The Arts: Media Arts - Below satisfactory - Years 9 and 10

Portfolio summary

This portfolio of student work shows that the student can manipulate some technical and symbolic elements to communicate social dysfunction to an audience (WS1).

The student can also analyse aspects of a film and how a director uses some technical and symbolic elements as conventions in a genre to communicate 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 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 b a1

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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?

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Analytical essay

Psycho

Psycho (Hitchcock 1960) is a Psychological thriller. This is established through the Codes and Conventions of blood and murder. The main themes evident in the film are love – both mutual and unrequited, birds, and murder. Hitchcock uses a variety of production elements to depict these themes such as Camera – angles, movement and shot size, misc en scene in terms of set and characters and editing.

Hitchcock uses camera angles, movement and shot size to represent the reoccurring theme of Love. The love between Sam and Marion as well as the unrequited love between Bates and Marion. To represent an infatuation between characters, Hitchcock would use a close up or mid shot of one or both characters looking at each other. An example of this is when be when Bates and Marion meet at the reception of the Bates Motel. Hitchcock shows Normans attraction towards Marion. In some scenes of the film, Hitchcock also chooses to set the angle as a 'over the shoulder' angle in order to give the viewer the perspective as if they were apart of the scene. This keeps the viewer engaged as they can feel as though they relate to the characters

Hitchcock uses misc en Scene to develop the theme of Birds. Birds is a reoccurring theme in psycho both through characters and the set. Hitchcock's first element of misc en Scene is the choice of name in regards to the characters. Marion Crane. Crane being a large bird symbolising happiness and eternal youth. Eternal youth is almost ironic in terms of Marion being murdered and dying young. Another way Birds is shown through misc en scene is Bates' love for taxidermy resulting in many birds being displayed in the set.
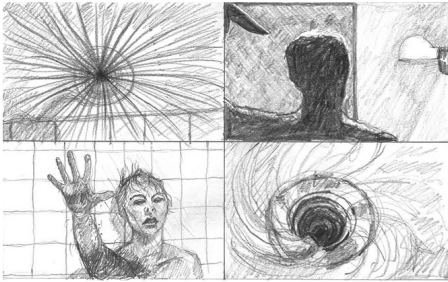
Annotations

1

Annotation 1
Identifies the genre of the film

2

Annotation 2
Lists the production elements in the film

3

Annotation 3
Provides a specific example of how framing in the film communicates a character relationships

4

Annotation 4
Identifies elements of the symbolic use of props and mis-en-scene

Annotations

1 Hitchcock uses editing to create develop the suspenseful Murder theme. He compiled together multiple short and fast paced clips to form the notorious stabbing scene as well as using longer scenes to build up suspense so the audience is tuned in. Another example of editing would be using parallel editing which is used to create a more exciting and suspenseful. A scene in which parallel editing takes place is when Marion's sister, Lila, is searching Bates' house trying to find his mother. The scene cuts between Lila searching and Sam talking to Bates creating suspense and capturing the audience's attention. **2**

3 In conclusion, Psycho is a fantastic thrilling film which is tied together by it fast paced editing, amazing character choices, sets, story line and overall cinematography. It is an iconic film and has become notorious for its suspenseful scenes as it is named 'the mother of all modern horror suspense films.

1 **Annotation 1**
Analyses how montage is used to build tension in the film

2 **Annotation 2**
Identifies parallel editing in the film and analyses its effect

3 **Annotation 3**
Asserts that technical and symbolic elements communicate meaning in the film