Responding to texts: Video Clips Analysis Overview of Process

Student Name:_____   Due Date: Term 2, Week 6

Assessment Task

Compare two or more audio visual texts: video clips studied in class and/or chosen independently.
Consider the type of clip, its aims and its ingredients (lyrics, setting & scenery, camera shots, and mood).
Clearly show how the two or more video clips can be considered similar and how they are different.

Process

1. Overview of unit discussion in class.
2. View selection of music video clips in class, taking notes and discussing aspects of language features and visual features of texts.
   a. This will include multiple viewings of the music clips, focusing on a different area of the note taking sheet each time.
      i. First viewing focus – Type of clip & Clip Aim. (use coloured handout to help with this)
      ii. Second (& subsequent) viewing focus – Clip ingredients (you may be set a particular ingredient to focus on and then share with the rest of the class)
         1. I would suggest that this step is done several times to capture all the different ingredients.
         2. See handout on camera shots to help with the camera shot section.
      iii. Find a copy of the lyrics and make notes about possible meanings of the words & their expression (not included in the note taking handouts at this stage)
3. Choose at least two video clips of your own that you may choose to use for your final assignment.
4. Repeat Step 2 for these clips. Try to choose clips that have something in common (e.g. theme, lyrics, genre)
5. Plan your essay or PowerPoint using the planning scaffold provided (not supplied at this stage – I have assumed that you will be back in class for these)
   a. Complete a draft for your essay and include an introduction, sequence of paragraphs; using TEEL, and a conclusion.
      OR
   b. Complete a draft for your PowerPoint and script for your presentation. You may use the scaffolding provided, however this may only gain a C grade if you follow this exactly.
6. Peer editor to provide 👍 👉 🎯
7. Make adjustments and submit to Mrs Eckert for feedback
8. Make adjustments and complete final copy of video clip task. If presenting as a PowerPoint, you may wish to record your presentation using Corel Screen Cap X8. (see Mrs Eckert for tips on how to do this as it should be on your school laptop)

Assessment conditions
- Essay format   600 words min to 800 words max
- Multimodal format   3 minutes min to 5 minutes max
- Audience is your English teacher / Class mates

Description of assessment
To demonstrate evidence of your learning in this task you will need to:
- Thorough understanding of the purpose, structure, and language features required for an essay OR multimodal PowerPoint.
- Using the appropriate textual conventions to create an essay/PowerPoint. This includes:
   1. Introduction – Outlining your main points and highlighting the main themes

2. Paragraphs – Each paragraph introduces one aspect and provides more information to elaborate, an example which includes a reference to the video clips, and a link to the main point. TEEL for paragraph structure
3. Conclusion – Summarising your main points or making connections between the video clips

- Consistently clear and coherent writing, using an appropriate vocabulary. This includes technical vocabulary, and using extensive vocabulary.
- Thorough demonstration of grammatical control. This means no more than two grammatical errors throughout the essay/PowerPoint.
- Detailed comprehension and interpretation of complex information, ideas, and perspectives portrayed in the selected video clips.

Please refer to the Assessment rubric provided over the page to identify the Performance Standard you need to demonstrate to reach your highest possible level of achievement.

	Communication	Comprehension	Analysis	Application
A	Consistently clear and coherent writing and speaking, using an appropriate vocabulary. Thorough demonstration of grammatical control.	Detailed comprehension and interpretation of complex information, ideas, and perspectives in a range of texts. Thorough understanding of the purpose, structure, and language features in texts.	Thorough analysis of ways in which creators of a range of texts convey information, ideas, and perspectives. Identification and clear analysis of ways in which language features are used to create meaning in a range in texts.	Creation of complex texts for different purposes, using appropriate textual conventions.
B	Mostly clear and coherent writing and speaking, using a varied vocabulary. Effective and usually accurate grammatical control.	Detailed comprehension and interpretation of some complex information, ideas, and perspectives in texts. Appropriate understanding of the purpose, structure, and language features in texts.	Analysis of ways in which creators of a range of texts convey information, ideas, and perspectives. Identification and analysis of ways in which language features are used to create meaning in a range of texts.	Creation of effective texts for different purposes, using appropriate textual conventions.
C	Generally clear writing and speaking, using a mostly appropriate vocabulary. Appropriate grammatical control; some errors, but these do not impede meaning.	Comprehension of some information and ideas in texts. Recognition and understanding of the purpose, structure, and language features in some texts.	Identification, with some basic analysis, of ways in which creators of a narrow range of texts convey simple information and ideas. Identification, with some basic analysis, of ways in which language features are used to create meaning in a narrow range of texts.	Creation of texts for some purposes, using appropriate textual conventions.
D	Occasionally clear writing and speaking, with a restricted vocabulary. Partial grammatical control; some errors impede meaning.	Identification of information and ideas in texts. Some recognition and awareness of the purpose, structure, and/or language features in some texts.	Reference to one or more ways in which creators of a narrow range of texts convey simple information and ideas. Reference to some ways in which language features are used to create meaning in a narrow range of texts.	Creation of texts for a narrow range of purposes, using some textual conventions.
E	Limited clarity in writing and speaking, with a limited vocabulary. Limited grammatical control; errors impede meaning.	Identification of some information or ideas in a text. Limited recognition and awareness of the purpose, structure, and language features in a text.	Recognition of the way in which a creator of a text conveys a simple piece of information or idea. Reference to a way in which language features are used to create meaning in a simple text.	Creation of a partial text for a purpose, attempting to use appropriate textual conventions.