

MATERIAL FOR TEACHERS - ASSESSMENT DETAILS

FOR TEACHERS AND ASSESSORS	
Prior learning and during unit learning outcomes	<ul style="list-style-type: none"> - Students understand genre and genre expectations. - Students understand the narrative elements and codes conventions; in particular, the teen films - Students will have viewed several trailers of different teen films, and deconstructed the codes and conventions used to meet audience expectations of that genre. - Students understand intended audience. - Students can identify and will apply technical and symbolic elements to their short film product.
Assessment differentiation Strategies	<ul style="list-style-type: none"> - There will be a differentiate approach in teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. - Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Assessment: Unit Plan	
FORMATIVE	Using collaborative activities, class discussions, group interactions:
	Student own Self-assessment of their contribution to the film production AND creative process. 20%
	Feedback – teacher to student during unit and observations during assessment task completion. 20% Assessment form used to grade.
	TOTAL: 40%
SUMMATIVE	Technical and symbolic – Teens in film. Zahoot Quiz 20%
	Making a Teen Short Film - Product and process mark Group and individual mark 40% . Rubric used to grade.
	TOTAL: 60%

Note: to use the assessment template sheet attached for record and reporting.

MATERIAL FOR TEACHERS

Preparing to Teach the Unit

TEENS: Representation and story principles

“FRAMEWORK representation (below is direct reference to: QCAA 2018, p. 7)(ACARA 2016, pp. 97-98):

- **Structure and audience:** developing ideas and story structures through the manipulation of media and genre conventions for a specific audience experience and expectation
- **Purpose:** constructing and communicating ideas, beliefs and values through representations in a personal, social and cultural context for a specific purpose
- **character:** the characteristics and motivations of fictional identities portrayed through the manipulation of physicality, voice, costumes and props and using direction, design or actuality
character’s story.
- **genre conventions:** the established and accepted system for constructing and deconstructing meaning in a particular form or style
- **points of view:** perceiving and constructing stories and ideas from an alternative, objective or subjective perspective”

Year 10 “Representations of Teens” Unit Content Focus:

- Identity and self
- Representations – community and institutional context.
- Stereotypes – culture dependant and country dependant.
- Social beliefs and values reflected in film (film examples from – Australia, America and Britain).
- Technical and symbolic elements: camera techniques, editing , sound , mise-en-scene - techniques that shape ‘Teen Identity’ on film.
- Story structures (including themes) – prior knowledge, other units
- Genre conventions– prior knowledge, other units.
- Ethical responsibilities in filmmaking and representations of characters in film.

By the end of the unit Students will be able to:

Number	Intended Unit Learning Outcomes
1.	Identify an array of teen experiences from which to draw their own personal response.
2.	Appreciate the breath of different representations and stereotypes of teenage characters in film.
3.	Identify how techniques are used to manipulate and challenge (if at all) teen representations in film.
4.	Evaluate how social beliefs and cultural context can shape representations – through the lens of American, Australian and British culture.
5.	Analyse how technical and symbolic elements portray teenage experience within film. (This include how camera techniques, editing, sound (sound rhythm), mise-en-scene. Costume and music are used to enhance or subvert/challenge experience and representation).
6.	Demonstrate knowledge of the technical and symbolic elements and how to apply them to a teen film product.
7.	Self-evaluate on the creative process and contribution on making a media film product.
8.	Collaborate as part of a film crew to create a short film and provide production documentation (including the storyboard, shortlist, equipment list).
9.	State and enact ethical practices in media arts production and in teen character representation.

MATERIAL FOR TEACHERS

Preparing to Teach the Unit

Below are classroom management approaches to set up a learning environment:

Safety guidelines

- Electronic and electrical audio-visual equipment should be routinely tested and tagged as per individual school policies. Do not use unsafe electrical cords.
- Classroom teacher check that all leads are secured.
- All filming and editing equipment use should be modelled by the teacher prior to student use as per school policy. Students should also be given the opportunity to trial equipment use in a supervised environment.

Sensitivity statement

- This unit and the assessment partially involve students telling their own story, to have a voice and be creative, the individual circumstances of student in the class and students' backgrounds will be treated sensitively. Options given if required for alternative assessment tasks.
- It will be important that the teacher ascertains students make their individual stories are appropriate to be shared with the class.
- This unit and the assessment may involve students cover a range of personal subject matter. Prepare the class and allow them not to share by coming to you personally or sending email.
- This unit is advised to be completed in semester 2 so teacher can get to know the students first, and students are familiar with each other.

Class room culture

- Enable a safe space and help to develop mutual respect and understanding between the members of the classroom as a community.
- Student to be respectful to each person and everyone has their own beliefs and values.
- Diversity is valued within the class and each person has their own world views, experiences and opinions.
- Encourage students to be brave in sharing experiences, ideas and opinions.
- Appreciate privacy: Each student and person has the right to uphold their privacy.
- Students to act responsibly: Share feedback with thoughtful consideration and a positive attitude towards others.
- Work collaboratively as a class community with students to create a contract that outlines the expected standards of behaviour within the classroom and on set.

Inspired by and appropriated from original sources below:

Government of Western Australia, School Curriculum and Standards Authority, The-Arts-Media-Arts-Year-9-Sample-Assessment-Task-Film-Trailer, 2017, p. 2 and Teachers Notes, SBS National Youth Week 2016 Education Resource, Foundation for Young Australians, sbs.com.au, Youth week, p. 1.