

Erindale College

| | |
|---------------------------|---------------------------|
| Assessment Period: | 2022 S1 |
| Course: | MEDIA |
| Unit: | Creativity in Media (1.0) |
| Accreditation: | T |
| Year: | 12 |

Specific Unit Goals

This unit should enable students to:

- critically analyse how media expresses the self, others, and the world
- conduct creative media inquiry into significant issues
- demonstrate the use of media techniques and strategies to explore creative ideas
- apply the creative process to making media

Content Descriptions

Concepts and Theories

- critically analyse media products that express self, others, and the world to understand that creativity is creating and making something that is different, novel, imaginative or original
- evaluate creativity in media products to develop insights into media, for example, Disney, gaming, social media influencers, Wikileaks
- critically analyse theories and approaches employed by creators of media products, for example, Auteur theory, Reader Response theory, symbolic interactionism

Context

- critically analyse how social, historical, political and/or cultural contexts have influenced creativity in media products
- evaluate the impact of context on how the audience and critics interpret creativity in media

Creative Process

- conduct research through Creative Inquiry to evaluate arguments about and judgements on creativity in media products
- critically analyse significant issues relating to self, others, and the world
- apply the media creative process (pre-production, production, and postproduction) using creative thinking approaches, for example, De Bono thinking system
- create media to express understanding of self, others, and the world

Communication and Technical Skills

- communicate ideas and insights in a range of modes and mediums, for a variety of audiences
- communicate complex ideas and coherent and sustained arguments in a range of modes, incorporating metalanguage and observing academic integrity
- demonstrate inter and intrapersonal skills and capacity to work collectively, collaboratively, and independently
- demonstrate use of appropriate technical skills in media products
- apply Work, Health and Safety (WHS) practices

Reflection

- reflect on their learning habits, time-management, media products, practices, and processes, refining their knowledge, understanding and skills in response

Assessment Tasks

| Name | Due Date | Weighting |
|--------------------------|------------------------------|-----------|
| Essay | Week 6: 10 March | 20% |
| Prac 1 | Week 9: 31 March | 30% |
| Prac 2 | Week 17: 9 June | 30% |
| Research/VD/Seminar/Test | Test Week: 15 June - 17 June | 20% |

School Assessment Information

For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

For meshing procedures

See [BSSS Policy and Procedure Manual 5.4.1](#) for further information.

For method of unit score calculation

See [BSSS Policy and Procedure Manual 4.3.6.2](#) for further information.

For procedures for calculating course scores

See [BSSS Policy and Procedure Manual 4.3.13.2](#) for further information.

Achievement Standards for MEDIA T - Year 12

| | <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 styles, forms, processes, practices, and theories; and evaluates how they are integrated to position an audience and communicate meaning evaluates the significance of art works in a diverse range of contexts; and critically analyses attitudes and values synthesises wide research on theories, ideas, and practices to present a coherent and independent response communicates complex ideas with coherent and sustained arguments; analysing evidence and metalanguage and applies the principles of academic integrity | <ul style="list-style-type: none"> analyses styles, forms, processes, practices, and theories; and analyses how they are integrated to position an audience and communicate meaning analyses the significance of art works in a broad range of contexts; and explains attitudes and values compares and analyses wide research on theories, ideas, and practices to present a reasoned and independent response communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applies the principles of academic integrity | <ul style="list-style-type: none"> explains styles, forms, processes, practices, and theories; and explains how they are integrated to position an audience and communicate meaning explains the significance of art works in a range of contexts; and describes attitudes and values compares and explains research on theories, ideas, and practices to present an independent response communicates ideas and arguments using relevant evidence, metalanguage and applies the principles of academic integrity | <ul style="list-style-type: none"> describes styles, forms, processes, practices, and theories; and identifies how some techniques communicate meaning describes the significance of art works in context; with some reference to attitudes and values describes research on theories, ideas, and practices with some evidence of an independent responses applies the principles of academic integrity with some use of relevant evidence and metalanguage to communicate ideas | <ul style="list-style-type: none"> identifies styles, forms, processes and practices, theories, and techniques with little or no reference to meaning identifies the significance of art works in context; with little or no reference to attitudes and values identifies research on theories, ideas, and practices own with little or no evidence of an independent response communicates limited ideas and information with little or no application of academic integrity |
| Making | <ul style="list-style-type: none"> synthesises ideas using sustained and innovative creative practice, employing a range of familiar and unfamiliar techniques critically analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology creates and refines imaginative and innovative art works with control and precision; synthesises technical experimentation and reflects on strengths and opportunities creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences reflects with insight on their own art practice, thinking processes; and evaluates inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> analyses ideas using sustained and creative practice, employing familiar and unfamiliar techniques analyses art practice, using the creative process to investigate and solve problems and explains own application of technology creates imaginative and innovative art works with control; analyses technical experimentation and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences reflects on their own art practice, thinking and that of others and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> explains ideas using creative practice, employing familiar techniques explains art practice, using the creative process to investigate and solve familiar problems and describes own application of technology creates imaginative art works with control using familiar technical skills, and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> describes creative practice, employing some familiar techniques describes art practice, using the creative process to investigate problems and identifies own application of technology creates art works using familiar technical skills and reflects on strengths and opportunities presents own and/or group art practice using familiar techniques to communicate meaning to target audiences reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> uses creative practice, employing little or no techniques identifies basic features of art practice, with little or no connection to creative processes or use of technology creates art works using familiar technical skills with little or no reflection on strengths and opportunities presents own and/or group art practice using familiar techniques to communicate messages with assistance reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively |