Media Arts

Rationale

This rationale complements and extends the rationale for The Arts learning area.

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, both individually and collaboratively. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

Aims

In addition to the overarching aims for the Australian Curriculum: The Arts, Media Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

   enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them

   creative and critical thinking, and exploring perspectives in media as producers and consumers

   aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences

   knowledge and understanding of their active participation in existing and evolving local and global media cultures.

Learning in Media Arts

Learning in Media Arts involves students learning to engage with communications technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks. Students explore, view, analyse and participate in media culture from a range of viewpoints and contexts. They acquire skills and processes to work in a range of forms and styles. Students learn to reflect critically on their own and others' media arts experiences and evaluate media artworks, cultures and contexts. They express, conceptualise and communicate through their media artworks with increasing complexity and aesthetic understanding.

Making in Media Arts involves using communications technologies to design, produce and distribute media artworks.

Responding in Media Arts involves students learning to explore, view, analyse and participate in media culture.

In both *Making* and *Responding* students engage with the key concepts, story principles and elements of media (technical and symbolic). The five interrelated key concepts provide a framework for students to create and analyse media artworks. They develop understanding of how the five key concepts explore media artworks representations – that is constructed realities
– of the world, communicated through languages and technology for an audience in community and institutional contexts.

Knowledge and skills of Media Arts

In Media Arts, students learn to clarify, intensify and interpret human experience through representations in images, sounds and text. By creating media artworks they engage the senses, the imagination and the intellect, and they learn to express and challenge constructs of the world. Through creative and critical use of language and technology, students develop aesthetic control that allows them to communicate with clarity and impact through the media they both create and consume.

In Media Arts, both technical and symbolic elements work together within established and emerging media conventions and technologies to inform, persuade, entertain and educate through story structures and ideas.

In the experience of making and responding to media artworks, students develop identity and learn to understand themselves and others through aesthetic processes that promote critical perception, personal expression and collaboration. Designing and creating media artworks involves the development of technical, physical and communication skills.

The development of aesthetic knowledge in Media Arts rewards students' curiosity and creative exploits. This development increases their engagement with and understanding of how images, sounds and text create experiences consumers recognise and respond to physically, emotionally and intellectually.

The information below outlines the knowledge and skills that students need to develop in Media Arts. Terms specific to this curriculum are defined in the Glossary and a hyperlink to examples of band-appropriate knowledge and skills is provided after the content descriptions.

Knowledge

Students discover and explore the key concepts and elements of media arts, applying story principles and making and responding to media arts in various forms.

Key concepts

Students develop knowledge and understanding of five key concepts: the media **languages** used to tell stories; the **technologies** which are essential for producing, accessing and distributing media; the various **institutions** that enable and constrain media production and use; the **audiences** for whom media arts products are made and who respond as consumers, citizens and creative individuals; and the constructed **representations** of the world, which rely on shared social values and beliefs.

The elements of media arts (technical and symbolic elements)

The technical and symbolic elements of media arts, including composition, space, time, movement, sound and lighting, work together to create meaning in different contexts and forms for different purposes.

Story principles

The elements of media arts are combined and shaped using story principles of structure, intent, characters, settings, points of view and genre conventions.

Viewpoints

In both *Making* and *Responding,* students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique media artworks as producers and consumers of media arts, they may ask and answer questions to interrogate the producers' meanings and the consumers' interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of how elements, materials, skills and processes are used. These questions provide the basis for making informed critical judgments about their own media artworks and the media artworks they see, hear, interact with and consume as audience s. The complexity and sophistication of such questions will change across Foundation to Year 10. In the later years, students will consider the interests and concerns of artists and audiences regarding philosophies and ideologies, critical theories, institutions and psychology.

Forms

As they learn in Media Arts, students create and analyse forms such as film, news report, documentary, advertisement, music video, animation, video games and/or a combination of these. From contemporary and personal experiences of media culture they learn how forms, styles and contexts of media artworks are shaped by histories, purpose, traditions and communications technologies. Students explore stylistic forms from local and global contexts including those from Aboriginal and Torres Strait Islander and Asian cultures. They produce artworks in narrative and non-narrative forms that reach audiences through specific media contexts that include but are not limited to radio, print, cinema, television, internet, mobile devices or new and emerging contexts.

Skills, techniques and processes

The skills, techniques and processes to create media artworks are developed through the three stages of production: pre-production (including scriptwriting, storyboarding, sketching designs, planning, research); production (including capturing, recording, directing); and post-production (including mixing, editing, assembling, laying out, distributing). Students learn through critical thinking and creative processes in media arts practice. They learn to collaborate in creative teams and analytically respond to, and interact with, context and audience. Students learn to apply key concepts, story principles, and elements of media (symbolic and technical) as they design, produce, distribute and analyse media artworks. Students learn and use the established and emerging techniques and practices (media conventions) for creating within different media forms.

As students' learning progresses, they learn about safe practice in media arts and develop digital citizenship through processes that respect rights, responsibilities and protocols in the creating of their media artworks.

Materials

In developing knowledge and skills in Media Arts, students use images, sounds and text and the technologies used to create them. Students may also use equipment, props, costumes and sets during production, depending on what is suitable to the form of the media artwork and the intention of the artist.

Foundation to Year 2

Band description
In Foundation to Year 2, students explore media arts. They learn how media artworks can represent the world and that they can make media artworks to represent their ideas about the world. They share their media artworks with peers and experience media artworks as audience s.
In Foundation to Year 2, learning in Media Arts builds on the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students' connection with and contribution to the world.
Students become aware of structure, intent, character and settings as they explore ideas and construct stories. They learn about composition, sound and technologies. They learn about different audience groups and identify that they are an audience.
In the Foundation Year, students undertake media arts suitable to their level of development.
As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. While media arts in the local community should be the initial focus for learning, young students are also aware of and interested in media arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that Aboriginal and Torres Strait Islander representation of stories is presented in different ways through media arts.
As they make and respond to media artworks, students explore meaning and interpretation, forms and elements and social and cultural contexts of media arts. They make simple evaluations of media artworks expressing what they like and why.
Students learn about safety in using technologies and in interaction with others. They experience the role of artist and they respond to feedback in their media arts making. As an audience they learn to focus their attention on the media artwork and to respond at the end of the viewing.

Content descriptions	Content elaborations
2.1 Explore ideas, characters and settings in the community through stories in images, sounds and text *General capabilities: Lit, Num, ICT, CCT, ICU* *Cross-curriculum priorities: ATSIHC, SUST, AAEA*	**2.1.1** exploring sound to communicate ideas, for example, creating sound effects to enhance the mood or main idea of a story **2.1.2** experimenting with image, for example, retelling a story of the school day in a series of captioned images **Considering viewpoints** – forms and elements: For example – What images will represent my story or the ideas in the song? **2.1.3** experimenting with technologies to capture images, sounds and text **2.1.4** exploring composition by selecting and editing images and/or sounds to create the characters in well-known stories or songs
2.2 Use media technologies to capture and edit images, sounds and text for a purpose *General capabilities: Lit, ICT, CCT* *Cross-curriculum priorities: SUST*	**2.2.1** experimenting with and managing a digital camera to capture still or moving images, for example, reviewing captured images, zooming in and out and deleting unwanted images **2.2.2** experimenting with sound recording technology and found objects to create and record sound effects to support a story **Considering viewpoints** – elements, content: For example – What images will I keep or delete? Which image interests me and why? **2.2.3** practising using computer software to add captions to images to enhance meaning in a photo story **2.2.4** trialling the selection and arrangement of images, sounds and text to organise important features of an idea or story
2.3 Create and present media	**2.3.1** capturing and sequencing images and text to create comic

Content descriptions	Content elaborations
artworks that communicate ideas and stories to an audience *General capabilities: Lit, Num, ICT, CCT, PSC, EU* *Cross-curriculum priorities: AAEA, SUST*	books that retell familiar and traditional stories to share with the class **Considering viewpoints –** societies and cultures: For example **–** What images will I use to tell my traditional story? **2.3.2** collecting and sharing, with permission of the people involved, class stories and presenting them in the form of a class news bulletin. **2.3.3** creating, rehearsing and recording a radio play and seeking permission to share it with another class **2.3.4** producing and presenting a media artwork for a particular purpose, for example, creating an advertisement that recommends appropriate behaviour when using cameras in the room
2.4 Respond to a range of media artworks and consider where, why and how people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander people *General capabilities: Lit, Num, ICT, CCT, PSC, EU, ICU* *Cross-curriculum priorities: ATSIHC, AAEA, SUST*	**2.4.1** identifying where they might experience media artworks in their lives and communities, for example, considering how media artworks sustain and communicate cultural knowledge **Considering viewpoints –** societies and cultures: For example – What story is this media artwork telling? Who made this media artwork? Where is this media artwork from? **2.4.2** identifying interests and preferences in media artworks they make and view **2.4.3** identifying features in media artworks, such as shot types, for example, long shot, mid shot and close-up, and discussing what the shots tell the audience about the story **2.4.4** discussing the roles of media artists and what permission means, for example, deciding on a class set of rules for using and creating images, sounds and text in media artworks

[In the online version of the curriculum, the information below will be hyperlinked from content descriptions.]

Examples of knowledge and skills appropriate for students in Media Arts at Foundation to Year 2

In this band students are introduced to the ways that ideas and intentions are communicated in and through Media Arts. They develop knowledge, understanding and skills through media arts practices focusing on:

Representation and story principles

Structure
- representing experience through the construction of stories and ideas

Intent
- communicating ideas from their imagination or experience

Character
- the characteristics of fictional and non-fictional people such as story characters, newsreaders, presenters, actors

Settings
- familiar, local and imagined environments and situations

Languages: elements of media arts (technical and symbolic) Composition
- the selection and arrangement of images, sounds and text to highlight and organise important features of an idea or story, for example, by deciding what is in the frame, audio sequence or layout

Sound
- loudness, softness
- background noise

Technologies
- capturing and combining images, sounds and text or a combination of these with available technology

Audience
- identifying themselves as an audience
- recognising different audience groups
- recognising how meaning is made for and by an audience.

Foundation to Year 2 Achievement Standard

By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.

Students make and share media artworks using story principles, composition, sound and technologies.

Years 3 and 4

Band description
In Years 3 and 4, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently and with their classmates and teachers.

Students extend their understanding of structure, intent, character and settings. They use composition, sound and technologies. They consider themselves as audiences and explore other audience groups. They explore institutions (individuals, communities and organisations) to understand purpose and process when producing media artworks.

