

NZQA Approved

Internal Assessment Resource

English Level 1

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| This resource supports assessment against:  Achievement Standard 90855 version 3  Create a visual text |
| Resource title: Making music |
| 3 credits |
| This resource:   * Clarifies the requirements of the Standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | September 2020 Version 4  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-01-2015-90855-02-4421 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Internal Assessment Resource

Achievement Standard English 90855: Create a visual text

Resource reference: English 1.7A v4

Resource title: Making music

Credits: 3

Teacher guidelines

The following guidelines are supplied to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard English 90855. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the Standard and assessing students against it.

Context/setting

In this activity students prepare and present a CD cover which portrays a theme or important idea in a text they have studied. Students will imagine that a soundtrack has been made for a text they have studied and they are to create the CD cover for that soundtrack.

This resource may be used as part of a text or theme study or in the context of other viewing and presenting work.

Conditions

* Assessment against this Standard is likely to require a combination of class and homework time in the lead-up to the final production stage.
* During the development phase of this task, teachers will need careful checkpoint procedures to validate the authenticity of students’ ideas.
* To ensure the authenticity of student work, the static image for final assessment should be prepared in class time under teacher supervision.
* Before assessment begins students should be able to examine models or exemplars of different forms of visual texts, and have explicit teaching that makes the processes and steps followed to create the texts clear.
* Where student work is to be presented for assessment, constructive feedback should not compromise authenticity. However, teachers can validly make suggestions about areas where further development is needed.
* Teachers should also read the Conditions of Assessment closely in order to ensure good assessment practice.

**Resource requirements**

Students may be provided with the paper required to produce their static image. They may also be provided with coloured paper, pens, paint, and other art supplies according to department policy. Alternatively, students may be expected to provide all their own materials.

This assessment may also be completed using various ICT software applications such as Publisher or Photoshop.

Additional information

Before attempting this activity students should have deconstructed other visual texts. They should also be familiar with visual language features such as:

* colour – symbolism, mood, impact
* layout – balance, proportion, space, framing
* shape – dominance, focus, how other elements or words fit around it
* symbolism – use of symbols to represent ideas
* lettering – upper/lower case, font, italics, bold, size
* texture – symbolism, decoration.

Static images created for assessment against this Standard could be integrated with other parts of the English programme. For example, creating a visual text could form part of a text study to assess student understanding of key themes, symbols, or character motivations.

Wherever such integration between different parts of the programme occurs, teachers must ensure that the work presented for assessment is developed sufficiently in order to meet the criteria for the other Standard. If the work is to be developed for assessment against another Standard, in all cases teachers should refer closely to the relevant Standard including the Explanatory Notes and the Conditions of Assessment.

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| Achievement | Achievement with Merit | Achievement with Excellence |
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| Develop and structure ideas in a visual text. | Develop and structure ideas convincingly in a visual text. | Develop and structure ideas effectively in a visual text. |
| Use language features appropriate to purpose and audience. | Use language features appropriate to purpose and audience with control. | Use language features appropriate to purpose and audience with control to command attention. |

Student instructions

Introduction

In this assessment activity you are required to create a CD cover that develops an idea about a text you have studied.

Imagine that a music soundtrack is to be made to accompany the text you studied in class. The music soundtrack builds on a main idea from that text. You are going to create the cover (front and back) for that CD.

Here are some further details:

* You need to decide what style or genre of music would be most appropriate for this CD.
* You must include a list of 8-10 song titles on the back cover. These titles must be derived from quotations from the text and support your main idea.
* You will need to choose an appropriate title for the album. Think about how this builds on a main idea in the text you studied. Your CD cover must use colours, font, layout, and imagery that reflect the style or genre that you have decided to use.

Ensure that the static image you submit for assessment:

* develops and structures your ideas – the idea you are portraying is a main idea from the text shown through an appropriate style/genre of music
* is appropriate to the audience – your audience is people who like your chosen style of music and/or those who are fans of the text
* uses visual and verbal language features that are appropriate to the purpose and audience of a CD cover in a certain musical style/genre such as images, symbolism, colour, quotations
* uses visual and verbal language features with control to command attention.

Task

***Plan***

Choose a text to base your CD cover on and think about its central ideas. Select a main idea and brainstorm ways that this idea may be developed. Decide how you are going to build on your idea(s).

Brainstorm possible elements for your design. You might like to consider:

* images, colours, fonts, symbols that are appropriate to your text and the musical style/genre you have chosen
* mediums, for example, collage, photography, cartoons, paint that might be appropriate to represent your ideas and text
* suitable song titles created using quotes from the text that you will use to link and reinforce your visual ideas.

From your brainstorm select the ideas that you think will work best together. You will need a unified structure rather than a series of independent elements. Think about how you can make visual and verbal language features work together to achieve the effect you want.

You could look closely at CD covers and think about their strengths. You could look at the examples of student statements of intent and think about areas that could be improved. You may not use specific parts of any of the exemplars in your own static image.

