

Internal Assessment Resource

Media Studies Level 1

EXPIRED

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| This resource supports assessment against:  Achievement Standard 90993 version 2  Produce a design and plan for a media product using a specified range of conventions |
| Resource title: Plan to Succeed |
| 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 | February 2017 Version 4  To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2017-90993-04-4716 |
| 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 Media Studies 90993: Produce a design and plan for a media product using a specified range of conventions

Resource reference: Media Studies 1.5A v4

Resource title: Plan to Succeed

Credits: 3

Teacher guidelines

The following guidelines are supplied to enable teachers to 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 Media Studies 90993. 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

This activity requires students to create a design and plan for a 1–3 minute instructional video.

Students are not required to produce the video. However, this assessment activity could be linked with Achievement Standard Media Studies 90994: *Complete a media product from a design and plan using a specified range of conventions*, and with Achievement Standard Media Studies 90996: *Write media texts for a specific target audience*.

Before beginning this activity, you will need to provide opportunities for the students to explore the codes and conventions of instructional videos, and production processes. You will also need to teach students the conventions of the genre before they begin their work, and provide some classroom practice in developing designs and plans.

Conditions

Students will individually develop a concept and treatment for an instructional video.

Students will work in groups to decide on a final design and use it to develop a storyboard, a script, and other pre-production materials for their video.

Each student needs to make an equitable and identifiable contribution to the final submitted work. You could use teacher observations, checkpoints, and/or student logs to verify this.

Students will need to use copyright-free material or obtain appropriate consents or clearance for all copyrighted music, sound effects, slogans, brand names, images, and other material. APRA and AMCOS are two organisations to use.

Students will need approximately three to four weeks of in-class and homework time to complete this assessment activity. You may need to allow more time if students are seeking copyright clearances.

Assess students individually, on the basis of the evidence of their own work and their individual contributions to the group work.

Resource requirements

Students may need access to computers, scripting or storyboard software such as Celtx ([www.celtx.com](http://www.celtx.com)), and/or cameras.

Additional information

You could adapt this activity to other contexts/media products. Examples include:

* other moving image texts, such as a film trailer, a one-minute or longer TV advertisement, an infomercial, a news item/package, or a music video
* a current or general school issue, such as how to avoid bullies or how to survive your first day at high school
* a cross-curricular project, such as how to perform/improve/be effective in an aspect connected to another subject, for example, PE, music, or photography
* a specific media skill, such as how to use Photoshop/Final Cut or how to operate a camera
* linking to a media genre such as horror–how to escape a zombie apocalypse.

You will need to provide students with guidance about storyboards, scripts, and use of music. The following links may assist.

Storyboards

* <http://www.scribd.com/doc/6168187/Storyboard-Example>

Scripts

* <http://www.cybercollege.com/commerc.htm>

Copyright information and copyright-free assets

* <http://www.apra.co.nz>
* <http://www.findsounds.com/types.html>
* <http://freeplaymusic.com/>
* <http://www.flashkit.com/>

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Produce a design and plan for a media product using a specified range of conventions. | Produce a design and plan for a developed media product using a specified range of conventions. | Produce a design and plan for a crafted media product using a specified range of conventions. |

Student instructions

Introduction

This assessment activity requires you to design and plan a 1–3 minute instructional video that demonstrates how to do something. Examples include: how to avoid bullies, how to operate a camera, or how to survive a zombie apocalypse. Your film will be shown to the school at an assembly.

Teacher note: You may choose to change the audience.

Working individually, you will brainstorm ideas for the video and produce a draft design, which you will submit to a group of about three students. Your group will choose the design that will be developed into pre-production.

Teacher note: Specify time frames and deadlines for the various parts of the task.

You will be assessed on how well you are able to complete a design and plan for an instructional video using a specified range of conventions. Make sure that you contribute significantly to the group work and name all the work you were personally responsible for. Keep a log of your involvement (with dates and locations) and all drafts of your work.

