

Year 10 Assessment Schedules for Music Video task

- **Students will plan effectively and evaluate their role in the production process**

Throughout the design and creative process you were to make a daily Google docs group journal, detailing what you did in your group, and which documents the problems encountered and how the group overcame those.

Taking into account the end of each stage of production, you are to reflect and evaluate the key stages of the process and reflect upon how you would do things differently, making changes in future projects.

Film Production Steps	Reflect and evaluate on this key stage of film production
Develop a storyline & visual storytelling (Steps #1 & #2)	
Treatment (Step #3)	

<p>Production Schedule (Step #4)</p>	
<p>Technology Use II – The camera & tripod (Step #5)</p>	
<p>Technology Use II – Editing using iMovie or Final Cut Pro (Step #6)</p>	

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Students will work within a group to complete a music video & making of a music video film

During this course you are to work cooperatively within a group to create several media products.

Below you are to list your own contribution to the project:

<p>Detail your own contribution to the project – what you had responsibility for (E.g. concept / research / treatment / schedule / production / post production and screening. Were you a leader? Or were you a follower? Did you make worthwhile contributions towards the completion of the product?</p>	
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Peer assessment: Below you are to evaluate on other group members contributions to the media product. Explain and evaluate what contributions they made and any positives and negatives about working with the group member.

Group member: _____	
Group member: _____	
Group member: _____	
Group member: _____	
Group member: _____	

Group member:

Year 10 FILM: Assessment Schedules

Students will plan effectively and evaluate their role in the production process.

Not Achieved	Achieved	Merit	Excellence
<ul style="list-style-type: none"> Does not consistently use planning and design strategies to prepare for the project 	<ul style="list-style-type: none"> Uses planning and design strategies to prepare for the project 	<ul style="list-style-type: none"> Begins to develop own planning and design strategies and this is evident in the quality of the project 	<ul style="list-style-type: none"> Develops own planning and design strategies to ensure the project is successful
<ul style="list-style-type: none"> Attempts to describe the research process 	<ul style="list-style-type: none"> Describes the key stages in the production process 	<ul style="list-style-type: none"> Describes the key stages in the production process and begins to reflect upon the process 	<ul style="list-style-type: none"> Describes the key stages in the production process and evaluates their performance

Context:

- Students need to work cooperatively within a group to create a music video (and a short “Making of their music video”). This standard should be assessed in conjunction with the evaluation standard.
- Teach the design and creative process associated with the media product (website/ short film) and set short achievable tasks associated with the phases in the design process.
- Students will need to make a group weekly journal entry (using Google DOCS) which documents the problems encountered and how the group overcame these.
- Also students need to reflect and evaluate the key stages of the process and reflect upon how they will do things differently, make changes in future projects. It is suggested that the journal is used to help them write their evaluation in a class test situation.

Students will work within a group to complete a media product.

Not Achieved	Achieved	Merit	Excellence
<ul style="list-style-type: none"> Works in the group but makes sporadic contributions 	<ul style="list-style-type: none"> Participates within the group making contributions towards the completion of the music video 	<ul style="list-style-type: none"> Participates within the group making worthwhile contributions towards the completion of the music video 	<ul style="list-style-type: none"> Actively participates within the group making worthwhile contributions towards the completion of the music video

• Does very little to encourage and help the group	• Promotes group cohesiveness	• Promotes group cohesiveness through encouragement, enthusiasm and commitment.	• Promotes group cohesiveness through taking on a dominant positive leadership role
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Context:

- Students need to work cooperatively within a group to create a music video (and a short “Making of their music video”). This standard should be assessed in conjunction with the evaluation standard.
- Each student needs to be given responsibility for a single component of the process be it concept/ research/ treatment/ schedule/ production/ post production and screening. Observe how each student deals with this responsibility and how they show leadership qualities.
- Teacher gains evidence of individual contributions via a written peer assessment activity as a summative task.

Students design and produce a media product using the relevant technology

Not Achieved	Achieved	Merit	Excellence
• Media product is not completed	• Music video is almost completed to viewable standard	• Complete a music video using visual and verbal techniques to communicate ideas and/or information	• Complete a music video using visual and verbal techniques to communicate ideas and/or information with impact
• Technology has not been mastered	• Technology use is imbalanced and not integrated.	• Use a range of technologies competently	• Use a range of technologies competently and expertly

Context:

- Students need to work cooperatively within a group to create a music video (and a short “Making of their music video”). This standard should be assessed in conjunction with the evaluation standard.
- Each student needs to be given responsibility for a single component of the process be it concept/ research/ treatment/ schedule/ production/ post production and screening. Observe how each student deals with this responsibility and how they show leadership qualities.
- Teacher gains evidence of individual contributions via a written peer assessment activity as a summative task.
- Evidence of how effective the music video (and making of video) is can be made via viewing of the final product

Overall mark: