Australian CURRICULUM Review

THE ARTS

CONSULTATION CURRICULUM

Media Arts – All elements 7–10

TABLE OF CONTENTS

F–10 AUSTRALIAN CURRICULUM: THE ARTS

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: The Arts comprises five subjects:

- In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making.
- In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.
- In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They explore the diverse cultural, social and organisational influences on communications practices, and draw on this understanding when making and responding to media arts works.
- In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practices are aurally based and focus on developing and applying knowledge and skills through sustained musical engagement.
- In Visual Arts, students experience and explore the concepts of artists, visual arts works, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design.

The Arts curriculum is written on the basis that all students will study The Arts from Foundation to the end of Year 8. State and territory school authorities or individual schools will determine how the curriculum is implemented. There is flexibility for schools to develop teaching programs that may involve integrated units within the arts and/or across the curriculum. Schools may also form partnerships with the arts industry to complement provision of The Arts curriculum.

- In primary school, the curriculum has been developed to allow for the study of the five arts subjects from Foundation to Year 6.
- In Years 7 and 8, the curriculum has been written to allow students to experience one or more arts subjects in depth.
- In Years 9 and 10, the curriculum is written to allow students to specialise in one or more arts subjects.

Rationale

The arts are as old as humanity. They are part of every culture and central to the diverse and continuing cultures of First Nations Australians.

Through the arts, people share stories, ideas, knowledge and understanding. The arts give people ways to imagine, celebrate, communicate and challenge ways of knowing, being, doing and becoming.

Engaging in quality arts experiences and processes enriches our social and emotional wellbeing. It fosters the development of our imagination and enables us to reach our creative and intellectual potential. The distinctive languages, knowledges, skills, techniques and processes of each arts subject in the Australian Curriculum is to be valued equally its own right. They enable learners to play, explore, question, challenge and imagine new possibilities as they create, embody, design, represent, collaborate and communicate imagined and conceptual ideas, emotions, observations and experiences. The arts foster rich interdisciplinary opportunities for learners as they grow in their understanding of self and others and make sense of, interpret, and respond to their worlds.

Rich in tradition, the arts play a major role in the development and expressions of diverse cultures and communities, locally, nationally and globally. The exploration of cultures and histories develops critical intercultural understandings to inform decision-making and aesthetic choices. Students communicate meaningful ideas in current, traditional and emerging art forms. They use arts knowledge, processes and understandings to learn and make meanings as artists and audiences engaging with arts organisations, creative industries and arts professionals.

Through the arts, students learn to aesthetically express their ideas, thoughts, questions, understandings and opinions. They learn that the processes involved in designing, making, producing and analysing their work is essential to learning about, in and through The Arts.

The arts are core to the development of confident, compassionate, creative and resilient individuals who can think and reflect critically, challenge current stereotypes and work towards making a difference in reimagining their own and their communities' futures.

Aims

The Australian Curriculum: The Arts aims to develop students':

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to arts works with increasing self-confidence
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

- understanding of Australia's histories and traditions through the arts, engaging with the arts works and practices, both traditional and contemporary, of First Nations Australians
- understanding of local, regional and global cultures, and their arts histories and traditions, through engaging with the worlds of artists, arts works, audiences and arts professions.

These aims are extended and complemented by specific aims for each subject in The Arts.

Organisation of the learning area

Content structure

The Australian Curriculum: The Arts is presented in two-year band levels from Year 1 to Year 10, with Foundation being presented as a single year.

Band level descriptions

Band level descriptions provide an overview of the learning that students should experience at each level. They highlight the important interrelationships between the content strands and interrelationships between the content strands and the core concepts.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each band. To provide flexibility for schools an achievement standard has been written for The Arts learning area, as well as for each subject from Foundation to Year 6. Some schools may wish to report holistically on The Arts learning area in Foundation to Year 6, while others may prefer to report on specific subjects.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that young people are expected to learn, and that teachers are expected to teach, in each band. The content descriptions are organised under four strands in each of The Arts subjects.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands

Content in the Australian Curriculum: The Arts is organised under four strands:

- Exploring and connecting
- Developing skills, practice and ideas
- Creating
- Sharing and communicating.

Exploring and connecting

This strand is about exploring ideas, practices, works and contexts for the arts in the lives of individuals and groups, cultures and communities. Through their explorations, students make connections as artist and as audience, seeing and valuing multiple perspectives. Students explore where and why people make art, develop cultural and aesthetic knowledge, and consider ideas and meanings communicated in and through the arts. By considering personal, national and global contexts, students are challenged to explore diversity and connect with the roles that the arts play in everyone's life.

Developing skills, practice and ideas

This strand is about developing skills and practice in and across The Arts subjects. As artists, students develop creative and critical practice. They develop their capability and confidence to use the elements, principles, conventions or concepts, skills and processes relevant to individual Arts subjects in a range of contexts. Students may also develop skills and practices for creating works in multi- or trans-disciplinary forms. Ideas, play, imagination, experimentation and critical thinking are central to developing artistic and creative practice. As artists and as audiences, students develop skills for analysing, reflecting on and evaluating their art making practices.

Creating

This strand is about using subject-specific or multi-arts creative processes. Students initiate, create, produce, refine and realise new work. They interpret, produce, refine or realise existing work. Students think critically and creatively, analyse, reflect and evaluate. They create and produce their work, individually or collaboratively, using a diverse range of forms, including forms where artists and audiences are co-creators. Some student artwork will have a final form, while other work will be process-driven and may not be resolved.

Sharing and communicating

This strand is about artists sharing work and ideas with audiences. Students present their work using available contexts and spaces. They plan, design and rehearse their presentations and performances. They initiate, observe and participate in interactions between artists and audiences. Student's critique and reflect on their own work and evaluate their own and others' responses to the work.

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

Core concepts

Core concepts are the big ideas, understandings, skills and processes that are central to The Arts curriculum. They give clarity and direction about what content matters most in the learning area. In the curriculum development process, core concepts help identify the essential content students should learn to develop a deep and increasingly sophisticated understanding of and capability in The Arts across the years of schooling.

The core concepts that form the essence of learning in The Arts and underpin the content in the four strands are:

- learning by making and responding
- learning as artist and as audience.

Figure 1 shows the relationship of the core concepts to the content strands.
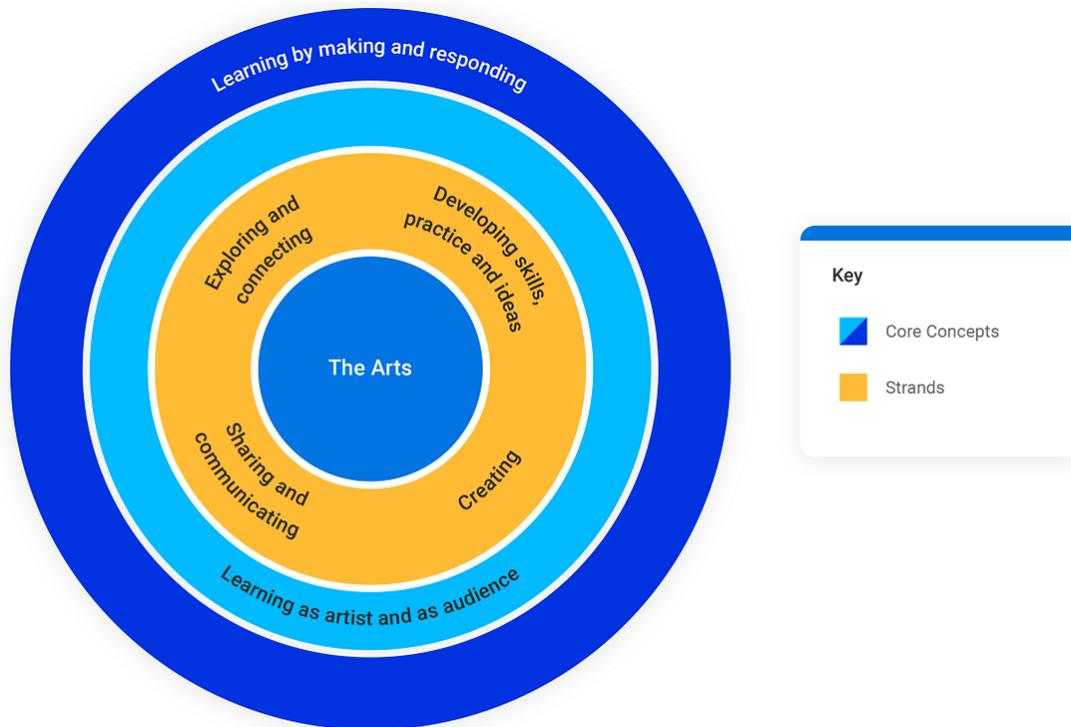
Figure 1: Relationship of the core concepts to the content strands

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

Read more

Learning by making and responding

In The Arts, students learn as artists and as audiences through the interrelated artistic and creative practices of making and responding. Through making and responding students engage with arts works and cultural expressions, artists, real and imagined worlds, and contexts.

Making and responding are core concepts that underpin all learning in The Arts. Together, they allow students to learn as artists, engage with other artists and audiences, experience arts works, and develop knowledge and understanding about the role artists and arts practice play in cultures and communities. Making and responding reflect the iterative and interwoven nature of creative and critical arts practice. Each can operate independently, and each informs the other.

Making engages senses, cognition, and emotions through:

- play, imagination, wonder, ideas and practical actions
- thinking critically and creatively
- learning about and using knowledge, skills, techniques, processes, materials and technologies
- creating arts works that communicate ideas and intentions
- reflecting.

Responding includes:

- investigating, analysing and evaluating ideas, intentions, arts works, arts practices, contexts and the role that the arts, artists and audiences play in cultures and communities
- being curious, wondering and considering multiple perspectives
- asking questions, and exploring possibilities and ideas
- reflecting, critiquing and evaluating.

Learning as artist and as audience

Students learn, develop and refine critical and creative practice as artists. As artists students:

- develop skills and understanding of elements, concepts, skills, techniques and processes
- explore meanings and possibilities across diverse art forms
- generate, develop and resolve ideas
- work individually, collaboratively and as co-creators
- act on intentions

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

- experiment with techniques, materials and technologies
- ask probing questions to solve problems and make decisions.

Students are an audience for their own work as it develops or in its completed form. They consider issues such as:

- how their work and practice embodies, enacts or represents their ideas and intentions
- the meanings the work might communicate to a wider audience
- how audiences might experience and respond to their work
- how they might explain their thinking and intentions to audiences
- how their work might be seen as reflecting, representing, challenging, confirming, disrupting or damaging ideas or understandings.

Students are also an audience for work created by other artists. They:

- explore how audiences engage with arts works
- make meaning from arts works and experiences
- connect with other artists and with audiences
- consider how the arts works they are experiencing reflect, represent, challenge, confirm, celebrate or disrupt ideas and understandings held by people, communities and cultures.

Key connections

General capabilities

In the Australian Curriculum, general capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities are developed through learning area content; they are not separate learning areas, subjects or isolated skills.

Opportunities to develop general capabilities in learning area content vary. The general capabilities of most relevance and application to The Arts are Critical and Creative Thinking, Personal and Social capability and Intercultural Understanding.

Literacy and Numeracy are fundamental to all learning. While literacy and numeracy development is core to the curriculum in English and Mathematics, literacy and numeracy skills are required and applied in all learning areas, including The Arts.

General capabilities are identified in content descriptions when they are developed or applied through learning area content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

Literacy

In the Australian Curriculum: The Arts, students use literacy to develop, apply and communicate their knowledge and skills as artists and as audiences. Through arts learning students enhance and extend their literacy skills as they create, compose, design, analyse, comprehend, discuss, interpret or evaluate their own and others' arts works. Each subject in The Arts requires students to learn and use specific terminology of increasing complexity as they move through the curriculum. Students understand that the terminologies of the arts vary according to context and they develop their ability to use language dynamically and flexibly.

Numeracy

In the Australian Curriculum: The Arts, students select and use relevant numeracy knowledge and skills to plan, design, make, interpret, analyse and evaluate arts works. Across The Arts subjects, students recognise and use: number to calculate and estimate; spatial reasoning to solve problems involving space, patterns, symmetry, 2D shapes and 3D objects; scale and proportion to show and describe positions, pathways and movements; and measurement to explore length, area, volume, capacity, time, mass and angles. Students work with a range of numerical concepts to organise, analyse and create representations of data such as diagrams, charts, tables, graphs and motion capture, relevant to their own or others' arts works.

Critical and Creative Thinking

Students develop critical and creative thinking as they make and respond to art works, ideas and practices in different contexts. As artists, students develop questions, imagine and act on possibilities, consider various options and alternatives when creating, interpret and generate ideas and make decisions. As audience, students think critically and creatively about their work and the work of other artists. They reflect, analyse, critique and evaluate their thinking about arts works and the roles that the Arts play in the lives of people, communities and cultures.

Personal and Social capability

In the Australian Curriculum: The Arts, students develop Personal and social capability as they make and respond to arts works, ideas and practices. When working with others, students develop social management skills as they communicate effectively, collaborate, make decisions that meet the needs of themselves and others and demonstrate leadership as they create arts works. As artists and as audience, students develop self-awareness and self-management skills as they set goals, work collaboratively, reflect upon various arts practices, and build resilience, adaptability, and perseverance as they think about their work and the work of other artists.

Intercultural capability

Students develop Intercultural understanding as they consider the influence and impact of cultural identities and traditions on the practices and thinking of artists and audiences. As artists, students explore their own cultural identities and those of others they appreciate the diversity of cultures and contexts in which artists and audiences live. As audience, students engage with artworks from diverse cultural sources, and are able to consider accepted roles, images, objects, sounds, beliefs and practices in new ways. They take opportunities to use their arts practice to respond to biases, stereotypes, prejudice and discrimination.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects regional, national and global contexts.

Cross-curriculum priorities are incorporated through learning area content, they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. Each of the cross-cross curriculum priorities has relevance and strong connections to The Arts learning area.

The cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures is embedded in content descriptions for each Arts subject. The Asia and Australia's Engagement with Asia and Sustainability cross-curriculum priorities are identified in content elaborations where they offer opportunities to add depth and richness to student learning.

Read more

Aboriginal and Torres Strait Islander Histories and Cultures

Through the Australian Curriculum: The Arts students learn about the central place of the Arts in the oldest continuous living cultures in the world. They explore how First Nations Australians recognise and communicate connections to Country/Place through cultural expressions that draw on belief systems connected to the lands, sea, sky and waterways.

Students learn about the distinctiveness and diversity of First Nations Australians' cultural practices and expressions that represent unique ways of being, knowing, thinking and doing. They learn how First Nations Australians are using materials, forms and technologies in innovative ways to create cultural expressions and arts works that celebrate, challenge and communicate ideas and perspectives. Students explore ways First Nations Australians' cultural expressions combine dance, drama, music, media and visual elements to tell stories and share knowledge. They learn about First Nations Australians' cultural practices as both the oldest and newest examples of artistic and creative practice known to humanity.

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

Through The Arts curriculum, students learn that First Nations Australian cultures have internationally enshrined rights to ensure that these can be maintained, controlled, protected and developed. Students have the opportunity to consider their role in enacting those rights through respectful use of Indigenous Cultural Intellectual Property protocols. As they examine ways First Nations Australians continue, maintain and revitalise their cultures students also learn about the impact of historical and contemporary events on the cultures. Students learn about the significant and ongoing contributions of First Nations Australians to Australian identity and how these contributions are acknowledged locally, nationally and globally. Showcasing and celebrating these contributions to Australia's cultural life allows students to engage with the voices of First Nations Australians. It also encourages collaboration with artists, creative practitioners and knowledge holders from First Nations Australian communities.

Asia and Australia's Engagement with Asia

In the Australian Curriculum: The Arts, students can examine art forms and practices that reflect the rich and diverse cultures, belief systems and traditions of the Asia region. Students can explore traditional, contemporary and emerging media, forms and practices and relationships between artists and audiences across Australia and Asia. They consider the local, regional and global influence of arts and cultural practices created and experienced across the region. Students can also investigate the role of the arts in developing, maintaining and transforming cultural beliefs and practices and communicating an understanding of the rich cultural diversity of the Asia region. They reflect on the intrinsic value of these arts works and artists' practices as well as their place and value within contexts and communities.

Sustainability

Through the Australian Curriculum: The Arts students can explore how ideas and perspectives about issues such as living sustainably, equity and social justice can be represented in arts works from all times and places. As artists, students can create work individually or collaboratively that communicates their ideas about these issues, contributing to community action for sustainable futures. Learning in and through The Arts develops students' ability to consider multiple perspectives and value diversity. Students are encouraged to consider sustainability when selecting and using materials and processes to create their work.

Learning areas

The Australian Curriculum: The Arts provides opportunities to integrate or connect content to other learning areas or subjects; in particular English, Languages, Humanities and Social Sciences, Mathematics and Digital Technologies.

Read more

The Arts and English

The Arts and English and share a focus on communicating ideas and perspectives in oral, aural, written and visual modes, with an awareness of purpose and audience. Both learning areas help students develop speaking, listening and writing skills as they individually or collaboratively develop, create and share their work.

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

The Arts and Humanities and Social Sciences

Through The Arts and Humanities and Social Sciences students explore and share stories, ideas and understandings about culture, identity and relationships. They develop respect and empathy for diverse perspectives and ways of seeing the world. As artists, students can explore ideas and perspectives relevant to the themes and issues that they encounter through Humanities and Social Sciences.

The Arts and Languages

The Arts and Languages share a focus on the communication of stories, ideas, perspectives and cultures. Both learning areas help students to explore relationships among people, cultures and identities, and how these are exemplified in and through artistic and linguistic practices and behaviours.

The Arts and Mathematics

The Arts and Mathematics share understandings about pattern, measurement, and spatial reasoning. In The Arts, this knowledge is used for creating and exploring arts works. Mathematics and The Arts both give students opportunities to learn about natural and constructed environments through observation and modelling. Students can use visual, sonic, dramatic and kinaesthetic arts forms to communicate mathematical understandings.

The Arts and Digital Technologies

The Arts and Digital Technologies share a focus on user experience and user interface through creating and communicating. Creating spoken, print, graphic or electronic communications for an audience is important for both subjects. These activities can involve collaboration and are usually shaped by digital systems in their production. While there is no direct link between content descriptions, each of the Arts subjects provides an appropriate area for application of the knowledge and skills taught across Digital Technologies.

Key considerations

Learning through the practices of Dance, Drama, Media Arts, Music and Visual Arts

Arts learning involves deep engagement through the continuing and emerging practices of the arts. Understanding how the arts are being used in dynamic and innovative ways across cultures and communities supports students to understand how they can contribute to their world as artists and

as audience. Schools make decisions about the subjects and forms students engage in within their Arts learning. For example, students may explore and create:

- arts works that exist in physical, digital or virtual spaces
- individual or collaborative arts works
- arts works that combine traditional, contemporary and emerging forms, media or materials
- arts works in innovative, hybrid, multimodal or trans-disciplinary ways
- arts works where the audience is a co-creator with the artist.

Connecting learning in The Arts with Aboriginal and Torres Strait Islander Histories and Cultures

The Australian Curriculum: The Arts offers rich opportunities to develop students' knowledge and understanding of many organising ideas for the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. When planning learning teachers should:

- Ensure that First Nations Australians' voices are heard when accessing and learning about cultural expressions and whenever possible, collaborate with First Nations knowledge holders and cultural practitioners. Cultural expressions are 'expressions that result from the creativity of individuals, groups and societies, and that have cultural content'. (UNESCO, 2017)
- Follow protocols that describe principles, procedures and behaviours for recognising and respecting First Nations Australian Peoples and their cultural expressions. Teachers should use approved resources, such as those provided by their state or territory school system or First Nations Australian education consultative groups or other protocols accredited by First Nations Australian Peoples.
- Take opportunities to reveal and showcase diverse examples of the dance, drama, media arts, music and visual arts of First Nations Australians.
- Ensure that they and their students observe relevant copyright laws and Indigenous Cultural and Intellectual Property (ICIP) protocols. ICIP is a right identified in the United Nations Declaration on the Rights of Indigenous People. Article 11 describes the rights of Indigenous people to practise and revitalise their cultural traditions and customs and Article 31 describes the right to maintain, control, protect and develop cultural heritage, traditional knowledge and traditional cultural expressions. Information about ICIP in Australia is available on the Australia Council for the Arts website.

Materials, styles and forms

The Australian Curriculum: The Arts gives teachers flexibility to plan learning activities which focus on arts works, artists, practice and contexts from diverse times and places. Teachers also make decisions about which genres, styles, forms, materials and other resources will be used in arts learning.

The curriculum is designed to facilitate an inclusive approach that:

- recognises the diverse physical, sensory or cognitive abilities students use to experience arts works and practice. For example, students might experience music by feeling vibrations or visually by looking at documentation, experience visual works by touch, or experience dance, drama or media arts works by listening to a description of the work
- allows students to learn in a culturally inclusive and supportive environment free from prejudice and discrimination. Culturally inclusive learning recognises the language, culture, practices, rituals, knowledges and beliefs of each student and their families.
- uses available resources including digital tools.

Viewpoints

Viewpoints are an inquiry tool for considering the arts from multiple perspectives, as artist or as audience. Students can utilise Viewpoints throughout their learning in The Arts, to:

- frame wondering, reasoning and reflecting
- explore ideas and make decisions
- value multiple perspectives
- express and celebrate identities, ideas and meanings
- think deeply about their own arts works and art created by others.

Viewpoints provide perspectives and contexts such as:

- Personal and imaginative – fostering students' agency and voice through reflecting on ideas and putting thoughts into action; reflecting on and responding to their own art making; observing and exploring arts works and practices
- Cultures and worlds – thinking as artists and as audience about contexts for arts practice; considering social, cultural, historical and environmental ideas and meanings that arts works and experiences represent and communicate
- Conventions and processes – developing skills; acquiring knowledge; reflecting; creating; developing a language to communicate their ideas; exploring techniques; responding to ideas and materials before, during and after art making or critiquing.

Read more

As they make and respond to arts works and experiences, students develop questions to explore ideas and meaning. They think and make decisions as artists and as audience. Questions in the Viewpoints resource encourage students to consider a range of perspectives and to think deeply about their own arts works and art created by others. These sample questions from the resource can be adapted to suit specific learning contexts.

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

Table 1 shows sample questions from the Viewpoints resource.

Table 1. Sample questions from the Viewpoints resource

Personal and imaginative	Cultures and worlds	Conventions and processes
• Am I the artist? • Who made this artwork? • What do I want to know or notice about my artwork? • What do I want others to know about my artwork? • Who is the audience for this artwork? • How can I shape my artwork to share my point of view? • Why is this artwork working out successfully? What am I doing creatively? • How do I feel about …? • What would happen if …? • Who can I discuss my next step with? • How can I …? What will I need to think about? • What does this work mean to me? How does it represent my identity?	• What are artworks? • Why do artists make work? For whom? • What is this artwork about? • What do i know about the cultural context for this work? What do i want to know? What do i need to know? • What are the cultural responsibilities of the artist who made this work? • Is this work challenging stereotypes or ideas? • Where, why and how was this work originally made and presented to audiences? • What is this work saying about social structures such as those associated with identity, religion, politics, gender or class? • What was happening in the world when this work was being made? • What about this work situates it as being created in a particular time or place? • How does this work communicate with audiences? • How does our understanding of a culture or community help us communicate effectively? • Is my understanding of the work similar or different to understandings of other audiences? How? Why? • When I create or perform a work what is my cultural message?	• How am I planning to communicate my message through my work? • What would I like people to feel as they experience my work? • What do I need to know about this material? • Is there a skill I need to practise before I begin creating my work? • What do I need to know about the conventions of this style or form? Am I planning to use …? • What content am I planning on including in my performance? • Is this all going according to plan? • What alterations have I made along the way? • Did someone give me an idea or some input while I was creating this work? How can I /should I acknowledge their contribution? • What am I learning about this technique / process / form / material ...? • Am I pleased with the outcome of my art making / performance? • How does my work show my skill to others? • Does my work communicate my original ideas? What changed during the process? Why did I decide to make those changes? • What did I learn about … by making this work, presenting this performance …?

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

Personal and imaginative	Cultures and worlds	Conventions and processes
	• How does this work relate to my culture? To my life? • How can we ensure that artworks are preserved for future generations? • How can we use the arts to inspire positive action and change? • What do we mean when we say that arts works speak across time and place?	

7–10 AUSTRALIAN CURRICULUM: THE ARTS: MEDIA ARTS

ABOUT MEDIA ARTS

Rationale

Media Arts offers a way for students to create and consider their everyday media practices. Students have opportunities to engage with traditional mass media such as television, film, print media and radio; and with digital and emerging communications media such as social media, video games, the internet and interactive media. Media Arts recognises that media forms can operate at either the mass level, where media is shared one way, or increasingly at an interpersonal level, where communication occurs between individuals and within online communities.

Media is a central element in the diverse and continuing cultures of First Nations Australians. Through media arts, First Nations Australians are expressing connection to and responsibility for Country/Place, maintaining, continuing and revitalising their cultures and challenging the impact of other cultures on their ways of knowing, being, doing and becoming.

Media Arts incorporates everyday practices used for communication, storytelling and persuasion. Students critically reflect on the role that media arts plays in society and consider how their everyday media use is shaped by the practices of media institutions including digital platforms. In digital media contexts, technologies are used to collect information from users to create communities, and to digitally mediate users' media choices through algorithms and interactivity.

Media Arts encourages participation with and the creation of media arts works for enjoyment, but prompts students to question how media arts works are constructed to represent particular world views. Media Arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Media Arts enables students to use existing and emerging technologies as they explore still and moving imagery, text, sound and interactive elements to 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 by different audiences, and how they have an impact on their understandings of the world. They learn to interpret, analyse and develop media practices through their media arts making experiences, stemming from their own everyday media practices. They engage in creative processes where they collaborate and take on responsibilities in planning, designing and producing media arts works.

Aims

The Australian Curriculum: The Arts: Media Arts aims to develop students':

- enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- creative and critical thinking skills through engagement as producers and consumers of media
- 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.

Organisation of the learning area

Content structure

The Australian Curriculum: The Arts: Media Arts is presented in two-year band levels from Year 1 to Year 10, with Foundation being presented as a single year.

Band descriptions

Band level descriptions provide an overview of the learning that students should experience at each level. They highlight the important interrelationships of the content strands and of the content strands to the core concepts.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each band. To provide flexibility for schools an achievement standard has been written for The Arts learning area, Foundation to Year 6, as well as for each subject. Some schools may wish to report holistically on The Arts learning in Foundation to Year 6, while others may prefer to report on specific subjects.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that young people are expected to learn, and that teachers are expected to teach, in each band. The content descriptions are organised under four strands in each of The Arts subjects.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands

Content in the Australian Curriculum: The Arts: Media Arts is organised under four strands:

- Exploring and connecting
- Developing skills, practice and ideas
- Creating
- Sharing and communicating.

Together, the four strands allow students to learn in and through diverse contexts and methodologies. Teaching and learning programs should balance and integrate the strands. Students learn in and through Media Arts, by:

- learning to engage with communications technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of screen-based, audio, print or hybrid media arts works.
- building on their knowledge of everyday media practices as they develop understanding of the media arts concepts and a range of media forms.
- exploring, viewing, analysing and participating in media culture from a range of viewpoints and contexts.
- acquiring skills and processes to work in a range of forms and styles.
- learning to reflect critically on their own and others' media arts experiences and analyse media arts works, media cultures and contexts.
- expressing, conceptualising and communicating through their media arts works with increasing complexity and aesthetic understanding.

The following table shows the relationship of the strands to the organisation of the content descriptions in Media Arts.

Table 4: Relationship of the strand organisation to the content descriptions

Strand	Overview of Media Arts content
Exploring and connecting	• Engaging in Media Arts to explore different types of Media Arts products and experiences • Exploring, analysing and evaluating media art works, perspectives, practices and contexts across technologies, times, cultures and communities • Exploring and making connections between personal media arts preferences and those of other people across local, national and global contexts
Developing skills, practice and ideas	• Designing, producing, and experimenting using media arts technologies • Skills and processes involved in using available media arts technologies • Collaborating and working individually • Developing understanding of the media arts concepts
Creating	• Improvising on ideas or structures • Using media arts technologies to create and distribute media arts products. • Interpreting, arranging or re-imagining existing works • Engaging with the media arts concepts as a framework to create and analyse media arts works
Sharing and communicating	• Engaging with and considering audiences • Reflecting on and understanding relationships they develop with media arts forms and audiences • Distributing media arts products and engaging with audiences.

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Media Arts curriculum. They give clarity and direction about what content matters most in Media Arts. In the curriculum development process, core concepts help identify the essential content students should learn to develop a deep, and increasingly sophisticated, understanding of Media Arts across the years of schooling.

Underpinning the Media Arts curriculum are the core concepts of the Arts learning area:

- learning by making and responding
- learning as artist and as audience.

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. Through making and responding students engage as artists and as audience with media arts works and cultural expressions, real and imagined worlds and contexts.

Figure 4 shows the relationship of the core concepts to the content strands.
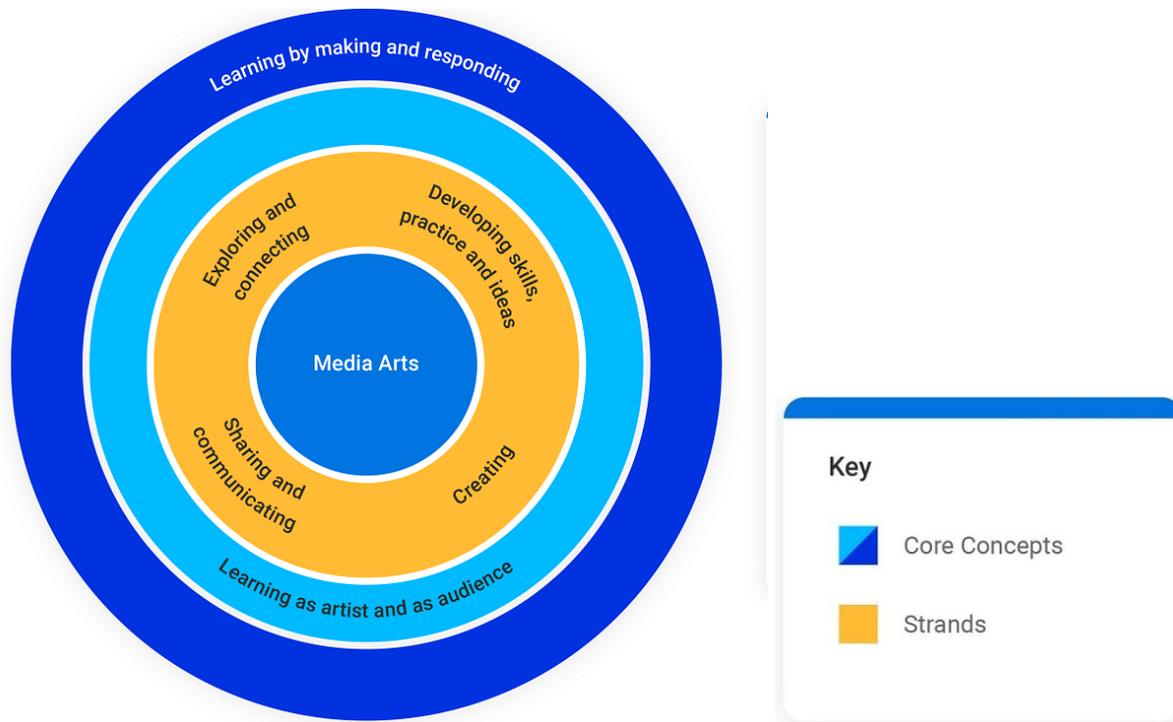
Figure 4: Relationship of the core concepts to the content strands

Read more

Learning by making and responding

Making and responding are core concepts that underpin all Media Arts learning. Together, they allow students to learn as artists, producers and consumers, engage with other media arts practitioners and audiences, experience media arts, and develop knowledge and understanding about the role that media arts plays in cultures and communities. Making and responding reflect the iterative and interwoven nature of creative and critical media arts practice. Each can operate independently, and each informs the other.

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

Making in Media Arts involves:

- using media arts technologies to design, produce, distribute and participate with media arts works
- working individually and collaboratively
- thinking critically and creatively
- learning about and engaging with the media arts concepts
- creating media arts products.

Responding in Media Arts involves:

- learning to explore, reflect, view, analyse and interpret media culture
- engaging with the media arts concepts as a framework to analyse media arts works from all times and to critically engage with emerging media
- being curious, wondering, considering multiple perspectives
- asking questions, exploring possibilities and ideas
- reflecting, critiquing, and evaluating.

Learning as artist and as audience

Students learn as media artists. They:

- develop skills and understanding of media arts concepts
- explore meanings and possibilities across diverse forms and styles
- consider relationships between media arts and other arts forms or learning areas/disciplines
- generate, develop and resolve ideas
- work individually, collaboratively and as co-creators
- act on intentions
- solve problems
- experiment with techniques, materials and technologies, and
- ask probing questions to solve problems and make decisions.

Students are an audience for their own media arts work as it develops or in its completed form. They consider issues such as:

- how they communicate their intentions using media arts concepts and conventions
- the meanings their media arts works might communicate to varied audiences

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

- how audiences might experience and respond to their media arts works and how relationships develop and impact the intended meanings
- how they might explain their thinking and intentions to audiences
- how their media arts work might be seen as reflecting, representing, challenging, confirming, celebrating or disrupting ideas or understandings.

Students are also an audience for media arts work created by other artists. They:

- explore how audiences experience and engage with media arts
- make meaning from media arts they view or perform and from other experiences involving media arts products and technologies.
- engage in interactive relationships with other artists and with audiences
- consider how the media arts works they are experiencing reflect, represent, challenge, confirm, celebrate or disrupt ideas and understandings held by people, communities and cultures.

Key considerations

Learning in Media Arts involves using technologies to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks. The information below outlines information about the knowledge and skills students develop in Media Arts.

Media Arts concepts

There are six concepts fundamental to Media Arts. They are: technologies, representations, institutions, audiences, languages and relationships. They allow students to study current media arts works, while providing a framework for students to engage with new and emerging media arts works. Students develop knowledge and understanding equally across the six key concepts.

The media arts concepts, although discussed independently, are interrelated. In media arts, it may be useful to focus on particular concepts at different stages of learning. In the final curriculum further information about the key concepts will be provided in the examples of knowledge and skills.

Technologies

Students learn to consider a range of digital (hardware, software, recording devices, etc.) and non-digital (pencils, paper, instruments, props, etc.) technologies that are used in the creation of media arts works. Students produce media arts works using available technology and reflect on how the technology they use enables or contains the choices available in the making of their media arts work. Students critically reflect about ethical developments across media technologies and consider the development of digital technology by people for different purposes.

Representations

Students learn that all media arts works are constructed and they build their own representations of people, places and events. Students critically reflect on how repeated representations become accepted social values over time within society and consider how everyday media arts works present views that may or may not align with their own understandings of the world around them.

Institutions

Students consider how individuals and companies engage in practices that influence media production. Students learn about business distribution practices of media institutions, which are increasingly disparate in the online space. Students consider the role of distributing across online media platforms and the implications in terms of ownership, privacy and any economic benefit. Students reflect on their own everyday media practices, including ethical media practices, are shaped and valued by media institutions.

Audiences

When making and responding to media arts works, students should consider the audiences the artwork is made for and how different audiences might interpret an artwork. Students develop an understanding that their own media arts work may be interpreted in different ways by different audiences. Additionally, students can examine audiences that come together as fans of popular culture media arts works and the practices involved in belonging to such groups.

Relationships

Relationships are embedded within everyday media practices. Students consider the relationships created within media forms. Students consider the ways people learn with and from others through the media. When constructing media arts works, students consider their own motivations and the relationships they hope to build.

Students also reflect on the relationships they develop with various media forms, particularly online and mobile platforms. Students develop understandings of how production and distribution practice of media forms construct their relationships with users to engage them on platforms.

Languages

Students make choices about the codes and conventions that they use in the creation of their media arts works. Students make choices about the technical and symbolic codes, the visual, aural and interactive elements, they use in their media arts works and how these are combined and shaped in communicating a story.

Students adhere to and/or intentionally disrupt conventions including structure, purpose, characterisation, settings, points of view and genre conventions depending on the intended meaning and context of their media arts work. Students consider how codes and conventions have developed across media forms and that some media forms share codes and conventions, while others are specific to particular media forms. Through an understanding of codes and conventions, students can analyse media arts works and how they are constructed to appear to be natural.

MEDIA ARTS – CURRICULUM ELEMENTS

YEAR 7 AND 8

Band description
In Years 7 and 8, learning in Media Arts builds on each student's prior learning and experiences. Students continue to learn through the practices of the Arts subjects. They use play, imagination and media-specific processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers. Students explore Media Arts in local, regional and global contexts including use of media arts in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with artists, media arts works and media arts practices, for example by visiting arts spaces or exploring media arts works and experiences such as performances, publications or exhibitions available through online sources. Material selected for learning across Years 7 and 8 should focus on media arts works, artists, practice and contexts from diverse times and places. Teachers also make decisions about which genres, styles, forms, materials and other resources will be used in arts learning. In Years 7 and 8, learning in Media Arts focuses on: - exploring and making connections to media arts works and practices through practical investigations, research and analysis across a range of styles and contexts. They research the laws and protocols relating to copyright and Indigenous Cultural Intellectual Property and consider implications for personal and collaborative practice   - developing skills, practice and ideas related to the media arts concepts and the stages of production, including pre-production, production and post-production, considering prior learning, experience and interests. Depending on the contexts selected for learning students may focus on constructing representations and structuring stories, developing skills, techniques or processes used in specific media arts forms or genres or on the use of specific technologies. They build and refine their understanding of responsible media practice   - creating work to communicate ideas and intentions using media technologies, languages and production processes. Students may focus on making works in a range of media arts genres and forms or they may contribute to works in trans-disciplinary or hybrid forms   - sharing and communicating their work using platforms appropriate to genre or form. They engage with audiences in ways that are appropriate to the form/genre and analyse their own and/or others' responses to the work.   Throughout their learning, students have opportunities to reflect, evaluate or respond; for example, documenting or critiquing ideas and intentions or the use of skills, processes and techniques or receiving and responding to feedback.

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

Achievement standard

By the end of Year 8, students analyse representations in media arts works. They articulate use of media languages and media technologies in representations. They describe and discuss the implications of responsible media practices for institutions, makers and audiences.

Students select and manipulate media languages, technologies and production processes to collaboratively produce representations that communicate ideas and meanings. They plan where and how they could distribute their work and the relationships they seek to develop with their audiences. They use responsible media practice to distribute their work and analyse audience interactions with the work.

Strand	Content description *Students learn to:*	Elaboration *This may involve students:*
Exploring and connecting	analyse the ways that media conventions and technologies are used to construct representations influenced by story, genre, values, audience and purpose in media arts works across times and contexts (AC9AMA8E01)	identifying, describing and analysing how cinematography, mise-en-scène, editing and sound are manipulated to construct representations of people, place, events or ideologies (AC9AMA8E01_E1)
		analysing the ideology or philosophical viewpoint of a media artwork and its potential impact on audiences (AC9AMA8E01_E2)
		analysing the way media languages are used to construct representations of people, places or concepts in media genres and products such as the ways that technical and symbolic elements are used to construct stereotypical representations of people, places or concepts in media products aimed at teenagers (AC9AMA8E01_E3)
		analysing the way audiences are positioned to respond to different representations constructed by technical and symbolic elements in media products such as in the depiction of cultural or social groups and/or values in Australian film and/or television (AC9AMA8E01_E4)
		justifying decisions made in the construction of representations of people, places or concepts through the use of technical and symbolic elements (AC9AMA8E01_E5)
	research and apply best practice for selecting and using material in media arts works considering copyright and Indigenous Cultural Intellectual Property laws and protocols (AC9AMA8E02)	identifying what copyright and Indigenous Cultural and Intellectual Property protocols are and engaging in activities that help them understand how to make ethical choices and empathise with content creators and story owners such as investigating issues relating to copyright and appropriation and examining their impact on media artists, culture, communities and audiences considering for example institutions that enable and constrain media production, using Viewpoints to generate inquiry questions such as "Whose story is it?", "Is this my story to share or should I ask permission to tell it?" or "What is stealing" (AC9AMA8E02_E1)
		investigating an example of cultural appropriation that has been before the courts, identifying breaches to the protocols for using First Nations Australians' cultural and intellectual property in the arts, and planning how to accommodate these protocols in their own media arts practice (AC9AMA8E02_E2)
		investigating examples of how media artists ensure their legal and moral obligations are met when selecting and using First Nations Australians' cultural material to develop and create contemporary work, for example by accessing information about

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

		how media artists go about obtaining permission to use cultural material that belongs to a collective or a cultural group rather than an individual to create new work (AC9AMA8E02_E3)
		collaboratively constructing a set of guidelines to promote safe, ethical, legal and responsible media use, for example, guidelines that will assist decision-making about whether or not ideas from existing cultural expressions can be used when developing a new work (AC9AMA8E02_E4)
		recognising how to select and use historical materials that accurately communicate First Nations Australians' perspectives such as their resilience in response to the impacts of colonisation as material for including in media arts works (AC9AMA8E02_E5)
Developing skills, practice and ideas	experiment with ways to construct representations and structure stories using media conventions, media technologies and production processes (AC9AMA8P01)	exploring ways to use media languages and technologies to create representations that perpetuate or challenge relationships or address issues such as stereotyping, bias, identity or sustainable ways of living (AC9AMA8P01_E1)
		experimenting with the technical capabilities of media technologies and using media languages to inform plans for the design and construction of representations of people, places or concepts (AC9AMA8P01_E2)
		experimenting with camera work, sound, editing, and/or mise-en-scène to construct representations of people, places and/or concepts for various genres or media platforms (AC9AMA8P01_E3)
		experimenting with audio, including sound effects, music and Foley sounds to construct ambient sound for different places (AC9AMA8P01_E4)
		experimenting with technical and/or symbolic elements to construct safe, legal, ethical and responsible representations of cultural or social groups and/or values (AC9AMA8P01_E5)
		combining established genre conventions to make a hybrid production, for example, exploring genres such as narrative, non-narrative, experimental, micro-documentary, trailers, music video, micro-short film and social media video campaign (AC9AMA8P01_E6)
	develop and refine production skills to shape media conventions using images, sounds, text or animation to communicate intended meanings (AC9AMA8P02)	creating multiple representations of the same person, place or concept in different media and for different intentions (AC9AMA8P02_E1)
		experimenting with use of images, sounds and text and selected conventions to challenge existing stereotypes in society (AC9AMA8P02_E2)
		planning the structure of a story using technical and symbolic elements to engage audiences (AC9AMA8P02_E3)
		using technologies and shaping technical and symbolic elements to construct representations that challenge stereotypical representations of people, places or concepts (AC9AMA8P02_E4)

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

Creating	plan, structure and design media arts works to engage audiences (AC9AMA8C01)	collaboratively working through the pre-production, production, post-production and distribution processes, and observing audience engagement (AC9AMA8C01_E1)
		using Viewpoints to develop investigating questions when making decisions about how they will represent a theme, concept or idea, considering media conventions and genres (AC9AMA8C01_E2)
		documenting and explaining their creative choices in relation to representations, genre codes and conventions (AC9AMA8C01_E3)
		creating storyboards and/or screenplays and/or two column scripts (AC9AMA8C01_E4)
		understanding the importance of and applying respectful relationships and empathy when developing roles and characters, and conveying historical and cultural ideas and meanings (AC9AMA8C01_E5)
		using pre-production templates such as a storyboard, shooting script and/or production schedule to plan production (AC9AMA8C01_E6)
	produce media arts works that communicate intentions, ideas and representations using responsible media practice (AC9AMA8C02)	combining established genre conventions such as framing in still and moving images; sounds in radio plays or podcasts and audio-visual artworks; and font size, shape and colour in print (AC9AMA8C02_E1)
		experimenting with use of images, sounds and text and selected conventions to challenge existing stereotypes in society (AC9AMA8C02_E2)
		using Viewpoints to ask questions relating to forms and elements; for example, "What elements define a genre?", "How can I create mood and setting through images/sound/framing?" (AC9AMA8C02_E3)
		investigating Viewpoints when making decisions about how they will represent a theme, concept or idea, considering media conventions and genres (AC9AMA8C02_E4)
Sharing and communicating	present media artworks to selected audiences using responsible media practice and monitor audience engagement and responses (AC9AMA8S01)	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 for a specific audience (AC9AMA8S01_E1)
		complying with copyright laws and Indigenous Cultural and Intellectual Property protocols when presenting media arts works, for example, obtaining permission to use cultural material that belongs to a collective or a cultural group rather than an individual (AC9AMA8S01_E2)
		reflecting on how relationships that develop between media arts makers and their audiences or across cohorts within the audience group (AC9AMA8S01_E3)

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

Band description

In Years 9 and 10, learning in Media Arts builds on each student's prior learning and experiences. Students continue to learn through the practices of the Arts subjects. They use play, imagination and media arts-specific processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

Students explore Media Arts in local, regional and global contexts including use of media elements in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with media artists, works and practices, for example by visiting arts spaces or exploring arts works and experiences such as performances or exhibitions available through online sources.

Material selected for learning across Years 9 and 10 should focus on media arts works, artists, practice and contexts from diverse times and places. Teachers also make decisions about which genres, styles, forms, materials and other resources will be used in music learning.

In Years 9 and 10, learning in Media Arts focuses on:

- exploring and making connections to media arts works and practices through practical investigations, research, analysis and evaluation across a range of styles and contexts. They consider how media arts is used to celebrate, entrench or challenge perspectives of Australian identity

- developing skills, practice and ideas related to the media arts concepts and the stages of production, including pre-production, production and post-production, considering prior learning, experience and interests. Depending on the contexts selected for learning, students may focus on constructing representations and structuring stories, developing skills, techniques or processes used in specific media arts forms or genres or in the use of specific technologies. They build and refine their understanding of responsible media practice

- creating work to communicate ideas and intentions using media technologies, languages and production processes. Students may focus on making works in a range of media arts genres and forms or they may contribute to works in trans-disciplinary or hybrid forms

- sharing and communicating their work using platforms appropriate to genre or form. They engage with audiences in ways that are appropriate to the form/genre and analyse their own and/or others' responses to the work.

Throughout their learning, students have opportunities to reflect, evaluate or respond; for example, documenting or critiquing ideas and intentions or the use of skills, processes and techniques or receiving and responding to feedback.

Achievement standard

By the end of Year 10, students analyse and evaluate media artists' use of media languages and technologies to construct representations and communicate with audiences. They describe relationships embedded within everyday media practices and discuss how media arts works and institutions can influence or challenge media practices. They describe the safe, ethical and responsible use of technologies, tools and associated processes in media production and distribution.

Students make deliberate choices about how they will use and manipulate media languages and technologies to construct representations to communicate ideas and meanings for specific audiences and contexts. They use pre-production, production and post-production tools and processes to manipulate media languages and technologies. They build relationships and interact with audiences using responsible media practice.

Strand	Content description *Students learn to:*	Elaboration *This may involve students:*
Exploring and connecting	evaluate the impact of audiences and technologies on how media conventions are used in media arts works from all times and contexts to create and challenge representations framed by purpose, social beliefs and values (AC9AMA10E01)	analysing and evaluating the social, cultural and ethical implications of the changing nature of representations in media artworks over time; for example, deconstructing the representations of work in media over time or comparing the representations of gender in print or screen media, or deconstructing the representation of multi-culturalism in Australian television (AC9AMA10E01_E1)
		justifying, in a video commentary, the technical and symbolic element choices they have made in constructing representation, their framework of social and cultural values, and communicating their alternative points of view (AC9AMA10E01_E2)
		analysing and evaluating the way social beliefs and values can be communicated to audiences through the manipulation of technical and symbolic elements in media products they view and make (AC9AMA10E01_E3)
		researching audiences of specific genres and uses of specific media platforms, analysing and evaluating the way generic technical and symbolic elements have been manipulated to engage audiences, using media forms such as music videos, animated short films, documentaries, short films, feature films, television programs, computer games, websites, and social media platforms (AC9AMA10E01_E4)
		analysing and evaluating the ways technical and symbolic elements have been used to construct stereotypical representations in media products targeted to specific audiences in a range of historical and contemporary contexts (AC9AMA10E01_E5)
		identifying, describing and explaining the way technical and symbolic elements such as camera techniques, editing, sound, rhythm or mise-en-scène in media arts works they have viewed or made have are manipulated to evoke a personal response such as excitement or fear from audiences or to convey an issue or idea such as differing opinions about climate change (AC9AMA10E01_E6)
		examining the role of media makers in perpetuating and/or challenging prevailing views on issues of contemporary relevance (AC9AMA10E01_E7)