As they make and respond to media artworks, students explore meaning and interpretation, and forms and elements including structure, intent, character, settings, composition, time, space and sound. They explore social and cultural contexts of media arts. They make personal evaluations of their own and others' media artworks.

As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn about media arts in their community. They also learn about media arts from more distant locations that may be represented in their community. Students learn that Aboriginal and Torres Strait Islander people represent themselves, their stories and locations through media arts in different ways.

Students maintain safety in using technologies and in interaction with others. They recognise appropriate and inappropriate use of other people's images and work in the making of media artworks. Their understanding of the role of the artist and of the audience builds upon their experience from the previous band. As an audience, students focus their attention on the media artwork and respond to the media artwork. They consider why and how audiences respond. |

Content descriptions	Content elaborations
4.1 Investigate and manipulate representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text *General capabilities: Lit, Num, ICT, CCT, ICU* *Cross-curriculum priorities: ATSIHC, AAEA*	**4.1.1** creating a sequence of images, sounds and text or a combination of these to clearly establish the beginning, middle and end of a story or event **4.1.2** taking a series of photographs that show themselves and their friends as comic superheroes and villains through setting, costume and body language **4.1.3** constructing realistic representations of the classroom or other community locations and then constructing fictional versions of the same space **4.1.4** experimenting with tension to create meaning and sustain representations **Considering viewpoints –** forms and elements: For example – What images will I use and in what order?
4.2 Use media technologies to create space and time through the manipulation of images, sounds and text to tell stories *General capabilities: Lit, Num, ICT, CCT* *Cross-curriculum priorities: SUST*	**4.2.1** experimenting with the camera and framing the subject, using basic shot types, angles and lighting to control picture space **4.2.2** experimenting with applying text to accompany still or moving images, such as credits in a title sequence, and selecting appropriate fonts, colour and length of time for display suitable to the purpose of the artwork **4.2.3** practising recording sound on a variety of devices to explore volume, layering and the use of voice to create a sense of environment **4.2.4** experimenting with ways of formatting and laying out a story using available software and appropriate text conventions for a front page news story
4.3 Collaborate to plan, create and present media artworks for	**4.3.1** storyboarding and filming a short sequence showing a conflict, selecting camera angles, lighting and costume to convey meaning

Content descriptions	Content elaborations
specific purposes with awareness of responsible media practice *General capabilities: Lit, Num, ICT, CCT, PSC* *Cross-curriculum priorities: ATSIHC, SUST, AAEA*	without dialogue **4.3.2** planning and scripting a radio advertisement for a school event with respect for the rules and image the school seeks to promote **Considering viewpoints –** societies and cultures: For example **–** What school event could I make an advertisement for? **4.3.3** seeking permission to take photos of class members, to document a school excursion, for publication on the school intranet
4.4 Observe and identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia including media artworks of Aboriginal and Torres Strait Islander people *General capabilities: Lit, ICT, CCT, PSC, EU, ICU* *Cross-curriculum priorities: ATSIHC, AAEA*	**4.4.1** identifying meaning and describing representations in media artworks from different social, cultural or historical contexts, for example, different ways traditional stories are retold using media technologies **4.4.2** comparing media artworks made for different purposes using appropriate language, and identifying possible differences in audience s' interpretations **Considering viewpoints** – evaluations: For example **–** What is similar or different to my school/home in a television representation of school/home? **4.4.3** examining media artworks in their community and comparing these to other media artworks commemorating different people, times and cultures **4.4.4** writing about and discussing with others the meaning of their own media artworks using appropriate language

[In the online version of the curriculum, the information below will be hyperlinked from content descriptions.]

Examples of knowledge and skills appropriate for students in Media Arts at Years 3 and 4

In this band students develop their knowledge of how ideas and intentions are communicated in and through Media Arts. They build on and refine their knowledge, understanding and skills through media arts practices focusing on:

Representation and story

principles Structure
- using story structures and organising ideas to make clear meaning for an audience

Intent
- conveying ideas about self, others and stereotypes

Character
- the characteristics and portrayal of self and others in fictional and non-fictional roles, for example, being identified through physicality, voice, costumes and props

Settings
- familiar, local and imagined environments and situations for character s

Languages: elements of media arts (technical and

symbolic) Composition
- the arrangement and sequence of images and text to organise events in stories
- creating relationships between ideas and focusing on important features using framing, editing and layout

Time
- the order and duration of ideas and events

Space
- the distance between objects, sounds or text
- the depiction of place

Sound
- loudness, softness
- background noise
- sound effects
- music

Technologies
- editing images, sounds and text or a combination of these with available technology

Audience
- identifying themselves as a target audience group

> **Examples of knowledge and skills appropriate for students in Media Arts at Years 3 and 4**
>
> - recognising the different interests of audience groups
> - recognising how meaning is made for audiences
>
> **Institutions: individuals, communities and organisations**
>
> - understanding purposes and processes for producing media artworks
> - recognising appropriate and inappropriate use of other people's images and works in the making of media artworks.

Years 3 and 4 Achievement Standard

By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others make and distribute media artworks.

Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.