Task

Complete all parts of this task. See Resource A for further guidance.

Individual design

Choose a specific focus for an instructional video.

Teacher note: Provide a list or allow students to negotiate ideas with you.

Brainstorm ideas and write the concept and treatment for an instructional video. Include a range of at least five conventions/features of instructional videos.

Teacher note: Provide a list of conventions/features of instructional videos from which students must select at least five.

Final design

Pitch your individual plan design for the video to your group.

Discuss the different designs and decide on a final one to develop into a pre-production plan. Make any changes to the design based on your discussions as a group, keeping any drafts and evidence of reworking as you work through the design.

Pre-production plan

As a group, produce a plan for the production details of your planned video.

Teacher note: Provide templates for students to use.

Script

Write a script for your planned video.

Set out your script in the required format.

Teacher note: Provide guidance and/or a template for students to use.

Storyboard

Produce a storyboard: a shot-by-shot breakdown of your planned video.

Teacher note: Provide a template for students to use.

***Production plan***

Complete the rest of your planning, considering:

* actors
* costumes and props
* location
* sound/music
* equipment
* schedule.

Include your contingency plans to overcome possible obstacles.

Write a SWOT analysis of your draft design and your plan to show your careful consideration of potential obstacles during the production process.

Teacher note: Provide a template for students to use.

Outline strategies to overcome identified weaknesses and threats.

Teacher note: You might require students to have their plans approved to avoid issues such as potential risks or to identify plans that are not realistically achievable.

Submission

Submit for assessment:

* your individual design
* your SWOT analyses
* a copy of the final plan, including storyboard, script, and other pre-production activities
* your log of your involvement in the group work
* any evidence of drafting, reworking, feedback from others, and your personal reflections.

**Resource A: Further guidance**

Creating your individual design

In your concept and treatment, make sure you:

* describe the idea you have for your video
* describe your target audience and explain how you intend to appeal to them, including at least five features you will use
* describe the tone of your proposed video (for example, funny, serious, curious, romantic) and explain the features you will use to create this tone
* describe the setting for the video and explain why this setting appeals to your audience and/or fits with the product; use photos and/or sketches. If you are planning to use actors, describe the costumes, props, hair, and make-up required; you could include photos or sketches
* outline any copyright considerations for music, sound effects, slogans, brand names, images, and so on, and explain how you intend to address these issues.

SWOT analysis

A **strength** is a factor that will help you successfully complete your video, such as existing knowledge of the medium/genre and its codes and conventions.

A **weakness** is a factor that could hinder you from successfully completing your video, such as unfamiliarity with an essential software application.

An **opportunity** is an external factor you could take advantage of in successfully completing your video, such as the chance to use a school event like swimming sports or athletics finals to get the crowd footage you need.

A **threat** is an external factor that could be an obstacle to successful completion of your video, such as a group member’s involvement in Tournament Week when production is planned*.*

Factors to consider might include, for example:

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| * timing | * budget | * experience | * weather |
| * location | * cast and crew | * equipment | * other events. |

Assessment schedule: Media Studies 90993 Plan to Succeed

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student produces a design and plan for a media product using at least five conventions taken from a specified range of appropriate media conventions. The design and plan complete a concept, a treatment, and pre-production activities. This includes:   * meeting the requirements of the brief (for example, audience, length format, practicalities, copyright considerations) * using five of a specified range of media conventions (teacher-provided list) * identifying practicalities that will affect the completion of the product (for example, locations, transport, weather, equipment, costs, casting/crew, time restrictions) * utilising appropriate templates to complete the design and plan (teacher provided, for example, storyboard frames, script template).   For Example (partial extract):  Tennis is not just picking a racket and hitting a ball. In this instructional short video, we will be showing the proper tennis stroke and how to improve your game. In the instructional video will be using the convention of voiceover and freeze frame to communicate the stages of a good form tennis stroke. We would like to have a PE teacher perform our voiceover as they are familiar with instructing people of physical activities and they will have good skills in this area. We would like to use Tina Turner’s song ‘Simply the best' but the song is copyrighted.  We will be shooting on the school tennis courts to show the tennis strokes. We will need to book them. | The student produces a design and plan for a developed media product using at least five conventions taken from a specified range of appropriate media conventions. The design and plan complete a concept, a treatment, and pre-production activities. This includes:   * meeting the requirements of the brief (for example, audience, length format, practicalities, copyright considerations) * using five of a specified range of media conventions (teacher-provided list) * identifying and considering the impact of practicalities that will affect the process and/or completion of the product (for example, locations, transport, weather, equipment, costs, casting/crew, time restrictions) * utilising appropriate templates to complete the design and plan (teacher provided, for example, storyboard frames, script template) * demonstrating evidence of the development of ideas through reflection and reworking throughout the planning process.   For Example (partial extract):  Tennis is not just picking a racket and hitting a ball. In this instructional short video, we will be showing the proper tennis stroke and how to improve your game...In the instructional video will be using the convention of voiceover and freeze frame to communicate the stages of a good form tennis stroke...  We would like to have a PE teacher perform our voiceover as they are familiar with instructing people of physical activities and they will have good skills in this area...  From feedback we received from our peers, they thought having a PE teacher record the voiceover might make the video seem like just a ‘recorded class period’. So we’ve decided to ask the top tennis player in the school as they may be more relatable to the audience of our video, but also have obvious success in tennis...  We would like to use Tina Turner’s song ‘Simply the best' or Pat Benatar’s song “Hit me with your best shot’ but both songs are copyrighted; therefore we will search creative commons websites for copyright free music to use...  We will be shooting on the school tennis courts to show the tennis strokes. They are noisy and will make recording instructions difficult. We will need to shoot after school, so it is quiet and there are not lots of people around.  We will need to book them. | The student produces a design and plan for a crafted media product using at least five conventions taken from a specified range of appropriate media conventions. The design and plan complete a precise concept, a detailed treatment, and detailed pre-production activities. This includes:   * meeting the requirements of the brief (for example, audience, length format, practicalities, copyright considerations) * using five of a specified range of media conventions (teacher-provided list) * identifying and considering the impact of practicalities that will affect the process and/or completion of the product (for example, locations, transport, weather, equipment, costs, casting/crew, time restrictions) and outlining strategies to overcome potential obstacles * utilising appropriate templates to complete the design and plan (teacher provided, for example, storyboard frames, script template) * demonstrating evidence of effective crafting of developed ideas through reflection and reworking throughout the planning process. The final design and plan should enable the final product to appeal to its target audience and achieve its intended outcomes.   For Example (partial extract):  Tennis is not just picking a racket and hitting a ball. In this instructional short video, we will be showing the proper tennis stroke and how to improve your game. In the instructional video will be using the convention of voiceover and freeze frame to communicate the stages of a good form tennis stroke.  We would like to have a PE teacher perform our voiceover as they are familiar with instructing people of physical activities and they will have good skills in this area. From feedback we received from our peers, they thought having a PE teacher record the voiceover might make the video seem like just a ‘recorded class period’. So we’ve decided to ask the top tennis player in the school, as they may be more relatable to the audience of our video, but also have obvious success in tennis.  We would like to use Tina Turner’s song ‘Simply the best' or Pat Benatar’s song “Hit me with your best shot’ but both songs are copyrighted. However we have contacted a local rock band who has agreed to let us use a song of theirs in our instructional video and have signed the enclosed agreement.  We will be shooting on the school tennis courts to show the tennis strokes. They are noisy and will make recording instructions difficult. We will need to shoot after school, so it is quiet and there are not lots of people around. We will need to book them. The microphones that we have to use easily pick up wind sound so this might also affect the days that we can shoot. We may have to shoot on a still day, indoors, or consider not having diegetic sound for these scenes. |

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