

# The Arts: Media Arts - Above satisfactory - Years 9 and 10

## Portfolio summary

This portfolio of student work shows that the student can manipulate technical and symbolic elements with precision to promote a product and communicate a social issue in an advertisement to meet an assessment brief (WS1).

The student can analyse a film and how a director uses technical and symbolic elements as conventions in a genre to communicate detailed meaning to an audience (WS2).

## Advertisement

### Sample summary

Students studied digital animation in a unit on advertising. They first explored the basics of multiple animation platforms, developing their skills through a range of tasks. They were asked to complete a summative assessment that required them to design an advertisement that reflected a social issue at the end of this five-week unit. They were permitted to remix or parody another advertisement if it assisted them to communicate a message to an audience. The students then negotiated the message and content of their advertisements with their teacher. They also planned and had all pre-production assessed by their teacher in an assessment for learning which focused on safety in its criteria for marking. Finally students were also required to consider the advertisement's audience and to use at least one form of animation.

## Achievement standard

### Subject

By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.

### Annotated artwork

---



ma 910 ws1 ab a1



Watch later



Share



Artwork display

---



## Analysis essay

## Sample summary

Students studied the use of film techniques and conventions to communicate meaning in a film genre. They watched and analysed Alfred Hitchcock's *Psycho* (1960) through student-led small group class discussion and analysis tasks based on production elements, genre, mood, sound and theme. An essay that was a summative task at the end of the unit was scaffolded through short, formative activities that familiarised students with the terminology required for the task.

The essay question was: How do production elements in the film establish and develop the themes/moods in the film and engage the audience?

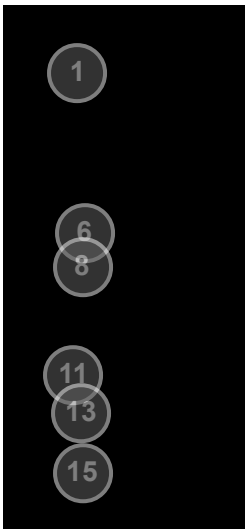
## Achievement standard

### Subject

By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.

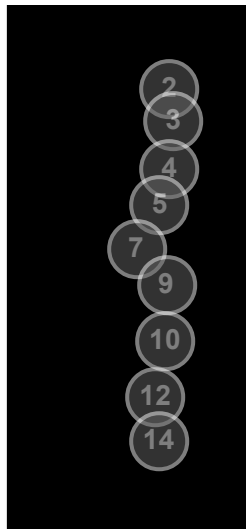
**Analytical essay**



The film "Psycho" (Hitchcock, 1960) has many elements to it that makes it so horrific and those all were strategically used to frighten and entice the audience who watch the film. The genre is psychological horror as it follows many of the codes and conventions which classify a film in such a genre. One of these is that the antagonist is seen to be "normal" and have no physical signs that would make them appear as a killer" (Published on Dec. 15, 2013, [Instagram](#)) this allowing the audience to be even more afraid as it can be mistaken to real life. The antagonist in Psycho for example does not have any physical signs of being a killer. Hitchcock used product elements such as camera, lighting and sound to further emphasise a mood of these such as anxiety and fear and good to evil.

The Camera techniques and cinematography of the film "Psycho," helps to convey the mood of fear as Hitchcock allows the audience to feel the same feelings of those characters who are actually being them. The majority of the film is framed through mid shot, this allowing Hitchcock to reveal both the facial expressions of the characters as well as the environment in which they are associated in. This gives the audience a clear view of the surroundings of the characters and what actually caused the fear to run through their bodies. When there was an intense scene, such as Marion driving in her car, Hitchcock would use a close up to future exaggerate the emotion of the character in the stressful or fearful tone. An example of this camera shot size is when Marion is driving away from work with the stolen money and there are non diegetic music and voice overs explaining what is occur outside of the car. The more the audience and the characters understand what is going on and the slower the issue becomes the closer the camera moves by zooming into Marion's face showing the emotion of absolute terror. The camera angle also portrays the mood of fear because Marion ends to be shot at a high angle meaning the camera is looking down on her, this representing the fear and nervousness she continues to feel before her death. Where as Norman for example is shot in low angle this conveying the subtle power he soon holds over the protagonist as he is the one who is revealed to have killed her at the end of the film. An example of this is when Marion is eating the sandwich Norman gave her and they are talking about his mother. Marion continues to be shot on a high angle representing the little power she holds and the fear she feels when Norman becomes aggressive with when she talks about his mother. Norman however is shot on a very low angle showing the power he has over Marion. The production element of camera is used by Hitchcock to convey the mood of fear to create the reactions of the characters to be mirrored by the audience witnessing the points.

Hitchcock manipulated the lighting in the film "Psycho," to convey the significant theme of good vs evil. The film though being shot in black and white the audience can still distinguish that the movie was shot in low key lighting and this was done by Hitchcock to indicate the theme of good versus evil. This is because of the idea of evil as it has a connection with darkness so, when Hitchcock films the shots in this lighting it allows the audience to feel the evil that is conveyed through the actors and the lighting. Marion though having stolen the money she was shot in a less low key lighting compared to Norman signifying their place in society and their personalities. An example of this is Marion is shot in a less low key lighting when speaking to Norman in his office and Norman is shot in an extremely low key lighting conveying the difference between the two. The lighting in this film very important as it does showcase the ending of the movie and this is high recognition to Hitchcock. Hitchcock films Norman in chiaroscuro lighting to convey Norman's light personalities of



**Annotations**

- 1 Annotation 1**  
Identifies the genre of the film
- 2 Annotation 2**  
Identifies a convention of the film's genre regarding the antagonist
- 3 Annotation 3**  
Lists elements in the film
- 4 Annotation 4**  
Identifies shot type and its purpose
- 5 Annotation 5**  
Provides a specific example of how a close-up shot in the film communicates a character's emotional state
- 6 Annotation 6**  
Identifies the use of non-diegetic sound as a technical element in the film
- 7 Annotation 7**  
Describes the use of camera movement to communicate to an audience
- 8 Annotation 8**  
Describes the use of camera angle to communicate to an audience
- 9 Annotation 9**  
Contrasts the use of camera angles and how they

communicate to an audience

**10 Annotation 10**  
Identifies the director’s intent when using camera angles as a technical element

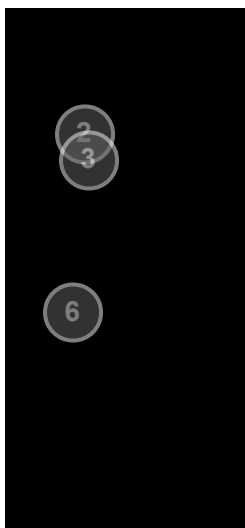
**11 Annotation 11**  
Identifies the symbolic element of lighting and describes how it helps to communicate the film’s theme

**12 Annotation 12**  
Identifies the use of low key lighting as a technical effect to communicate meaning in the film

**13 Annotation 13**  
Analyses the symbolic meaning of the low key lighting

**14 Annotation 14**  
Contrasts lighting choices and how they communicate to an audience

**15 Annotation 15**  
Analyses the symbolic meaning of chiaroscuro style lighting in the film

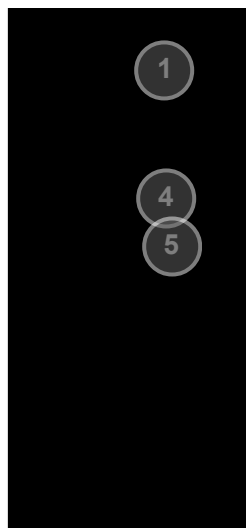


both him and his mother as that is the underlying meaning to the whole film. The scene where Norman is looking through the hole in the wall, watching Marion getting undressed he is surrounded by darkness but half his face is lit up while the other is dark portraying the different personalities that he possesses. This allows the audience to look back onto the film once seeing the ending and truly understand the effect lighting makes to communicate the main issues or messages of the film without actually seeing them.

Sound is used in the film to convey the anxious mood of the characters in the film this affecting the mood of the audience show that it reflects that of the actual characters. Hitchcock changes the speed of the non-diegetic with high pitched instruments such as stings are used in stressful or anxious areas of the film this affecting the audience's mood as they become rebbed with anticipation this contributing to the genre in which the movie is set in which is horror. For example, in the scene with Marion in the car as the non diegetic music of high pitched orchestral strings speeds up so does the speed of the whole film this creating the anxious mood of the film. There are also voice over's in this scene allowing the audience to have a better understanding of what is happening back at the office and allows them to understand why Marion is so fearful of this situation. Through this music the audience finds out that Marion's boss has discovered that she has taken the money, her sister is afraid of what will happen to Marion, all these voice are non-diegetic and give the audience a anxious feeling. Hitchcock also manipulates the volume of the non diegetic music as it distracts the audience and they become more nervous and they begin to feel uneasy. The alteration of sound in the film allows the audience to feel on edge and it gives the mood of the film an anxious sensation.

I believe that Hitchcock used product elements extremely well to develop themes such as greed and envy and movie like suspense and fear. This is because they all contribute to the overall ambience of the film and gives the audience the sensation a physiological horror film should give them. By altering the camera movements, by changing a sound's pace or volume and even adjusting the lighting for each character it allows the mood of a film to completely change and pull the film together and that is exactly what Hitchcock accomplished in his film Psycho.

Bibliography  
<http://www.udelshara.net/essays/psychoanalysisofhorrorresearch>



## Annotations

**1 Annotation 1**  
Describes how the symbolic meaning of lighting effects communicates contrasting characters

**2 Annotation 2**  
Identifies sound as a symbolic element in the film

**3 Annotation 3**  
Analyses the pace of sound and identifies it as a

convention of the film's genre

**4 Annotation 4**  
Analyses how the use of voice-over can communicate more complexity to an audience

**5 Annotation 5**  
Analyses the director's use of volume for non-diegetic sound to create tension

**6 Annotation 6**  
Asserts that technical and symbolic elements communicate meaning in the film