# Australian CURRICULUM Review

# THE ARTS

## CONSULTATION CURRICULUM

**Media Arts – Comparative information 7–10**

**MEDIA ARTS**

**Content descriptions Years 7–10**

*Strand: Exploring and connecting*

| | Years 7 and 8<br>*Students learn to:* | Years 9 and 10<br>*Students learn to:* |
|---|---|---|
| **Original** | Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text (ACAMAM066) | Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text (ACAMAM073) |
| **Proposed** | 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) | 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) |
| **Original** | Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with Australian media artworks including of Aboriginal and Torres Strait Islander media artworks (ACAMAR072) | Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks (ACAMAR079) |
| **Proposed** | research and apply best practice for respectfully selecting and using material in media arts works considering copyright and Indigenous Cultural Intellectual Property laws and protocols (AC9AMA8E02) | evaluate the ways that contemporary media arts works and cultural expressions challenge, entrench and celebrate multiple perspectives of Australia's identity over time (AC9AMA10E02) |

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## Strand: Developing skills, practice and ideas

|  | Years 7 and 8<br>*Students learn to:* | Years 9 and 10<br>*Students learn to:* |
|---|---|---|
| **Original** | 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 audiences (ACAMAR071) | 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 audiences (ACAMAR078) |
| **Proposed** | experiment with ways to construct representations and structure stories using media conventions, media technologies and production processes (AC9AMA8P01) | experiment with personal style and media conventions using media technologies and production processes to construct representations (AC9AMA10P01) |

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| **Original** | Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning (ACAMAM068) | Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style (ACAMAM075) |
| **Proposed** | develop and refine production skills to shape media conventions using images, sounds, text or animation to communicate intended meanings (AC9AMA8P02) | develop and refine media production skills and ways to integrate and shape media conventions with images, sounds, text and animations (AC9AMA10P02) |

## Strand: Creating

|  | Years 7 and 8<br>*Students learn to:* | Years 9 and 10<br>*Students learn to:* |
|---|---|---|
| **Original** | Plan, structure and design media artworks that engage audiences (ACAMAM069) | Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes (ACAMAM076) |
| **Proposed** | plan, structure and design media arts works to engage audiences (AC9AMA8C01) | plan and design media arts works that examine and communicate values, themes and ideas (AC9AMA10C01) |
| **Original** | Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM067) | Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM074) |
| **Proposed** | produce media arts works that communicate intentions, ideas and representations using responsible media practice (AC9AMA8C02) | produce media arts works that challenge the expectations of specific audiences using responsible media practice (AC9AMA10C02) |

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## *Strand: Sharing and communicating*

| | Years 7 and 8<br>*Students learn to:* | Years 9 and 10<br>*Students learn to:* |
|---|---|---|
| **Original** | Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues (ACAMAM070) | Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues (ACAMAM077) |
| **Proposed** | present media artworks to selected audiences using responsible media practice and monitor audience engagement and responses. (AC9AMA8S01) | present and distribute media arts works for a range of personal, community and institutional contexts using responsible media practice (AC9AMA10S01) |

## Achievement standard Year 7 to Year 10

| | Years 7 and 8 | Years 9 and 10 |
|---|---|---|
| **Original** | 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.<br><br>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. | 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.<br><br>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. |

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| Proposed | 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.<br><br>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. | 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.<br><br>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. |
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