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

	evaluate the ways that contemporary media arts works and cultural expressions challenge, entrench and celebrate multiple perspectives of Australia's identity over time (AC9AMA10E02)	comparing and critiquing ways contemporary media artists use their practice to challenge, entrench, and celebrate influences on Australia's identity and present multiple ways of understanding, considering perspectives about Australia as an invaded and colonised nation or a nation that developed from a peaceful settlement (AC9AMA10E02_E1)
		exploring the ways that contemporary First Nations Australians' media artists use their practice to communicate ideas, messages and lived experiences to the broader community about issues such as identity, land rights, racism, family, stolen generation or dispossession (AC9AMA10E02_E2)
		analysing personal meaning, political statements, critical theories, and emotions in First Nations Australian and non-First Nations Australian contemporary media arts and cultural expressions (AC9AMA10E02_E3)
		examining the ideology or philosophical viewpoint of a media products such as music videos, feature films, community service announcements, advertisements or news reports depicting First Nations Australians' histories and cultures and evaluating the potential impact on audiences and relationships (AC9AMA10E02_E4)
		understanding the ways that media arts provide a voice for marginalised groups, such as First Nations Australians through media institutions and forms such as film, television and online media platforms, considering how media arts can privilege the voices of minority cultural groups (AC9AMA10E02_E5)
		investigating how First Nations Australians are caring for Country/Place through media arts; for example, by direct engagement or using resources created or co-created by First Nations Australians to explore how local groups are caring for the local environment and highlighting these issues through media arts (AC9AMA10E02_E6)
Developing skills, practice and ideas	experiment with personal style and media conventions using media technologies and production processes to construct representations (AC9AMA10P01)	examining the way technical and symbolic conventions are shaped by a media maker such as a social media influencer, auteur, game designer, music video director or genre, to inform their construction of representations, using design, production and post-production processes to engage a target audience using a narrative music video or short film, social media product, genre film such as a teen flick or suspense film or documentary (AC9AMA10P01_E1)
		researching target audiences and conventions used in successful online media products such as online social media platforms and using the results of this research to design and produce a media product that communicates representations aimed at building relationships with and engaging an audience (AC9AMA10P01_E2)
		examining the body of work of a genre, auteur or film movement in terms of the use camera work, sound, editing, technologies and mise-en-scène, and using this knowledge to safely, ethically, legally and responsibly design, produce and edit a narrative media artwork that uses or challenges the conventions, to communicate their understandings of the world around them, as well as build relationships with and engage audiences (AC9AMA10P01_E3)
		manipulating technical and symbolic media conventions of specific film, television or radio genres to produce a media product for a target audience; for example, creating a film trailer, film poster, short genre film or soundscape that communicates their understandings of the world around them (AC9AMA10P01_E4)

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

	develop and refine media production skills and ways to integrate and shape media conventions with images, sounds, text and animations (AC9AMA10P02)	developing skills needed to use selected media technologies to produce a photographic sequence for distribution in print or through an online photo gallery and/or moving image media artworks such as sequences or scenes using a DSLR camera, developing understanding of how to use the manual settings for ISO, shutter speed and aperture for accurate exposure (AC9AMA10P02_E1)
		identifying and developing knowledge and skills need to produce a media arts product such as a computer game, community service announcement, website or music video to develop audience awareness about a social or cultural issue (AC9AMA10P02_E2)
		using Viewpoints to frame questions and explore possibilities by, for example, examining how camera work, sound, editing, technologies and mise-en-scène have been manipulated to construct conventional representations of values, themes or ideas in a genre, or body of work of an auteur or film movement, and safely, ethically, legally and responsibly designing, producing and editing a media artwork that communicates alternative representations to audiences. (AC9AMA10P02_E3)
		examining the way technical and symbolic codes and conventions of specific film, television or radio genres have been used in one media product to communicate values, themes or ideas to an audience and, using pre-production processes such as a shot list, shooting script, screenplay, treatment or storyboard and trialling ideas they can use to design a different media product such as a film trailer, short genre film or soundscape that communicates or challenges these values, themes or ideas (AC9AMA10P02_E4)
		using editing software to experiment with structuring sequences, and applying technical and symbolic codes and conventions, to create meaning for audiences; for example, adding filters, text, music and rhythm and pace to a suspense sequence, using teen flick genre conventions for font, music and split screen to create a sequence for a teen flick, and paying homage an influential, famous director by manipulating pace and rhythm to create suspense (AC9AMA10P02_E5)
Creating	plan and design media arts works that examine and communicate values, themes and ideas (AC9AMA10C01)	using technologies, languages and representations when designing a media product such as a computer game, community service announcement, website or music video for an audience to develop awareness with regards to a social or cultural issue (AC9AMA10C01_E1)
		using technologies to design a media product for a specific target audience that communicates stereotypical representations; for example, creating a film poster for a genre that relies on stereotypical representations, a music video that perpetuates stereotypical representations of youth, a movie trailer that manipulates genre conventions to meet audiences' expectations, and a poster to advertise a community event (AC9AMA10C01_E2)
		designing the camera work, sound, editing and/or mise-en-scène to construct alternative representations of people, places, ideas and/or events in a narrative media product such as a genre film, music video, documentary or animation (AC9AMA10C01_E3)
	produce media arts works that challenge the expectations of specific	storyboarding and filming or creating a short sequence to show a conflict, and selecting camera angles, lighting and costume to convey meaning through silent film, music video, stop-motion or animation, experimenting with filming and framing the subject, and using basic shot types, angles and lighting to control picture space and mood (AC9AMA10C02_E1)

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum

	audiences using responsible media practice (AC9AMA10C02)	collaborating with communities to explore, challenge and celebrate local histories, cultures, and identities, for example, using protocols from their school or school sector as a guide to contacting local First Nations Australians' communities and establishing a learning partnership or using recognised online resources (AC9AMA10C02_E2)
		using Viewpoints to frame questions and evaluate how their intentions are being communicated, for example, considering how and why meaning and experiences, political statements, critical theories, and emotions have been used in their work (AC9AMA10C02_E3)
Sharing and communicating	present and distribute media arts works for a range of personal, community and institutional contexts using responsible media practice (AC9AMA10S01)	investigating the differences between government regulation and self-regulation, and the processes involved in media production and distribution by different media producers such as sole digital producers, multi-platform media, cross-media organisations, public and private sector, and/or multinational organisations (AC9AMA10S01_E1)
		researching Australia's classification system for various media platforms and analysing the impact these have on producers and users of media products (AC9AMA10S01_E2)
		distributing a media arts work they have produced such as a community service announcement for safe, ethical and responsible behaviours of online conduct; or producing a set of guidelines for appropriate online conduct, alerting others to issues relating to appropriation, copyright and First Nation Australians' Cultural and Intellectual Property protocols, and their impact on media artists, cultures, communities and audiences (AC9AMA10S01_E3)
		using media technologies and software to design and produce a media artwork that promotes a community event through different media and online formats, making decisions about time, technological access, and ethical and economic constraints (AC9AMA10S01_E4)
		distributing a media artwork they have produced to an online platform, using appropriate rights and permissions (AC9AMA10S01_E5)
		investigate the relationships created between intended audiences and the media arts works they create, including the relationships that are created and formed between the audiences that come together from viewing their media arts works, and consider how these audiences can inform the creation of new media arts works (AC9AMA10S01_E6)

Australian Curriculum: The Arts – Media Arts – All elements 7–10.
Consultation curriculum