Years 5 and 6

Band description
In Years 5 and 6, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently, and with their classmates, teachers and communities. Students develop their use of structure, intent, character and settings by incorporating points of view and genre conventions in their compositions. They explore and use time, space, sound, movement, lighting and technologies. They identify the variety of audiences for which media artworks are made. They explain the purpose and processes for producing media artworks. As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn about media arts in and beyond their local community. Students explore how representation, characteristics and points of view of Aboriginal and Torres Strait Islander Peoples can be presented in media artworks. As they make and respond to media artworks, students explore meaning and interpretation, and forms and elements including structure, intent, character and settings. They explore the social, cultural and historical contexts of media arts. They evaluate the use of elements of media in media artworks they view and present. Students maintain safety in use of technologies and in interaction with others, including the use of images and works of others. They consider the ethical behaviour and role of communities and organisations in regulating access to media artworks. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse media artworks.

Content descriptions	Content elaborations
6.1 Experiment with representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, stories and genre structures in images, sounds and text *General capabilities: Lit, ICT, CCT, PSC, EU, ICU* *Cross-curriculum priorities: ATSIHC, AAEA, SUST*	**6.1.1** applying the conventions of an established genre to an ordinary everyday event to create humour, for example, a visit to the library as an action movie or lunch as a sports commentary on the radio **6.1.2** exploring different power relationships and showing different perspectives on character by framing images, for example, representing a relationship from their school or community **6.1.3** designing and drawing a game character for a particular genre, considering the appropriate costume, mannerisms and typical dialogue **6.1.4** selecting combinations of media materials to represent the same person, location or idea in different ways, for example, using different music or sound effects to change the meaning of a story **Considering viewpoints –** forms and elements: For example **–** How can I change the meaning of a story by adding or changing a soundtrack to my images? How can I use framing to demonstrate a power relationship?
6.2 Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text *General capabilities: Lit, Num, ICT, CCT, PSC* *Cross-curriculum priorities: NA*	**6.2.1** creating a short digital sequence that uses camera angles such as close-ups and medium close-ups to focus on character relationships, power or mood **6.2.2** designing and creating an animated sequence that personifies inanimate objects and creates smooth action **6.2.3** identifying and applying the conventions and layout of web page design to engage and interact with a particular audience **6.2.4** editing a chase sequence, adding music to heighten the action and tension **Considering viewpoints –** forms and elements: For example **–** How can I change the meaning of a story by adding or changing a soundtrack to my images? How can I use framing to demonstrate a power relationship?
6.3 Plan, produce and present	**6.3.1** designing a storyboard that reflects a key scene in a sequence; for

Content descriptions	Content elaborations
media artworks for a variety of purposes and audiences using responsible media practice *General capabilities: Lit, Num, ICT, CCT, EU, PSC* *Cross-curriculum priorities: AAEA, SUST*	example, an opening scene of a film that shows the important camera angles, transitions, edits, voice and soundtrack **6.3.2** designing a navigational plan for a game, using multiple levels and obstacles; for example, creating and designing problems to be solved in order to progress to a new level **6.3.3** creating a script for a radio production and documenting the appropriate permissions required for music and voice talents if it were to be aired on community radio **6.3.4** presenting their media artworks using internet-based technologies, including social media **Considering viewpoints – evaluations: For example – What cultural images can or cannot be used when making and publishing my artwork?
6.4 Explain how the elements of media arts and story structures communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks *General capabilities: Lit, ICT, CCT, PSC, EU, ICU* *Cross-curriculum priorities: ATSIHC, AAEA, SUST*	**6.4.1** identifying story structures or particular technical or symbolic elements, such as shot type, sound quality, lighting or setting, that contribute to formation of genre in media artworks **6.4.2** researching and comparing historical and contemporary media representations and explaining how context influences the characters, stories and values portrayed in the media artworks; for example, comparing TV representations of family **6.4.3** discussing the role of media artworks in sharing cultural information about a group of people and their spirituality and enhancing the value placed on people and environment **Considering viewpoints – societies and cultures: For example – How are values demonstrated in this media representation? Can we judge a culture from popular media images? **6.4.4** describing protocols about acceptable and unacceptable use of borrowed material in making and publishing media artworks **6.4.5** discussing issues around safety and sensitivity in relation to acceptable and unacceptable use and/or reference to personal and cultural images, sounds and texts when making and publishing media artworks

[In the online version of the curriculum, the information below will be hyperlinked from content descriptions.]

Examples of knowledge and skills appropriate for students in Media Arts at Years 5 and 6

In this band students develop their knowledge of how ideas and intentions are communicated in and through Media Arts. They build on and refine their knowledge, understanding and skills through media arts practices focusing on:

Representation and story

principles Structure
- organising ideas, and using story structures and tension to engage an audience

Intent
- communicating ideas and stories with a purpose

Character
- the characteristics of fictional and non-fictional roles portrayed through physicality, voice, costumes and props

Settings
- the real or imagined environments and situations for characters and ideas

Points of view
- the perspective of who tells the stories or constructs the ideas

Genre conventions
- the established and accepted rules for constructing stories and ideas in a particular style

Languages: elements of media arts (technical and symbolic)

Composition
- the arrangement and sequence of images and text to support the purpose of communicating ideas or stories from different points of view using framing, editing and layout

Time
- the order, duration and depiction of ideas and events

Space
- the distance and relationship between objects, sounds or text or the depiction of place

Sound
- loudness, softness
- ambient noise
- music for effect

Movement
- the way the eye discovers images or text; the suggestion of movement through sound

Lighting
- light, shade and colour for effect

Technologies
- edit and produce images, sounds and text or a combination of these with selected media technologies

Audience
- identifying the variety of audiences and purposes for which media artworks are made

Institutions: individuals, communities and organisations
- identifying purpose and processes for producing media artworks and considering individual ethical behaviour and the role of communities and organisations in regulating access to media artworks.

