collate personalised media language, symbols and/or texts that alter, question or add to representations of reality.
- Make decisions by experimenting; weighing the benefits of media, technologies and skills for social media or gaming platforms; and deciding on the best course of action.
- Devise media art-making solutions and methods in response to context and purpose.
- Demonstrate project management skills, e.g. time management, establishing timelines, resource management, goal-setting, modifying expectations, communicating, organising self and others.

Communicate ideas

- Make a design product, considering
 - the appropriate design mode, e.g. a detailed sketch to communicate content (setting, costuming, posing, body language, props and editing techniques) for a large-format photographic print
 - diversity and refinement of media technologies and techniques
 - how elements and principles of design (e.g. repetition and tone) and other media language communicate ideas about representations
 - the ways that media artists make artworks.
- Make media artworks that realise plans to communicate ideas about representations, considering
 - identified context and purpose
 - organisation of elements and features to form a coherent work
 - appropriate use of media language, mode, media technologies and techniques.

Evaluate media artworks

- Make judgments about own and others' media artworks, reflecting on and justifying strengths and limitations in relation to context and purpose.
- Analyse and interpret how media artists use media arts practices to make media artworks for social media or gaming platforms.
- Examine and discuss how media language, mode, media technologies and techniques are chosen and used in isolation or combination to communicate ideas.
- Apply literacy skills using different modes of communication, e.g. annotated designs; graphic organisers; recorded conversations; sketches; spoken, written or signed presentations.
- Engage with and respond to feedback from others, e.g. peers, teachers, guest artists and/or community mentors.

3.3 Unit option C: Community

In this unit, students explore the concept of community and the ways media arts can celebrate, advocate for and/or inform audiences. They respond to a selected community, using media language to celebrate or advocate for community and/or inform audiences. Students may focus on a person, event, issue or other aspect in a community and should work collaboratively with other students or community members where possible.

Students consider context and purpose when making and responding to media artworks. By investigating how other media artists communicate ideas about communities, they discover ways of using media languages, technologies and techniques. Students work individually and/or collaboratively to experiment with and explore ways to celebrate, advocate and inform and to plan a media artwork. They demonstrate creative thinking skills as they innovate and make the planned media artwork.

Authentic contexts are used to provide learning experiences and generate purposes for making. Through engaging with community-based media artists, students have opportunities to learn ways of working and to give and gather feedback, enriching their learning.

Contexts for media artworks may include:

- school-based, such as parents and families, peers or teaching or support staff
- communities, such as those in the local area, online or virtual spaces, houses of worship, sporting clubs or interest groups.

Purposes for media artworks may include to:

- celebrate people, culture or histories
- advocate on behalf of community to raise awareness of issues, concerns or opportunities
- inform audiences about a community.

3.3.1 Unit objectives

1. Use media technologies and media techniques.
2. Plan media artworks that celebrate or advocate for community or inform audiences.
3. Communicate ideas about a selected community.
4. Evaluate media artworks that celebrate or advocate for community or inform audiences.

3.3.2 Subject matter

Use media arts practices

- Experiment with mode, media technologies and techniques in isolation or combination, e.g. record an oral history to accompany a photographic folio.
- Consider workplace health and safety measures and protocols.
- Establish practices that comply with ethical standards, security and safety protocols, e.g. copyright and permissions, data management, privacy policies, risk assessments, safe use of social media.

Plan media artworks

- Demonstrate the use of appropriate media arts terminology to communicate ideas about a selected community.
- Document planning and develop solutions for media artworks that celebrate, advocate or inform, e.g. annotated images; design folios; graphic organisers; recorded conversations; sketches; spoken, written or signed presentations.
- Research the work of media artists and collate media language, symbols and/or texts that represent a selected community.
- Make decisions by experimenting; weighing the benefits of media, technologies and skills to celebrate, advocate or inform; and deciding on the best course of action.
- Devise media art-making solutions and methods in response to context and purpose.
- Demonstrate project management skills, e.g. time management, establishing timelines, resource management, goal-setting, modifying expectations, communicating, organising self and others.

Communicate ideas

- Make a design product, considering
 - the appropriate design mode, e.g. a 16-panel storyboard to communicate content (subject and background, shot type, camera direction, dialogue, audio, special effects and other editing directions) for a 2-minute documentary
 - diversity and refinement of media technologies and techniques
 - how elements and principles of design and other media language communicate ideas about a selected community
 - the ways that media artists make artworks.
- Make media artworks that realise plans to communicate about a selected community, considering
 - identified context and purpose
 - organisation of elements and features to form a coherent work
 - appropriate use of media language, mode, media technologies and techniques.

