

CURRICULUM	YEAR 9			
	TERM 1	TERM 2	TERM 3	TERM 4
	Unit 1	Unit 2	Unit 3	Unit 4
Unit name	HUNT FOR THE WILDERPEOPLE	ATOM 1 MINUTE SHORT FILM	AUSTRALIAN CINEMA	GENRE SHIFT
Unit description	Students view, analyse and evaluate the film in terms of themes/representations, film languages and audiences in a formal essay. Your essay will be suitable for publication on-line to an audience of junior secondary film studies students.	Every year Australian and New Zealand students are invited to enter the ATOM (Australian Teachers of Media) One Minute Film Competition. Each year features a new theme. Each film must be based on the 2021 theme: 'circle'.	Australia has a rich and diverse film industry that explores a range of perspectives. As an up-and-coming film student, you have been invited to write a film review of an Australian film that explores representations and languages for the student section of the Australian Centre of the Moving Image (ACMI) acmi.net.au	Trailers continue to be a popular form of film promotion. Some YouTube contributors are experimenting with the form by making trailers that "appear" to be of a different genre to the feature film (e.g., <i>Frozen</i> as a horror film).

ASSESSMENT	YEAR 9				
	SEMESTER 1		SEMESTER 2		
	AT1 Film Studies Report	AT2 Short film	AT3 Australian Cinema	AT4 Movie Trailer	
Range and balance of summative assessment conventions	Technique	Extended Response	Practical	Extended Response	Practical
	Type of text	Analytical Essay	Short Film	Critique	Movie Trailer
	Mode	Written	Moving Image production	Written	Moving image production
	Conditions	Task 1: • Individual • 400-500 words	Task 2: Design: • individual creation of a treatment (400-500 words) • shot list (min. 15 shots) Production: • groups of 3 students (other students can act if required).	Task 3: • Individual • 400-500 words	Task 4: • moving image media productions 45 seconds–1 minute. • Individual

Aspects of the achievement standard				
analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute	☑		☑	
evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning	☑		☑	
evaluate how social, institutional and ethical issues influence the making and use of media artworks	☑		☑	
produce representations that communicate alternative points of view in media artworks for different community and institutional contexts		☑		☑
manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style		☑		☑
collaboratively apply design, production and distribution processes		☑		☑

Term 1
Term 2
Term 3
Term 4



Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard