



Innovation and the Arts

SEMESTER 1 2018

Course Title: Media
Unit Title: Video Production
Semester Unit: Video Production
Term Units: Video Production a
Video Production b

Course Code: 0137 (T) 0140 (A)
Unit Code: 04751 (T) 04767 (A)
Unit Value: 1.0
Unit Value: 0.5
Unit Value: 0.5

MATERIALS / COURSE CONTRIBUTION: \$20

Students are to ensure that they have appropriate materials and resources for the course. In order to help students achieve the learning outcomes for this unit, the payment of a course contribution is encouraged. This will provide materials aimed at assisting the achievement of the best possible results where practicable. Please be aware that the Front Office has EFTPOS facilities.

GOALS

A Course

This unit should enable students to:

- analyse the elements of video production
- identify forms of video production
- analyse and apply different forms of video production
- analyse the cultural, historical and social context of video production
- analyse a specific example of video production
- create a media product
- analyse and reflect on the media production process

T Course

This unit should enable students to:

- critically analyse video production and the role of audience and their significance
- critically analyse video production in a variety of contexts
- evaluate and apply elements of video production
- analyse the cultural, historical and social context, values of video production
- evaluate differing examples of video production and how they represent identity and culture
- create a media product to an industry standard
- evaluate and reflect on the media production process

CONTENT

It is suggested that at least six of these content areas be covered in depth.

A Course

- the changing nature of the production and distribution of video in a global context
- understanding and applying industry-standard techniques relating to camera, camera movement, lighting and sound
- engaging in the narrative techniques of editing and sound
- using digital editing platforms to edit footage, transitions, titles and sound
- using advanced digital editing with tools such as effects, filters, compositing and using 3D graphics
- completing a video production using scheduling, pre-visualisation, scripting, preparing resources, locations and talent
- following occupational health and safety regulations relevant to the video production industry

T Course

- the changing nature of the production and distribution of video in a global context
- understanding and applying industry-standard techniques relating to camera, camera movement, lighting and sound
- engaging in the narrative techniques of editing and sound
- using digital editing platforms to edit footage, transitions, titles and sound
- using advanced digital editing with tools such as effects, filters, compositing and using 3D graphics
- completing a video production using scheduling, pre-visualisation, scripting, preparing resources, locations and talent
- following occupational health and safety regulations relevant to the video production industry

Note:

Written tasks

Will be done outside of class time

Seminars

Time includes AV aids of appropriate length.

Production tasks

Due to the nature, and diversity of units offered in the media course production lengths cannot be specified. Lengths are dependent on the nature of task, unit studied, and weighting of the item.

Differences between A and T course assessment

A and T course assessment should be differentiated by selection of assessment criteria, depth of knowledge and length of student response.

Within any A or T course (Major or Minor) students must complete 40 - 60% making task types and 40 - 60% responding task types.

ASSESSMENT

TASK	DUE DATE	WEIGHTING
Essay / Report	15/3/18 (Week 6)	20%
Prac 1	5/4/18 (Week 9)	30%
Prac 2	7/7/18 (Week 16)	30%
Test	Week 18	20%

Specific Entry & Exit Requirements for Term Units

It is possible to enter this course at term 2 after negotiation with classroom teacher.

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A - E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** that describe generic standards of student achievement across all courses. (See attached sheet for grade descriptors)

Attendance and Participation

Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

Any student whose attendance falls below the 90% of the scheduled classes/contact time and has not provided substantial documentary evidence to cover the absence will be awarded a V grade. This means that 4 unexplained absences in a term or 8 unexplained absences in a semester could mean that a V grade may be awarded. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Late Submission of Work

Students are encouraged to submit work on time, as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved eg. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.30pm on that day. After 3.30pm, the item will attract the late penalty. Submission of work on a weekend or public holiday is not acceptable. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

Achievement in Accredited Courses is reported to the Board of Senior Secondary Studies and students with a Grade A-E. Late work submitted without approval will have an impact on the grade awarded to a student.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit, will be considered to be unassessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

Cheating and Dishonest Practice

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

Moderation

Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards. Moderation is a process whereby student's work is compared so that student performance can be graded fairly and consistently. Moderation takes some time, and so students may not receive their work back until ACT wide moderation of grades across all colleges has occurred. Small Group Moderation is carried out in courses with small class sizes.

Right to Appeal

You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the faculty concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal Programs for further advice on the 'appeal process'.

Class Teachers: C. Codey

Date: February 2018

Media Achievement Standards for Year 12 T Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	<ul style="list-style-type: none"> critically analyses media forms, styles, genres, processes and practices and evaluates how they integrate to represent identity and culture critically analyses wide range of media products, theories, concepts, practitioners and evaluates their significance critically analyses the nature and purpose of media in personal, cultural, historical and social contexts and discusses values and attitudes evaluates interpretations of media products to present a coherent and independent response communicates complex ideas with coherent and sustained arguments with analysis of evidence, using appropriate language and accurate referencing 	<ul style="list-style-type: none"> analyses media forms, styles, genres, processes and practices and explains how they are integrated to represent identity and culture analyses a variety of media products, theories, concepts, practitioners and explains their significance analyses the nature and purpose of media in personal, cultural, historical and social contexts and explains values and attitudes compares and analyses interpretations of media products to present a reasoned and independent response communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains media forms, styles, genres, processes and practices and describes how they are integrated to represent identity and culture explains media products, theories, concepts, practitioners and describes their significance explains the nature and purpose of media in personal, cultural, historical and social contexts and identifies values and attitudes compares and explains interpretations of media products to develop an independent response communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes media forms, styles, genres, processes and practices and with some reference to the representation of identity and culture describes media products, theories, concepts, practitioners and outlines their significance describes the nature and purpose of media in personal, cultural, historical and social contexts and outlines values and attitudes outlines own and others' responses to media products communicates ideas and arguments using some evidence with referencing 	<ul style="list-style-type: none"> identifies media forms, styles, genres, processes and practices with little or no reference to the representation of identity and culture identifies media products, theories, concepts and practitioners with little or no discussion of their significance identifies the purpose of media in personal, cultural, historical and social contexts with little or no discussion of values and attitudes presents a limited response to media products communicates limited ideas and information with minimal referencing
Making	<ul style="list-style-type: none"> creates media products with control and precision, displaying problem solving and refinement of technical skills creates original and professional media products that are informed by insightful understanding of theories, concepts and practices creates media products, makes astute aesthetic choices, synthesises forms, styles and conventions, processes and practices discerningly for purpose and target audience evaluates and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with control, displaying effective problem solving and refinement of technical skills creates original and professional media products that are informed by detailed understanding of theories, concepts and practices creates media products, makes thoughtful aesthetic choices, adapts forms, styles and conventions, processes and practices effectively for purpose and target audience analyses and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with control, displaying appropriate problem solving and technical skills creates original media products that are informed by an understanding of concepts and practices creates media products, makes considered aesthetic choices, selects forms, styles and conventions, processes and practices appropriate for purpose and target audience explains and reflects on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with minimal control, displaying some practical problem solving and technical skills creates media products with some reference to concepts and practices creates media products, makes limited aesthetic choices, uses some forms, styles and conventions, processes and practices for a particular purpose describes the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> creates media products, displaying little or no problem solving and technical skills creates media products with little or no reference to concepts and practices creates media products, makes limited or no aesthetic choices, uses some forms and conventions for a particular purpose documents with little or no reflection on the creative process, works safely under direct instruction

Media Achievement Standards for Year 11 T Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	<ul style="list-style-type: none"> analyses media forms, styles, genres, processes and practices and discusses the representation of identity and culture analyses media products, theories, concepts, practitioners and evaluates their significance analyses the nature and purpose of media in personal, cultural and historical contexts communicates complex ideas with coherent and sustained arguments with analysis of evidence, using appropriate language and accurate referencing 	<ul style="list-style-type: none"> analyses media forms, styles, genres, processes and practices and explains the representation of identity and culture analyses media products, theories, concepts, practitioners and explains their significance discusses the nature and purpose of media in personal, cultural and historical contexts communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains media forms, styles, genres, processes and practices and describes the representation of identity and culture explains media products, theories, concepts, practitioners and describes their significance explains the nature and purpose of media in personal, cultural and historical contexts communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes media forms, styles, genres, processes and practices with some reference to the representation of identity and culture describes media products, theories, concepts, practitioners and outlines their significance describes the nature and purpose of media in personal, cultural and historical contexts communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> identifies some media forms, styles, genres, processes and practices identifies media products, theories, concepts and practitioners identifies the nature and purpose of media in personal, cultural and historical contexts communicates limited ideas and information with minimal referencing
Making	<ul style="list-style-type: none"> creates media products with control and precision, displaying problem solving and refinement of technical skills creates original and professional media products that are informed by insightful understanding of theories, concepts and practices creates media products, makes astute aesthetic choices, synthesises forms, styles and conventions, processes and practices discerningly for purpose and target audience analyses and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with control, displaying effective problem solving and refinement of technical skills creates original media products that are informed by detailed understanding of theories, concepts and practices creates media products, makes thoughtful aesthetic choices, adapts forms, styles and conventions, processes and practices effectively for purpose and target audience explains and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with control, displaying appropriate problem solving and technical skills creates original media products that are informed by understanding of concepts and practices creates media products, makes considered aesthetic choices, selects forms, styles and conventions, processes and practices appropriate for purpose and target audience describes and reflects on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with minimal control, displaying some practical problem solving and technical skills creates media products which make some reference to concepts and practices creates media products, makes limited aesthetic choices, uses some forms, styles and conventions, processes and practices for a target audience outlines the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> creates media products, displaying minimal problem solving and technical skills creates media products with little or no reference to concepts and practices creates media products, makes limited or no aesthetic choices, uses some forms and conventions for a target audience documents with little or no reflection on the creative process, works safely under direct instruction

Media Achievement Standards for Year 12 A Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
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Making	<ul style="list-style-type: none"> creates media products with control and precision, displaying problem solving and refinement of technical skills creates original media products that are informed by a comprehensive understanding of concepts and practices creates media products, makes astute aesthetic choices, adapts forms, styles and conventions, processes and practices effectively for purpose and target audience analyses and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with control, displaying effective problem solving and refinement of technical skills creates original media products that are informed by detailed understanding of concepts and practices creates media products, makes thoughtful aesthetic choices, selects forms, styles and conventions, processes and practices effectively appropriate for purpose and target audience explains and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with control, displaying appropriate problem solving and technical skills creates original media products that are informed by an understanding of concepts and practices creates media products, makes considered aesthetic choices, selects forms, styles and conventions, processes and practices appropriate for purpose and target audience describes and reflects on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with minimal control, displaying some practical problem solving and technical skills creates media products which make some reference to practices creates media products, makes limited aesthetic choices, uses forms, styles and conventions, processes and practices for a target audience outlines the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> creates media products displaying minimal problem solving and technical skills creates media products with little or no reference to practices creates media products, , makes limited or no aesthetic choices, uses some forms, styles and conventions for a target audience documents with little or no reflection on the creative process, works safely under direct instruction

Media Achievement Standards for Year 11 A Course

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Making	<ul style="list-style-type: none"> creates media products with control and precision, displaying problem solving and refinement of technical skills creates original media products that are informed by a comprehensive understanding of concepts and practices creates media products, makes astute aesthetic choices, adapts forms, styles and conventions, processes and practices effectively for purpose and target audience analyses and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with control, displaying effective problem solving and refinement of technical skills creates original media products that are informed by detailed understanding of concepts and practices creates media products, makes thoughtful aesthetic choices, selects forms, styles and conventions, processes and practices effectively appropriate for purpose and target audience explains and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with control, displaying appropriate problem solving and technical skills creates original media products that are informed by understanding of concepts and practices creates media products, makes considered aesthetic choices, selects forms, styles and conventions, processes and practices appropriate for purpose and target audience describes and reflects on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates media products with minimal control, displaying some practical problem solving and technical skills creates media products which make some reference to practices creates media products, makes limited aesthetic choices, uses forms, styles and conventions, processes and practices for a target audience outlines the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> creates media products, displaying minimal problem solving and technical skills creates media products, with little or no reference to practices creates media products, makes limited or no aesthetic choices, uses some forms, styles and conventions for a target audience documents with little or no reflection on the creative process, works safely under direct instruction