Evaluate media artworks

- Make judgments about own and others' media artworks, reflecting on and justifying strengths and limitations in relation to context and purpose.
- Analyse and interpret how media artists use media arts practices to make media artworks that celebrate or advocate for community or inform audiences.
- Examine and discuss how media language, mode, media technologies and techniques are chosen and used in isolation or combination to communicate ideas.
- Apply literacy skills using different modes of communication, e.g. annotated designs; graphic organisers; recorded conversations; sketches; spoken, written or signed presentations.
- Engage with and respond to feedback from others, e.g. peers, teachers, guest artists and/or community mentors.

3.4 Unit option D: Persuasion

In this unit, students explore the concept of persuasion in media artworks. They identify marketing styles or trends in the media industry and use persuasive media language to pitch a media artwork. Students may work with or for a client when developing the artwork, or select another target audience.

Students consider context and purpose when making and responding to media artworks. By investigating how other media artists use marketing styles or trends for particular audiences, they discover ways of using media languages, technologies and techniques. Students work individually and/or collaboratively to experiment with and explore ways to persuade specific audiences and to plan a media artwork. They gather feedback on their pitches and demonstrate creative thinking skills as they innovate and make the planned media artwork.

Authentic contexts are used to provide learning experiences and generate purposes for making. Through engaging with media artists and clients (face-to-face, online or virtual), students have opportunities to learn ways of working and to give and gather feedback, enriching their learning.

Contexts for media artworks may include:

- school-based, such as parents, families, peers or teaching staff
- community, such as public or collaborative media artworks, print material or screenings
- online, such as social media, websites, podcasts or blogs.

Purposes for media artworks may include to:

- advertise or promote a specific service, product or event
- convince, persuade or make a call to action.

3.4.1 Unit objectives

1. Use media technologies and media techniques.
2. Plan media artworks that follow marketing styles or trends for an identified purpose.
3. Communicate ideas through making persuasive media art works.
4. Evaluate media artworks in the specified context.

3.4.2 Subject matter

Use media arts practices

- Experiment with mode, media technologies and techniques in isolation or combination, e.g. create a branding suite for rollout across social and print media.
- Consider workplace health and safety measures and protocols.
- Establish practices that comply with ethical standards, security and safety protocols, e.g. copyright and permissions, data management, privacy policies, risk assessments, safe use of social media.

Plan media artworks

- Demonstrate the use of appropriate media arts terminology to communicate ideas persuasively to a specified target audience.
- Document planning and develop solutions for media artworks that follow marketing styles or trends, e.g. annotated images; design folios; graphic organisers; recorded conversations; sketches; spoken, written or signed presentations.
- Research the work of media artists and collate personalised media language, symbols and/or texts that communicate persuasively to a specified target audience.
- Make decisions by experimenting; weighing the benefits of media, technologies and techniques that follow marketing styles or trends; and deciding on the best course of action.
- Devise media art-making solutions and methods in response to context and purpose.
- Demonstrate project management skills, e.g. time management, establishing timelines, resource management, goal-setting, modifying expectations, communicating, organising self and others.

Communicate ideas

- Make a design product for a pitch, considering
 - the appropriate design mode, e.g. a three-column script to communicate content (video, audio, graphics) for a 40-second television commercial
 - diversity and refinement of media technologies and techniques
 - how elements and principles of design (e.g. colour and composition) and other media language communicate persuasively to a specified target audience
 - the ways that media artists make artworks.
- Make media artworks that realise plans to communicate persuasively to a specified target audience, considering
 - identified context and purpose
 - organisation of elements and features to form a coherent work
 - appropriate use of media language, mode, media technologies and techniques.

Evaluate media artworks

- Make judgments about own and others' media artworks, reflecting on and justifying strengths and limitations in relation to context and purpose.
- Analyse and interpret how media artists use media arts practices in artworks that follow marketing styles or trends.
- Examine and discuss how media language, mode, media technologies and techniques are chosen and used in isolation or combination to communicate ideas.
- Apply literacy skills using different modes of communication, e.g. annotated designs; graphic organisers; recorded conversations; sketches; spoken, written or signed presentations.
- Engage with and respond to feedback from others, e.g. peers, teachers, guest artists and/or community mentors.

4 Assessment

4.1 Assessment A1: Project — Personal viewpoints

Students make and evaluate a design product and plan a media artwork that communicates a personal viewpoint about a societal issue.

