Erindale College

Assessment Period:	**2022 S1**
Course:	**MEDIA**
Unit:	**Creativity in Media (1.0)**
Accreditation:	**T**
Year:	**11**

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 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Responding	● critically analyses styles, forms, processes, practices, and theories to communicate meaning to an audience ● evaluates the significance of art works in a diverse range of contexts ● synthesises research on theories and ideas ● communicates complex ideas with coherent and sustained arguments with analysis of evidence, using metalanguage and applying the principles of academic integrity	● analyses styles, forms, processes, practices, and theories to communicate meaning to an audience ● analyses the significance of art works in in a broad range of contexts ● compares and analyses research on theories and ideas ● communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applying the principles of academic integrity	● explains styles, forms, processes, practices, and theories to communicate meaning to an audience ● explains the significance of art works in a range of contexts ● compares and explains research on theories and ideas ● communicates ideas and arguments using relevant evidence, metalanguage and applying the principles of academic integrity	● describes styles, forms, processes, practices, and theories to communicate meaning to an audience ● describes the significance of art works in context ● describes research on theories and ideas ● applies the principles of academic integrity with some use of relevant evidence and metalanguage to communicate ideas	● identifies styles, forms, processes and practices, theories, and techniques to communicate meaning to an audience ● identifies the significance of art works in context ● identifies research on theories and ideas ● communicates limited ideas and information with little or no application of academic integrity
Making	● critically analyses art practice, using the creative process to investigate and solve complex problems ● 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 intended 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	● analyses art practice, using the creative process to investigate and solve problems ● 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 intended 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	● explains art practice, using the creative process to investigate and solve familiar problems ● 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 intended 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	● describes art practice, using the creative process to investigate problems ● 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 intended 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	● identifies basic features of art practice, with little or no connection to creative processes ● creates art works using familiar technical skills with little or no reflection on strengths and weaknesses ● presents own and/or group art practice using familiar techniques to communicate messages ● 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