

The Arts: Media Arts - Satisfactory - Years 9 and 10

Portfolio summary

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

The student can analyse a film and the way a director uses 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



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

How do Production Elements *Psycho* establish and develop the themes/moods in the film and engage the audience?

1 In the thriller horror film *Psycho* (Hitchcock, 1960), themes of safety, murder and identity are explored through production elements such as lighting, camera techniques and sound. This thrilling horror is established through the codes and conventions of the evil antagonist, suspenseful music and twisting plot that is designed to engage and scare the audience.

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4 Hitchcock manipulates the camera angles, shot sizes and movement help to portray the idea of safety. Camera techniques are the choices made by director or cinematographer. For example, the shot to the left is an overshoot which makes the subject seem smaller and more exposed to what is yet to come. Here, the detective is oblivious and vulnerable to Norman who is moving faster than the detective as he is slightly out of focus. This shot creates suspense and shows the audience what is about to happen as they feel unsafe for the detective. This shot occurs before the detective is murdered, but it is clear from the camera techniques that unsafety and suspense is being set up before the climactic stabbing scene occurs.

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7 Lighting is a crucial part to the *Psycho*, as it helps convey the theme of identity. Colours in general are used thoughtfully to show the changes in identities of characters. In the still frame to the right, chiaroscuro lighting is used to make the viewers uneasy, as the lit up bird contrasts to the dark paintings and Norman's appearance. Shadows in the frame can be shown as for shadowing shadiness, making viewers feel suspense and suspicion. The differences in high key and low key lighting makes creates the chiaroscuro effect, which in turn explores the different sides to each identity. As lighting is part of



8 mise en scene, the costuming is important in exploring identity, as Marion changes from white to black clothing after stealing the money and Norman is seen in black. This symbolises the dark sides to each character in this scene, proving the theme of confused identity.

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As sound is said to be around 90% of the film, it is important to understand how the sound effects the audience and the ways in which it shows the theme of mistaken identity. The eerie, screeching non diegetic violin sound is heard in the shower scene and in other suspenseful moments which makes the audience to feel scared. In the shower scene, the screams, stabbing sound effects including non diegetic noise is also designed to enhance the mood of the audience. The audience is told through an increase in sound and pitch that a climactic moment is about to occur, for example when Norman tries to kill Marion's sister in the frame to the left. As Marion approaches the mother's skeleton, the eerie and high pitched sound increases in

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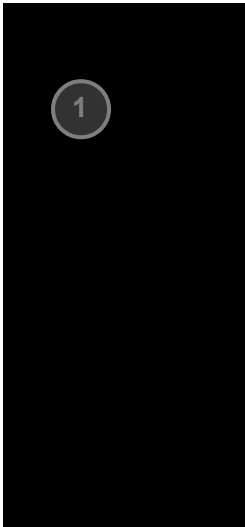
Annotations

- 1 **Annotation 1**
Identifies the genre of the film
- 2 **Annotation 2**
Lists the production elements in the film
- 3 **Annotation 3**
Identifies some of the conventions of the film's genre
- 4 **Annotation 4**
Understands that the director manipulates the camera's technical effects to create meaning
- 5 **Annotation 5**
Provides a specific example of how an 'overshot' in the film communicates a character's vulnerable situation
- 6 **Annotation 6**
Analyses how focus and actor movement are used to build tension in the scene
- 7 **Annotation 7**
Analyses lighting and its symbolic meaning
- 8 **Annotation 8**
Analyses the effect of the lighting and the mis-en-scene
- 9 **Annotation 9**
Describes how lighting

is used to create mood in the film

10 **Annotation 10**
Analyses the symbolic meaning of light and dark in the mise-en-scène and the costuming

11 **Annotation 11**
Identifies the violin as diegetic sound and analyses its symbolic meaning



volume, leading up to the climactic violin once again followed by screaming. The theme of murder is evidently shown through the use of the violin and high-diegetic noise, as it causes more suspense and fright relating to each murder.

Each of these production elements have been thought through carefully to help convey emotions and themes of the thriller. I appreciate Hitchcock's use of sound, lighting and camera techniques which effectively shock and scare the audience. The first half of the film is used to form suspense for the scene used in example three where Hitchcock successfully enticed and horrified the audience.



Annotations

1 **Annotation 1**
Asserts that technical and symbolic elements communicate meaning in the film