4.1.1 Assessment objectives

1. Use media technologies and media techniques.
2. Plan a media artwork that expresses a personal viewpoint about a societal issue.
3. Communicate ideas that represent a personal viewpoint about a societal issue through a design product.
4. Evaluate choices in a design product to communicate a personal viewpoint about a societal issue, using appropriate media arts terminology and language conventions.

4.1.2 Specifications

This task requires students to:

- plan a media artwork, including
 - considering appropriate media language, modes, media technologies and media techniques
 - considering aspects of a personal viewpoint that could be represented
 - analysing purpose and context
 - explaining connections between own and others' media artworks
- make a design product, including
 - using appropriate media technologies and media techniques
 - communicating a personalised viewpoint
 - considering purpose and context
- evaluate a design product, including making judgments and justifying how ideas are communicated for purpose and context.

4.1.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.1.4 Response requirements

Design product

- Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (Assessment A2).
- Design product must use pre-production conventions to communicate ideas.

Planning and evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Written: up to 600 words
- Spoken: up to 4 minutes, or signed equivalent

4.1.5 Instrument-specific standards

Use media arts practices	Plan media artworks	Communicate ideas	Evaluate media artworks	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> use of media technologies and media techniques that demonstrates self-direction and competency 	<ul style="list-style-type: none"> planning that reveals strategic and self-directed artistic intentions 	<ul style="list-style-type: none"> communication of ideas through self-directed features that enhance project outcomes 	<ul style="list-style-type: none"> evaluation that reveals the interrelationship between purpose and context to inform own practice 	A
<ul style="list-style-type: none"> use of media technologies and media techniques that demonstrates informed selection 	<ul style="list-style-type: none"> planning that reveals clear and logical choices 	<ul style="list-style-type: none"> communication of ideas that emphasises a personal viewpoint 	<ul style="list-style-type: none"> evaluation that shows well-reasoned justification of features to align to purpose and context 	B
<ul style="list-style-type: none"> use of media technologies and media techniques to make a design product about a societal issue 	<ul style="list-style-type: none"> planning for a media artwork that expresses a personal viewpoint about a societal issue 	<ul style="list-style-type: none"> communication of ideas that represent a personal viewpoint about a societal issue 	<ul style="list-style-type: none"> evaluation of choices in a design product to communicate a personal viewpoint, using appropriate media arts terminology and language conventions 	C
<ul style="list-style-type: none"> experiments with technology or technique. 	<ul style="list-style-type: none"> planning that links to ideas about a societal issue. 	<ul style="list-style-type: none"> communication of ideas that links to a societal issue. 	<ul style="list-style-type: none"> statements of opinion linked to a societal issue. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.2 Assessment A2: Media artwork — Personal viewpoints

Students make a media artwork to express a personal viewpoint by implementing the design from Assessment A1.

4.2.1 Assessment objectives

1. Use media technologies and media techniques.
3. Communicate ideas in a media artwork that expresses a personal viewpoint about a societal issue.

4.2.2 Specifications

This task requires students to:

- make a media artwork, including
 - using appropriate media technologies and media techniques
 - producing edited audio and/or still or moving images
 - communicating a personal viewpoint using appropriate media language
 - considering purpose and context.

4.2.3 Conditions

- Students can develop their responses in class time and their own time.
- The media artwork may be created individually or in groups. Students must be assessed individually.

4.2.4 Response requirements

Media artwork

One of the following:

- Audio: up to 3 minutes
- Moving image: up to 3 minutes
- Still image: up to 4 media artwork/s

4.2.5 Instrument-specific standards

Use media arts practices	Communicate ideas	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> • use of media technologies and media techniques demonstrating self-direction and competency 	<ul style="list-style-type: none"> • communication of ideas that enhances artistic intention 	A
<ul style="list-style-type: none"> • use of media technologies and media techniques demonstrating informed selection 	<ul style="list-style-type: none"> • communication of ideas emphasised through informed and coherent features 	B
<ul style="list-style-type: none"> • use of media technologies and media techniques to make a media artwork 	<ul style="list-style-type: none"> • communication of ideas in a media artwork that expresses a personal viewpoint about a societal issue 	C
<ul style="list-style-type: none"> • use of technology or technique to make a media artwork. 	<ul style="list-style-type: none"> • communication of ideas that links to a societal issue. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.3 Assessment B1: Project — Representations

Students make a design product and plan a media artwork that explores representations. They evaluate representations in social media or gaming platforms.

4.3.1 Assessment objectives

1. Use media technologies and media techniques.
2. Plan a media artwork for a social media or gaming platform that includes representations.
3. Communicate ideas about representations through a design product.
4. Evaluate representations in social media or gaming platforms, using appropriate media arts terminology and language conventions.

4.3.2 Specifications

This task requires students to:

- evaluate representations within social media or gaming platforms, including making judgments and justifying how ideas are communicated for purpose and context
- plan a media artwork for a social media or gaming platform, including
 - considering appropriate media language, modes, media technologies and media techniques
 - considering aspects of representations that could be communicated
 - analysing purpose and context
- make a design product, including
 - using appropriate media technologies and media techniques
 - communicating a representation
 - considering purpose and context.

4.3.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.3.4 Response requirements

Design product

- Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (Assessment B2).
- Design product must use pre-production conventions to communicate ideas.

Planning and evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Written: up to 600 words
- Spoken: up to 4 minutes, or signed equivalent

4.3.5 Instrument-specific standards

Use media arts practices	Plan media artworks	Communicate ideas	Evaluate media artworks	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> use of media technologies and media techniques demonstrating self-direction and competency 	<ul style="list-style-type: none"> planning that reveals strategic and self-directed artistic intentions 	<ul style="list-style-type: none"> communication of ideas through self-directed features that enhance project outcomes 	<ul style="list-style-type: none"> evaluation that reveals the interrelationship between purpose and context to inform own practice 	A
<ul style="list-style-type: none"> use of media technologies and media techniques demonstrating informed selection 	<ul style="list-style-type: none"> planning that reveals clear and logical choices 	<ul style="list-style-type: none"> communication of ideas that emphasises representations 	<ul style="list-style-type: none"> evaluation that justifies strengths and/or limitations in relation to purpose and context 	B
<ul style="list-style-type: none"> use of media technologies and media techniques to make a design product for a chosen social media or gaming platform 	<ul style="list-style-type: none"> planning for a media artwork for a social media or gaming platform that includes representations 	<ul style="list-style-type: none"> communication of ideas about representations through a design product 	<ul style="list-style-type: none"> evaluation of representations in social media or gaming platforms, using appropriate media arts terminology and language conventions 	C
<ul style="list-style-type: none"> experiments with technology or technique. 	<ul style="list-style-type: none"> planning that links to ideas about representations. 	<ul style="list-style-type: none"> communication of ideas that links to representations. 	<ul style="list-style-type: none"> statements of opinion linked to representations. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.4 Assessment B2: Media artwork — Representations

Students make a media artwork for a social media or gaming platform by implementing the design from Assessment B1.

4.4.1 Assessment objectives

1. Use media technologies and media techniques.
3. Communicate ideas in a media artwork for a social media or gaming platform that includes representations.

4.4.2 Specifications

This task requires students to:

- make a media artwork for a social media or gaming platform, including
 - using appropriate media technologies and media techniques
 - producing edited audio and/or still or moving images
 - communicating a representation using appropriate media language
 - considering purpose and context.

4.4.3 Conditions

- Students can develop their responses in class time and their own time.
- The media artwork may be created individually or in groups. Students must be assessed individually.

4.4.4 Response requirements

Media artwork

One of the following:

- Audio: up to 3 minutes
- Moving image: up to 3 minutes
- Still image: up to 4 media artwork/s

4.4.5 Instrument-specific standards

Use media arts practices	Communicate ideas	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> • use of media technologies and media techniques demonstrating self-direction and competency 	<ul style="list-style-type: none"> • communication of ideas that enhance artistic intention 	A
<ul style="list-style-type: none"> • use of media technologies and media techniques demonstrating informed selection 	<ul style="list-style-type: none"> • communication of ideas emphasised through informed and coherent features 	B
<ul style="list-style-type: none"> • use of media technologies and media techniques to make a media artwork for social media or gaming platform 	<ul style="list-style-type: none"> • communication of ideas in a media artwork for a social media or gaming platform that includes representations 	C
<ul style="list-style-type: none"> • use of technology or technique to make a media artwork. 	<ul style="list-style-type: none"> • communication of ideas that link to representations. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.5 Assessment C1: Project — Community

Students make and evaluate a design product and plan a media artwork that communicates ideas about a person, event, issue or other aspect in a community.

4.5.1 Assessment objectives

1. Use media technologies and media techniques.
2. Plan a media artwork that celebrates or advocates for a chosen community or informs audiences about the community.
3. Communicate ideas about a person, event, issue or other aspect in a community through a design product.
4. Evaluate choices in a design product to communicate ideas about a person, event, issue or other aspect in a community, using appropriate media arts terminology and language conventions.

4.5.2 Specifications

This task requires students to:

- plan a media artwork, including
 - considering appropriate media language, modes, media technologies and media techniques
 - considering ideas about a person, event, issue or other aspect in a community that could be represented
 - analysing purpose and context
- make design product, including
 - using appropriate media technologies and media techniques
 - communicating a message or story about the community
 - considering purpose and context
- evaluate a design product, including making judgments and justifying how ideas are communicated for purpose and context.

4.5.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.5.4 Response requirements

Design product

- Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (Assessment C2).
- Design product must use pre-production conventions to communicate ideas.

Planning and evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Written: up to 600 words
- Spoken: up to 4 minutes, or signed equivalent

4.5.5 Instrument-specific standards

Use media arts practices	Plan media artworks	Communicate ideas	Evaluate media artworks	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> use of media technologies and media techniques demonstrating self-direction and competency 	<ul style="list-style-type: none"> planning that reveals strategic and self-directed artistic intentions 	<ul style="list-style-type: none"> communication of ideas through self-directed features that enhance project outcomes 	<ul style="list-style-type: none"> evaluation that reveals the interrelationship between purpose and context to inform own practice 	A
<ul style="list-style-type: none"> use of media technologies and media techniques demonstrating informed selection 	<ul style="list-style-type: none"> planning that reveals clear and logical choices 	<ul style="list-style-type: none"> communication of ideas that emphasise a community message or story 	<ul style="list-style-type: none"> evaluation shows well-reasoned justification of features to align to purpose and context 	B
<ul style="list-style-type: none"> use of media technologies and media techniques to make a design product relating to community 	<ul style="list-style-type: none"> planning for a media artwork that celebrates or advocates for a chosen community or informs audiences about community 	<ul style="list-style-type: none"> communication of ideas about a person, event, issue or other aspect in a community through a design product 	<ul style="list-style-type: none"> evaluation of choices in a design product to communicate about a community, using appropriate media arts terminology and language conventions 	C
<ul style="list-style-type: none"> experiments with technology or technique. 	<ul style="list-style-type: none"> planning that links to ideas about a community. 	<ul style="list-style-type: none"> communication of ideas that link to a community. 	<ul style="list-style-type: none"> statements of opinion linked to a community. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.6 Assessment C2: Media artwork — Community

Students make a media artwork that celebrates, advocates for or informs audiences about a community by implementing the design from Assessment C1.

4.6.1 Assessment objectives

1. Use media technologies and media techniques.
3. Communicate ideas in a media artwork that celebrates, advocates for or informs audiences about a person, event or aspect of a community.

4.6.2 Specifications

This task requires students to:

- make a media artwork, including
 - using appropriate media technologies and media techniques
 - producing edited audio and/or still or moving images
 - communicating celebration of, advocacy for or information about a person, event or aspect of a community, using appropriate media language
 - considering purpose and context.

4.6.3 Conditions

- Students can develop their responses in class time and their own time.
- The media artwork may be created individually or in groups. Students must be assessed individually.

4.6.4 Response requirements

Media artwork

One of the following:

- Audio: up to 3 minutes
- Moving image: up to 3 minutes
- Still image: up to 4 media artwork/s

4.6.5 Instrument-specific standards

Use media arts practices	Communicate ideas	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> • use of media technologies and media techniques demonstrating self-direction and competency 	<ul style="list-style-type: none"> • communication of ideas that enhance artistic intention 	A
<ul style="list-style-type: none"> • use of media technologies and media techniques demonstrating informed selection 	<ul style="list-style-type: none"> • communication of ideas emphasised through informed and coherent features 	B
<ul style="list-style-type: none"> • use of media technologies and media techniques to make a media artwork relating to community 	<ul style="list-style-type: none"> • communication of ideas in a media artwork that celebrates, advocates for or informs audiences about a person, event or aspect of a community 	C
<ul style="list-style-type: none"> • use of technology or technique to make a media artwork. 	<ul style="list-style-type: none"> • communication of ideas that link to a community. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.7 Assessment D1: Project — Persuasion

Students make a design pitch for a media artwork that follows marketing styles or trends for an identified purpose. They evaluate their own or another student's design pitch.

4.7.1 Assessment objectives

1. Use media technologies and media techniques.
2. Plan a media artwork that follows a marketing style or trend for an identified purpose.
3. Communicate ideas in a persuasive design pitch.
4. Evaluate choices in a design pitch, using appropriate media arts terminology and language conventions.

4.7.2 Specifications

This task requires students to:

- make a design pitch, including
 - planning for a media artwork that
 - considers appropriate media language, modes, media technologies and media techniques
 - considers persuasive media language to communicate artistic intent
 - analyses purpose and context
 - explains a marketing style or trend in the media industry
 - a design product that
 - uses appropriate media technologies and media techniques
 - communicates an intended message for a target audience
 - considers purpose and context
- evaluate a design pitch, including making judgments and justifying how ideas are communicated for purpose and context.

4.7.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.7.4 Response requirements

Design pitch

- One of the following
 - Written: up to 400 words
 - Spoken: up to 3 minutes, or signed equivalent
 - Multimodal (at least two modes delivered at the same time): up to 3 minutes, 5 A4 pages, or equivalent digital media
- The design pitch includes a design product with variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (Assessment D2).
- Design product must use pre-production conventions to communicate ideas

Evaluation of pitch

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 2 minutes, 3 A4 pages, or equivalent digital media
- Written: up to 200 words
- Spoken: up to 1.5 minutes, or signed equivalent

4.7.5 Instrument-specific standards

Use media arts practices	Plan media artworks	Communicate ideas	Evaluate media artworks	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> use of media technologies and media techniques demonstrating self-direction and competency 	<ul style="list-style-type: none"> planning that reveals strategic and self-directed artistic intentions 	<ul style="list-style-type: none"> communication of ideas through self-directed features that enhance project outcomes 	<ul style="list-style-type: none"> evaluation that reveals the interrelationship between purpose and context to inform own practice 	A
<ul style="list-style-type: none"> use of media technologies and media techniques demonstrating informed selection 	<ul style="list-style-type: none"> planning that reveals clear and logical choices 	<ul style="list-style-type: none"> communication of ideas through well-selected features that target a specific audience 	<ul style="list-style-type: none"> evaluation shows well-reasoned justification of features to align to purpose and context 	B
<ul style="list-style-type: none"> use of media technologies and media techniques to make a design product 	<ul style="list-style-type: none"> planning for a media artwork that follows marketing styles or trends for an identified purpose 	<ul style="list-style-type: none"> communication of ideas in a persuasive design pitch 	<ul style="list-style-type: none"> evaluation of choices in a design pitch, using appropriate media arts terminology and language conventions 	C
<ul style="list-style-type: none"> experiments with technology or technique. 	<ul style="list-style-type: none"> planning that links to ideas about purpose or context. 	<ul style="list-style-type: none"> communication of ideas that link to a specific audience. 	<ul style="list-style-type: none"> statements of opinion linked to a specific audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.8 Assessment D2: Media artwork — Persuasion

Students make a persuasive media artwork by implementing the design from Assessment D1.

4.8.1 Assessment objectives

1. Use media technologies and media techniques.
3. Communicate ideas in a persuasive media artwork.

4.8.2 Specifications

This task requires students to:

- make a persuasive media artwork, including
 - using appropriate media technologies and media techniques
 - producing edited audio and/or still or moving images
 - communicating intent using persuasive media language.

4.8.3 Conditions

- Students can develop their responses in class time and their own time.
- The media artwork may be created individually or in groups. Students must be assessed individually.

4.8.4 Response requirements

Media artwork

One of the following:

- Audio: up to 3 minutes
- Moving image: up to 3 minutes
- Still image: up to 4 media artwork/s

4.8.5 Instrument-specific standards

Use media arts practices	Communicate ideas	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> • use of media technologies and media techniques demonstrating self-direction and competency 	<ul style="list-style-type: none"> • communication of ideas that enhance artistic intention 	A
<ul style="list-style-type: none"> • use of media technologies and media techniques demonstrating informed selection 	<ul style="list-style-type: none"> • communication of ideas emphasised through informed and coherent features 	B
<ul style="list-style-type: none"> • use of media technologies and media techniques to make a persuasive media artwork 	<ul style="list-style-type: none"> • communication of ideas in a persuasive media artwork 	C
<ul style="list-style-type: none"> • use of technology or technique to make a media artwork. 	<ul style="list-style-type: none"> • communication of ideas that link to a specific audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

5 Glossary

The syllabus glossary is available at www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf.

6 References

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7 Version history

Version	Date of change	Update
1.1	August 2023	Released for implementation with minor updates

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