Year 4/5 Performing Arts Plans 2018

Term 4

This term, students will be developing skills and techniques in music and dance as they prepare for the school concert. They will also investigate the elements of media as they produce an advertisement for a chosen product, service or idea.

	Plans
1	Create ads: point of view, audience, structure
2	Create ads: character, setting, institutions, filming
3	Create ads: sound, lighting, technology
4	Create ads: explanation and analysis
5	Shar ads
6-8	School concert preparation
9	Performing Arts games

Year 3/4 Content Descriptors

ACAMAM059 Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories.

ACAMAM060 Plan, create and present media artworks for specific purposes with awareness of responsible media practice.

ACAMAR061 Identify intended purposes and meanings of media artworks, using media arts key concepts.

Year 5/6 Content Descriptors

ACAMAM063 Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text.

ACAMAM064 Plan, produce and present media artworks for specific audiences and purposes using responsible media practice.

ACAMAR065 Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts.

Names _____ Room _____

Year 4/5 Advertising

Your task is to create a video advertisement for a product, service or idea of your choice. Your ad should be no more than 30 seconds long and you will need to explain how you have used the elements of media to communicate with and persuade your audience. Your ad needs to be uploaded to Seesaw by the end of your lesson in Week 4.

	Below Standard	At Standard	Above Standard
Point of view	My point of view is unclear or not relevant.	My ad communicates a relevant point of view.	My add is highly persuasive of my point of view.
Audience	I can't say much about my audience.	I can explain who is in my audience and something about them.	I can explain in detail the characteristics of my audience.
Structure	I don't have a clear structure or organisation.	My ad has a clear structure that communicates a message.	I have used tension to engage and persuade my audience.
Character	It's not clear who the characters are supposed to be.	I have used physicality, voice, costumes and props to make characters clear.	My characters are more than just stereotypes. They have depth.
Setting	My setting is unclear or not relevant.	My setting is clear and relevant.	I have used many details to create a realistic setting.
Institutions	I have taken pictures, sounds or videos from the internet without checking that I'm allowed to use them.	I haven't used any copyright material in my ad.	I can explain what I have done to make sure I haven't used copyright material.
Composition, space and time	My arrangement or sequence of video, sound and text doesn't make sense.	I have arranged and sequenced video, sound and/or text to communicate.	My arrangement and sequence of video sound and text is clear and persuasive.
Sound	My sound doesn't make sense, is hard to hear or doesn't match the purpose of the ad.	My choice of volume, background noise, sound effects and music is appropriate.	My sound is highly appropriate and persuasive.
Lighting (Year 5)	I haven't deliberately controlled light, shade or colour.	I have used light, shade and colour for effect.	My choice of light, shade and colour is highly appropriate and persuasive.
Technology	I have needed a lot of help to use technology for my ad.	I can edit and produce an ad using an ipad and/or computer.	I can confidently use many features of imovie and/or other apps.
Explanation & analysis	I can't say much about how I have used elements of media.	I can explain how I have used elements of media and why.	I can explain my choices in detail.