Draft the layout of your CD cover. Think about the structure of your image and move the individual elements of your design around on the page to create the best possible effect. Be prepared to remove or change elements that do not work. Only when you are satisfied with your design should you move on to the final production of your image.

***Create***

Produce your CD cover. You may wish to use a template provided by your teacher. Use the techniques you decided on during the drafting process. Complete each element and apply each technique with control and care. Aim for consistency of style so that all the elements are integrated as a unified whole.

Present your work for assessment.

Assessment schedule: English 90855 Making music

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student develops and structures ideas for a CD cover using language features appropriate to the purpose and audience.  This means that the student:   * creates an original cover that includes features that contribute to a representation of an emerging adult. The cover may include material that is original, adapted, and/or taken from other texts and sources * builds on ideas by adding, arranging, and linking verbal and visual language features so that ideas are unpacked and work towards a planned whole * selects and uses visual and verbal language features (such as images, sequences, motifs, photographs, colour, symbolism, quotations) appropriate to the purpose and audience.   For example (excerpt from student’s statement of intent):  *The book I’m going to use as the source text for my CD cover is called* Salvage the Bones*. I read it as one of the texts I’d chosen for the personal responses standard. The main idea I want to develop is what gives us strength, even in awful circumstances. The book is set in rural part of New Orleans when Hurricane Katrina happened and the characters are a poor black family. The music style that I’m choosing is a singer like Florence and the Machine. Lots of her songs are about standing up for yourself and she’s got a really strong voice, even though she’s a bit alternative.*  *I want to put a strong image of Esch on the front cover of the CD. I want to put this image inside one of a tree that’s being blown. I also want to include tree roots into the ground that show what keeps her strong. So it will have images of what gives Esch strength, like family and memories of her mother. I’m going to call the CD ‘Love Anchored Deep’ and ‘What I Carry Through the Storm’.*  *One the back of the cover I want to have it really dark with a rain cloud and lines showing the wind. The song titles will be in here. I think I’ll make my titles state important moments in the novel. The quote “What I have been, for what I am, and what I will be, again“ works with Esch’s strength. So I’ll use it, maybe around her image or on her clothing. I’ll need to think about how I link the back to the front. I could put the song title inside raindrops or leaves. Over the whole CD cover I want to use really strong colours so I will probably create most of it on the computer.* | The student develops and structures ideas convincingly for a CD cover using language features appropriate to purpose and audience with control.  This means that the student:   * creates an original cover that includes features that contribute to a representation of an emerging adult. The cover may include material that is original, adapted, and/or taken from other texts and sources * builds on ideas so that the development of the ideas and structure is generally credible and connected * selects and links visual and verbal language features and presentation techniques appropriate to the purpose and audience.   For example (excerpt from student’s statement of intent):  *I’m going to do my CD cover based on the poem ‘Patches Hide No Scars’. I’m going to show ideas about being separated from Maori culture so as to be not belonging. My CD is going to be a hip hop genre. I’m going to use a main symbol of a switch and plug (not plugged in) showing Maori disconnection. I’ll use koru patterns on it and have the prongs like native ferns or spiky trees. The spine of the CD cover will have the title on it: ‘Disconnected’.*  *I’ll also use a smaller image of a young Maori man who looks sad. I’ll need to think about whether he’ll be wearing a gang patch to show how it’s different from the traditional cultural symbols. It’s going to have a black background. The only colourful thing will be the switch/plug. My song titles will have some of the words from the poem. I’ll choose them and arrange them in order so that they link into what I’m trying to show in the visuals.* | The student develops and structures ideas effectively for a CD cover using language features appropriate to purpose and audience with control to command attention.  This means that the student:   * creates an original cover that includes features that contribute to a representation of an emerging adult. The cover may include material that is original, adapted, and/or taken from other texts and sources * builds on ideas so that the development of the ideas and structure is compelling and well-organised * selects, links, and sustains visual and verbal language features and presentation techniques appropriate to the purpose and audience to produce a confident text.   For example (excerpt from student’s statement of intent):  *We studied* Macbeth *so I’m going to do a heavy metal CD about the idea of appearance versus reality. I’m going to use the quote: “Looks like the innocent flower but be the serpent under’t”. I’ve seen some of the covers on the old CDs my dad has and there are some that have dominant images made up of flowers and weapons and other symbols all made into one. So that’s the look I’m going for, with symbols like the crown, dagger as well as flower and snake.*  *I’ll put my quote into it, probably on the image of the dagger. I’m going to call my CD soundtrack ‘Get What You Want’ by the band Macbeth to be King. I’ll get a spiky font with bold dripping from it. On the back cover I’m going to use song titles of just one word each that are going to show Macbeth’s progression to get the throne of Scotland. I will use words like “ambition”, “persuasion”, “deception” etc.*  *I’m also going to use another dagger image with the song titles on it. The dagger will be clean at the top but more and more blood and gore on it near the bottom. I’ll have that pooling into a puddle with a crown in it. The viewer can see the links between the front and back images and how they change. The changes are also shown through my choice of words and quotes.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.