

## Sound Medium - Multimedia

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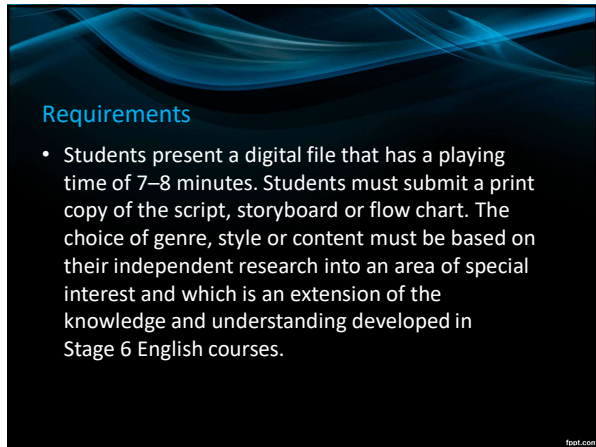
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### Requirements

- Students present a digital file that has a playing time of 7–8 minutes. Students must submit a print copy of the script, storyboard or flow chart. The choice of genre, style or content must be based on their independent research into an area of special interest and which is an extension of the knowledge and understanding developed in Stage 6 English courses.

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### What can you do with Multimedia?

- Variety of multimedia forms
  - Short film
  - Multimodal performance poetry
  - Multimodal storytelling
  - Graphic novels
  - Websites
  - Animations

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**Research, form and concept**

- The form is very wide ranging.
- At its heart, multimedia means 'using more than one mode of communication/expression', so it's going to be a blend.
- As such, it's advisable for students to work out their concept before they research – so as to narrow the focus of the research.
- Research into form – no feature films.

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**Marrying form and concept**

In pinning down your concept, have a look at this advice from the factsheet –

*Students may consider:*

- a new or different perspective of a concept
- an appropriation or manifestation of a text
- experimentation with genre, form or style.

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- Sometimes the student has their heart set on creating a short film – you as their teacher need to be judicious about the concept they choose. Does it have merit? Are there mature insights?
- Concept is important – and if linked to their study of literature, all the better.

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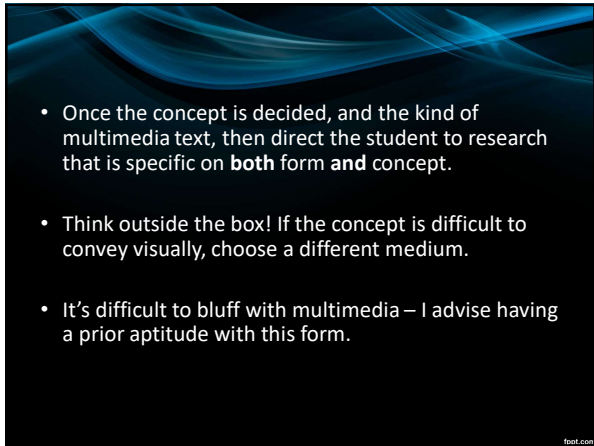
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- Once the concept is decided, and the kind of multimedia text, then direct the student to research that is specific on **both form and concept**.
- Think outside the box! If the concept is difficult to convey visually, choose a different medium.
- It's difficult to bluff with multimedia – I advise having a prior aptitude with this form.

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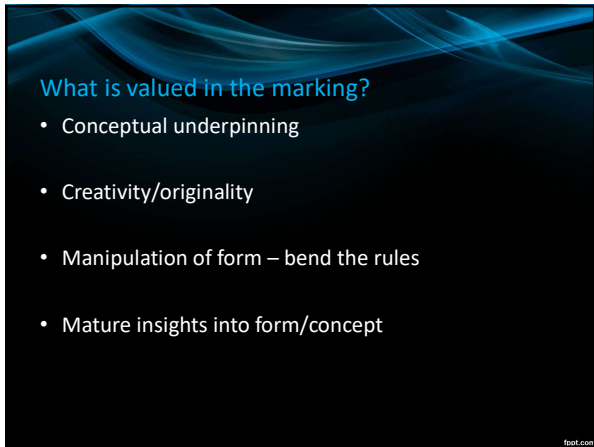
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What is valued in the marking?

- Conceptual underpinning
- Creativity/originality
- Manipulation of form – bend the rules
- Mature insights into form/concept

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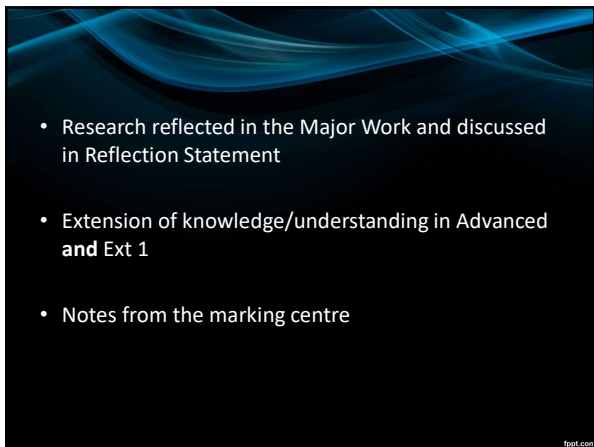
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- Research reflected in the Major Work and discussed in Reflection Statement
- Extension of knowledge/understanding in Advanced **and Ext 1**
- Notes from the marking centre

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What is the relationship of the product to the reflection and journal?

- Need to document everything as you go
  - Especially helpful when it comes to writing the Literature Review, the Critique of the Creative Process and the Reflection Statement
- Need to refer explicitly to the Major Work in the Reflection Statement – examples from the work, how you tried to emulate x, I did this for this effect, etc

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Feedback

- Important to feedback regularly. I did it formally with my class once a week, and whenever they popped in to see me
- Use the assessment tasks as an opportunity to feedback to the student as well – direct them to further research opportunities, read this book, etc.
- Consult the marking guidelines regularly – this can be helpful in directing your feedback as well.

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