Years 5 and 6 Achievement Standard

By the end of Year 6, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places.

Students work collaboratively using processes to shape points of view, genre conventions, movement, lighting and technologies in media artworks they make for specific audiences and purposes.

Years 7 and 8

Band description

In Years 7 and 8, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently, and with their classmates, teachers and communities. They explore media arts as an art form.

Students build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks. They build on their understanding and use of time, space, sound, movement, lighting and technologies. They examine the ways in which audiences make meaning and how different audiences engage with and share media artworks.

As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. Students explore social and cultural values and beliefs of Aboriginal and Torres Strait Islander Peoples as represented in media artworks and consider how these may influence the media artworks they make. As they explore media forms, students learn that over time there has been further development of different traditional and contemporary styles.

As they make and respond to media artworks, students explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view and genre conventions, and media conventions. They consider social, cultural and historical influences and representations in media arts. They evaluate how established behaviours or conventions influence media artworks they engage with and make.

Students maintain safety in use of technologies and in interaction with others, including the use of images and works of others. They develop ethical practices and consider regulatory issues when using technology. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse media artworks.

Content descriptions	Content elaborations
8.1 Explore ideas and structure stories through media conventions and genres to create points of view in images, sounds and text *General capabilities: Lit, ICT, CCT, EU, ICU* *Cross-curriculum priorities: SUST*	**8.1.1** creating multiple representations of the same person, place or concept in different media and for different intentions **8.1.2** experimenting with use of images, sounds and text and selected conventions to challenge existing stereotypes in society **8.1.3** combining established genre conventions such as framing in still and moving image, sound in radio play or audiovisual artworks, and font size, shape and colour in print **Considering viewpoints –** forms and elements: For example **–** What elements define a genre? How can I create mood and setting through images/sound/framing?
8.2 Manipulate media representations to explore familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples, and to consider their own artistic intentions *General capabilities: Lit, ICT, PSC, CCT, EU, ICU* *Cross-curriculum priorities: ATSIHC, AAEA, SUST*	**8.2.1** investigating viewpoints when making decisions about how they will represent a theme, concept or idea, and considering media conventions and genres **8.2.2** manipulating combinations of technical and symbolic elements (composition, time, space, sound, movement, lighting) to represent ideas and feelings in their media artworks **8.2.3** discussing and documenting their choices of representation to strengthen meaning in their media artworks **Considering viewpoints** – philosophies and ideologies: For example – What ideological or political perspectives are evident in my artwork to engage a particular audience? What established behaviours or conventions have influenced the design of my artwork for a particular audience? **8.2.4** exploring media artworks that provide different ideas and concepts based on points of view and institutional practice, including viewing and experimenting with the depiction of cultural groups and social values in Australian film and television

Content descriptions	Content elaborations
8.3 Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning *General capabilities: Lit, ICT, CCT* *Cross-curriculum priorities: SUST*	**8.3.1** creating their own media artworks that fulfil audience expectations because of the way the story is structured, such as including a point of conflict, building characters and achieving a resolution **Considering viewpoints –** forms and elements: For example **–** What elements define a genre? How can I create mood and setting through images/sound/framing? **8.3.2** exploring genres such as narrative, non-narrative, experimental and documentary and making a trailer in a similar style **8.3.3** telling a news story in print and for online publishing and discussing the differences in the structure of content, meaning and delivery between the two media **8.3.4** analysing and evaluating the structural choices made in their media artworks by documenting their process in records such as journals, blogs, and video or audio recording **Considering viewpoints –** evaluations: For example **–** How are media artworks changed when viewed outside a cultural context? How effective is my image construction in terms of making meaning to me and to others? How can I undertake safe and ethical media practice in online spaces?
8.4 Plan, structure and design media artworks that engage audiences *General capabilities: ICT, PSC, CCT* *Cross-curriculum priorities: SUST*	**8.4.1** selecting footage that has been captured on a camera, editing the footage into a sequence and applying a soundtrack that matches the edited sequence's pace, rhythm and style **8.4.2** manipulating sound and camera angles to create mood and setting **Considering viewpoints –** forms and elements: For example **–** What elements define a genre? How can I create mood and setting through images/sound/framing? **8.4.3** applying image manipulation software to manipulate contrast, correct colour and add filters or text to an image to enhance the mood or strengthen a point of view **8.4.4** demonstrating awareness of responsible media practices **8.5.4** understanding Aboriginal and Torres Strait Islander cultural protocols for using images of people
8.5 Present and distribute media artworks for different community and institutional contexts with consideration of ethical and regulatory issues *General capabilities: Lit, ICT, EU, ICU* *Cross-curriculum priorities: ATSIHC, AAEA, SUST*	**8.5.1** promoting a school event through different media and online formats, making decisions about time, technological access, and ethical and economic constraints **8.5.2** distributing a media artwork designed to engage a specific audience and using appropriate rights and permissions to upload to the internet, for example, distributing a music video they have made **8.5.3** justifying their choices for distribution of media artworks for a particular audience **8.5.4** understanding Aboriginal and Torres Strait Islander cultural protocols for using images of people **Considering viewpoints –** societies and cultures: For example – What features have been omitted or exaggerated in a stereotype? What are the differences between the private sector and the public sector television programming?
8.6 Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audience s *General capabilities: Lit, ICT, EU, ICU* *Cross-curriculum priorities:*	**8.6.1** analysing stereotypes looking at what features have been omitted or exaggerated, including stereotypical representations of Aboriginal and Torres Strait Islander Peoples **Considering viewpoints –** societies and cultures: For example – What features have been omitted or exaggerated in a stereotype? What are the differences between the private sector and the public sector television programming? **8.6.2** investigating use of character types in fictional representations in comedies to see how selected features allow for quick communication **8.6.3** deconstructing a magazine cover explaining how each of its

Content descriptions	Content elaborations
ATSIHC, AAEA	elements, for example, font, masthead and positioning of imagery, contribute to the overall reading **8.6.4** analysing a still image on the basis of photographic composition, image effects (digital and non-digital), and framing, and how they influence meaning, for example, images representing different cultural groups or ethnicities in Australian society, including Aboriginal and Torres Strait Islander Peoples
8.7 Identify and connect specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with media artworks in Australia and including media artworks of Aboriginal and Torres Strait Islander Peoples *General capabilities: Lit, ICT, PSC, CCT, EU, ICU* *Cross-curriculum priorities:* *ATSIHC, AAEA, SUST*	**8.7.1** surveying the programming of public sector versus private sector television and commenting on differences **8.7.2** comparing a media artwork (such as an animation) from a sole producer with one from an international organisation and commenting on differences in style **8.7.3** analysing the role of media artworks and media artists in transmitting cultural information and creating awareness of contemporary issues, such as water quality **8.7.4** conducting a case study of how the story from a Hollywood blockbuster film is adapted across media platforms to reach different audience s; for example, games players, social media users, television viewers **Considering viewpoints – ** evaluations: For example **–** How are media artworks changed when viewed outside a cultural context? How effective is my image construction in terms of making meaning to me and to others? How can I undertake safe and ethical media practice in online spaces? **8.7.5** debating an issue like the media's intrusion on the individual's right to privacy

[In the online version of the curriculum, the information below will be hyperlinked from content descriptions.]

> **Examples of knowledge and skills appropriate for students in Media Arts at Years 7 and 8**
>
> In this band students develop their knowledge of how ideas and intentions are communicated in and through Media Arts. They build on and refine their knowledge, understanding and skills through media arts practices focusing on:
> **Representation and story**
>   **principles Structure**
> - developing ideas and story structures through media and genre conventions to shape understanding and experience for a particular audience
>
>   **Intent**
> - imagining and communicating representations within a local context or popular culture for a specific purpose
>
>   **Character**
> - the characteristics and motivations of fictional and non-fictional subjects portrayed through their physicality, voice, costumes, props and/or acting
>
>   **Settings**
> - the real or imagined environments and situations, and their relationship to characters and ideas
>
>   **Points of view**
> - perceiving and constructing stories and ideas from different perspectives
>
>   **Genre conventions**
> - the established and accepted patterns for constructing meaning in a particular form or style
>
>   **Media conventions**
> - the established techniques for creating within different media forms
>
> **Languages: elements of media arts (technical and symbolic)**
>
>   **Composition**
> - the arrangement, weight and focus of components in images, sounds and texts that are sequenced to communicate ideas and stories, using juxtaposition in framing, audio effects, editing and layout
>
>   **Time**
> - the experience and construction of time through the ordering, duration and depiction of action, ideas and events
>
>   **Space**
> - the depiction of place and environment through the relationship between subjects, objects, sounds

or text and the surrounding or negative space in a two- or three-dimensional context

Sound
- loudness, softness
- ambient noise
- music for effect

Movement
- the perception and depiction of moving action, and the design of interactivity

Lighting
- intensity and direction of light, shadow and colour for texture, focus and mood

Technologies
- planning, controlling, editing and producing images, sounds and text or a combination of these using selected media technologies, processes and equipment

Audience
- examining the ways in which audiences make meaning and how particular audiences engage, interact and share different media artworks

Institutions: **individuals, communities and organisations**
- the local and cultural contexts shaping purpose and processes to produce media artworks
- the role and ethical behaviour of individuals, communities and organisations making, using and sharing media artworks, and the associated regulatory issues.

Years 7 and 8 Achievement Standard

By the end of Year 8, students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.

Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

Years 9 and 10

Band description
In Years 9 and 10, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently and in small groups, and with their teachers and communities. They explore media arts as an art form through representation, manipulation of genre and media conventions and analysis of media artworks. Students refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions. They extend the use of time, space, sound, movement and lighting as they use technologies. They analyse the way in which audiences make meaning and how audiences interact with and share media artworks. As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and from Asia. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore media forms, students learn that over time there has been further development of different traditional and contemporary styles. They explore the representation of relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia and how these may influence their own artistic intentions in making media artworks. As they make and respond to media artworks, students explore meaning and interpretation, forms and elements and social, cultural and historical influences of media arts. They consider the local, global, social and cultural contexts that shape purpose and processes in production of media artworks. They evaluate the social and ethical implications of media arts. Students maintain safety in use of technologies and in interaction with others, including the use of images and works of others. They maintain ethical practices and consider regulatory issues when using technology. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse media artworks.

Content descriptions	Content elaborations
10.1 Explore and create ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text *General capabilities: Lit, ICT, CCT, EU* *Cross-curriculum priorities: SUST*	**10.1.1** combining different film trailers from different genres or styles, and editing them together to create a new film genre or style **10.1.2** constructing characters for a computer game that appeals to diverse audiences and who use it for different purposes **Considering viewpoints –** forms and elements: For example **–** What genres and styles can I edit together to create a new genre or style?
10.2 Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples, and to understand their own artistic intentions *General capabilities: Lit, ICT, CCT, EU, ICU* *Cross-curriculum priorities: ATSIHC, AAEA*	**10.2.1** exploring cultural, social and environmental issues represented in the media and re-imagining and remixing alternate versions to present a variety of viewpoints **10.2.2** utilising the techniques of 'culture jamming' to change the meanings of well-known media artworks such as popular advertisements **Considering viewpoints –** evaluations: For example **–** How do the technical and symbolic elements in an artwork evoke a personal response? How can I change meaning through 'culture jamming'? **10.2.3** experimenting with images, sounds and text to develop representations of current social issues **10.2.4** exploring the communication of cultural and social values in Australian music videos, such as those by Aboriginal and Torres Strait Islander artists, for consideration in their own work
10.3 Develop and refine media production skills to integrate and	**10.3.1** refining use of production skills by working collaboratively to ensure that work meets expectations, for example, fulfilling a

Content descriptions	Content elaborations
shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style *General capabilities: Lit, ICT, PSC, CCT, EU* *Cross-curriculum priorities: SUST*	brief developed by in-school clients **10.3.2** designing media artworks to communicate with a particular audience, for example, applying genre conventions or refining use of sound and movement **10.3.3** trialling and refining different layouts, designs and platforms for a website or virtual world, keeping the content consistent with the expectations of the end user and with awareness of appropriate internet protocols **Considering viewpoints –** forms and elements: For example **–** What genres and styles can I edit together to create a new genre or style?
10.4 Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes *General capabilities: Lit, ICT, CCT, EU* *Cross-curriculum priorities: SUST*	**10.4.1** creating media artworks that reflect a refined understanding of how lenses, exposure and aperture work in photography and applying this knowledge in different lighting conditions **10.4.2** creating and editing a soundscape for a specific audience and intention and creating their own Foley tracks to evoke a response in an intended audience **10.4.3** refining use of software to create the layout for a magazine and selecting which fonts, colours, titles, photographs and articles are to be used, depending on the magazine's genre, style and audience **10.4.4** creating fan remixes of popular video games to introduce the games to new audiences or creating mashups of existing media to comment on issues for different audiences **Considering viewpoints –** societies and cultures: For example – What social or cultural issue can I represent in my computer game? **10.4.5** creating media artworks in a particular genre that intend to meet or manipulate the expectations of an audience.
10.5 Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues *General capabilities: Num, ICT, CCT, EU, ICU* *Cross-curriculum priorities: ATSIHC, AAEA, SUST*	**10.5.1** producing media artworks for safe posting on suitable social media sharing sites, taking account of ethical and legal responsibilities **Considering viewpoints – critical theories: For example –** What are the social and ethical implications of a viral marketing campaign? **10.5.2** investigating the production context of a media artwork and producing the work within a specified budget and timeline **10.5.3** organising and curating a school media arts festival or exhibition
10.6 Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audience s *General capabilities: Lit, ICT, CCT, EU, ICU* *Cross-curriculum priorities:* *ATSIHC, AAEA, SUST*	**10.6.1** discussing film work they have made and viewed to identify and explain how technical and symbolic elements, such as camera techniques, editing, sound rhythm and mise-en-scène, evoke a personal response such as excitement or fear, or convey an issue or idea such as differing opinions about climate change **10.6.2** reviewing a media artwork and adding to, disputing or endorsing the opinions expressed by another source **Considering viewpoints –** evaluations: For example **–** How do the technical and symbolic elements in an artwork evoke a personal response? How can I change meaning through 'culture jamming'? **10.6.3** comparing the same idea, event or story presented in artworks in different media, explaining how different technical and symbolic elements are used to engage audiences and influence personal perceptions, for example, comparing two media artworks dealing with a current news event

Content descriptions	Content elaborations
	10.6.4 deconstructing film or television work that includes representation of Aboriginal and Torres Strait Islander Peoples
10.7 Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with media artworks from Australia and including media artworks of Aboriginal and Torres Strait Islander Peoples, and consider media artworks in international contexts *General capabilities: Lit, ICT, CCT, EU, ICU* *Cross-curriculum priorities: ATSIHC, AAEA, SUST*	**10.7.1** examining NITV (National Indigenous TV) news and sports programs to explore how Aboriginal and Torres Strait Islander perspectives create and challenge views in mainstream stories **10.7.2** investigating the differences between government regulation and self-regulation, for example, researching Australia's classification system and its relationship to audience, and explaining how it affects themselves and the production and reception of media artworks **10.7.3** research viral marketing campaigns and examine the social and ethical implications that arise in relation to choice of different platforms as drivers of distribution **Considering viewpoints –** critical theories: For example **–** What are the social and ethical implications of a viral marketing campaign? **10.7.4** explore the role of media makers in challenging prevailing views on issues of contemporary relevance, for example, social and cultural issues presented in Australian film and television **10.7.5** identifying a variety of ways in which media can be produced, including through sole digital producers, cross-media organisations, public and private sector, and multinational organisations

[In the online version of the curriculum, the information below will be hyperlinked from content descriptions.]

Examples of knowledge and skills appropriate for students in Media Arts at Years 9 and 10

In this band students develop their knowledge of how ideas and intentions are communicated in and through Media Arts. They build on and refine their knowledge, understanding and skills through media arts practices focusing on:

Representation and story

principles Structure
- developing ideas and story structures through the manipulation of media and genre conventions for a specific audience experience and expectation

Intent
- constructing and communicating ideas, beliefs and values through representations in a personal, social and cultural context for a specific purpose

Character
- the characteristics and motivations of fictional and non-fictional identities portrayed through the manipulation of physicality, voice, costumes and props and using direction, design or actuality

Settings
- the chosen or constructed environment and the impact of that environment on situations and characters

Genre conventions
- the established and accepted system for constructing and deconstructing meaning in a particular form or style

Points of view
- perceiving and constructing stories and ideas from an alternative, objective or subjective perspective

Media conventions
- manipulating techniques within established media forms to create new and hybrid media artworks

Languages: elements of media arts (technical and symbolic) Composition
- the manipulation and combination of the technical and symbolic elements in images, sounds and text to affect audience expectation and experience through the control of production

Time
- the manipulation of the experience and perception of time through the ordering, duration and depiction of actions, ideas and events

Space

- the depiction of place and environment through the manipulation of subjects, objects, sounds or text and the surrounding or negative space in a two- or three-dimensional context

Sound

- manipulation of sounds, voice, dialogue, music and motifs for impact and effect

Movement

- the expression, perception and depiction of moving action and rhythm or design flow for effect
- the design of navigation and interaction with images and text
- the creation of movement through sound, continuity and rhythm

Lighting

- intensity and quality of light, shadow and colour to create surface, perspective, highlighting and atmosphere

Technologies

- designing, manipulating, editing and producing images, sounds and text or a combination of these using selected media technologies, processes and equipment

Audience

- analyse the ways audiences make meaning and how a range of audiences engage, interact and share different media artworks

Institutions: **individuals, communities and organisations**

- the social and cultural contexts, both locally and globally, shaping purpose and processes to produce media artworks
- the social and ethical role and behaviour of individuals, communities and organisations making, using and sharing media artworks, and the associated regulatory issues in a networked culture.

Years 9 and 10 Achievement Standard

By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.

Glossary

codes	in Media Arts, codes can be further broken down into technical codes (such as camera angles, brush strokes, body movement) and symbolic codes (such as the language, dress, actions of characters, visual symbols) In Visual Arts, accepted ways of arranging materials into familiar forms, such as print, painting, moving image or sculpture
conventions	traditional or culturally accepted ways of doing things based on audience expectations. Each art form has hundreds of conventions built up over time and widely accepted by audiences
elements of media arts	Also known as technical and symbolic elements: composition time space sound movement lighting

institutions	in Media Arts, organisations that enable and constrain media production and use

key concepts (Media Arts)	**languages:** refers to the system of signs or symbols that media artworks use to communicate ideas and stories. The language system is a combination of symbolic codes and the technical form of media arts technologies. The language systems of media artworks use and control technical and symbolic elements to communicate meaning **technologies:** the tools and processes which are essential for producing, accessing and distributing media **institutions:** the individuals, communities and organisations that influence, enable and constrain media production and use. Institutions are framed by the social, historical and

cultural context

audiences: the individuals or groups for whom media artworks are made and who respond as consumers, citizens and creative individuals. audiences engage and interact based on expectation and experience

representation: the act of representing people, places and times, shared social values and beliefs through images, sounds and text, or a combination of these. The representations are a constructed reality

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representation	the expression or designation of a character, place, idea, image or information by some other term, character, symbol, diagram, image, sound or combination of visual and aural expression, based on shared social values and beliefs:
	
	     in Media Arts, one of the five key concepts
	     a concept in Visual Arts

sequence	the linking together of series of ideas, much like words are linked together to form sentences and paragraphs:
	
	     in Dance, a choreographic device where movements are linked together to form a series of movements/phrases
	     in Media Arts, a series of still and/or moving images with or without sound are intentionally put into an order
	     in Music, a melodic, rhythmic or harmonic pattern. It can also describe the process or product of arranging blocks of music using 'sequencing' software

story principles	in Media Arts, selecting and organising the elements of structure, intent, characters, settings and points of view within the conventions of a genre, such as a Hollywood love story that follows a pattern of boy meets girl, boy loses girl, boy gets girl
technologies	the tools and equipment that can be materials for making and responding. One of the five key concepts in Media Arts
visual conventions	combinations of components and approaches, such as combinations of elements, design principles, composition and style
visual devices	combinations of approaches or techniques in compositions and representations