

The Australian Curriculum

Subjects	Media Arts
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The Australian Curriculum

The Arts

Overview

Introduction

In the Australian Curriculum, The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

The Australian Curriculum: The Arts comprises five subjects:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts.

Rationale

The arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five arts subjects in the Australian Curriculum provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Rich in tradition, the arts play a major role in the development and expression of cultures and communities, locally, nationally and globally. Students communicate ideas in current, traditional and emerging forms and use arts knowledge and understanding to make sense of their world. The Australian Curriculum: The Arts values, respects and explores the significant contributions of Aboriginal and Torres Strait Islander Peoples to Australia's arts heritage and contemporary arts practices through their distinctive ways of representing and communicating knowledge, traditions and experience. In The Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the arts. They acquire knowledge, skills and understanding specific to The Arts subjects and develop critical understanding that informs decision-making and aesthetic choices. Through The Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world. They learn that designing, producing and resolving their work is as essential to learning in the arts as is creating a finished artwork. Students develop their arts knowledge and aesthetic understanding through a growing comprehension of the distinct and related languages, symbols, techniques, processes and skills of the arts subjects. Arts learning provides students with opportunities to engage with creative industries and arts professionals.

The arts entertain, challenge, provoke responses and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in The Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning.

This rationale is extended and complemented by the specific rationale for each arts subject.

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 artworks 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
- understanding of Australia's histories and traditions through the arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- understanding of local, regional and global cultures, and their arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.

These aims are extended and complemented by specific aims for each arts subject.

Key ideas

Strands

Content descriptions in each arts subject reflect the interrelated strands of making and responding.

- making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- responding includes exploring, responding to, analysing and interpreting artworks.

Making

Making in each arts subject engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves them thinking kinaesthetically, critically and creatively. Students develop knowledge, understanding and skills to design, produce, present and perform artworks. To make an artwork, students work from an idea, an intention, particular resources, an expressive or imaginative impulse, or an external stimulus.

Students learn, develop and refine skills as the artist and as audience for their own work, and as audience for the works of others. Making involves practical actions informed by critical thought to design and produce artworks. Students independently and collaboratively experiment, conceptualise, reflect on, refine, present, perform, communicate and evaluate. They learn to explore possibilities across diverse art forms, solve problems, experiment with techniques, materials and technologies, and ask probing questions when making decisions and interpreting meaning.

Part of making involves students considering their artworks from a range of viewpoints, including that of the audience. Students consider their own responses as artists to interpretations of the artwork as it is developed or in its completed form.

Responding

Responding in each arts subject involves students, as artists and audiences, exploring, responding to, analysing, interpreting and critically evaluating artworks they experience. Students learn to understand, appreciate and critique the arts through the critical and contextual study of artworks and by making their own artworks. Learning through making is interrelated with and dependent on responding. Students learn by reflecting on their making and critically responding to the making of others.

When responding, students learn to critically evaluate the presentation, production and/or performance of artworks through an exploration of the practices involved in making an artwork and the relationship between artist, audience and artwork. Students learn that meanings can be interpreted and represented according to different viewpoints, and that the viewpoints they and others hold shift according to different experiences.

Students consider the artist's relationship with an audience. They reflect on their own experiences as audience members and begin to understand how artworks represent ideas through expression, symbolic communication and cultural traditions and rituals. Students think about how audiences consume, debate and interpret the meanings of artworks. They recognise that in communities many people are interested in looking at, interpreting, explaining, experiencing and talking about the arts.

Viewpoints

In making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for developing students' knowledge, understanding and inquiry skills.

Table 1: Examples of viewpoints and questions through which artworks can be explored and interpreted

Examples of viewpoints	As the artist:	As the audience:
Contexts, including: <ul style="list-style-type: none"> • societal • cultural • historical 	<ul style="list-style-type: none"> • What does this artwork tell us about the cultural context in which it was made? • How does this artwork relate to my culture? • What social or historical forces and influences have shaped my artwork? • What ideas am I expressing about the future? 	<ul style="list-style-type: none"> • How does the artwork relate to its social context? • How would different audiences respond to this artwork? • What is the cultural context in which it was developed, or in which it is viewed, and what does this context signify? • What historical forces and influences are evident in the artwork? • What are the implications of this work for future artworks?
Knowledge <ul style="list-style-type: none"> • elements • materials • skills, techniques, processes • forms and styles • content 	<ul style="list-style-type: none"> • How is the work structured/organised/arranged? • How have materials been used to make the work? • How have skills and processes been selected and used? • What forms and styles are being used and why? 	<ul style="list-style-type: none"> • Why did the artist select particular content?
Evaluations (judgements)	<ul style="list-style-type: none"> • How effective is the artwork in meeting the artist's intentions? • How are concepts and contexts interpreted by the artist? 	<ul style="list-style-type: none"> • How does the artwork communicate meaning to an audience? • What interpretations will audiences have?

Evaluations <ul style="list-style-type: none"> • philosophical and ideological • theoretical • institutional • psychological • scientific 	<ul style="list-style-type: none"> • What philosophical, ideological and/or political perspectives does the artwork represent? • How do philosophies, ideologies and/or scientific knowledge impact on artworks? • What important theories does this artwork explore? • How have established behaviours or conventions influenced its creation? 	<ul style="list-style-type: none"> • What philosophical, ideological and/or political perspectives evident in the artwork affect the audience's interpretation of it? • How do philosophies, ideologies and/or scientific knowledge impact on artworks? • What important theories does this artwork explore? • How have established behaviours or conventions influenced its creation? • What processes of the mind and emotions are involved in interpreting the artwork?
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Structure

The Australian Curriculum: The Arts covers each of the five arts subjects – Dance, Drama, Media Arts, Music, and Visual Arts – across bands of year levels:

- Foundation to Year 2
- Years 3 and 4
- Years 5 and 6
- Years 7 and 8
- Years 9 and 10.

The curriculum is based on the assumption that all students will study the five arts subjects from Foundation to the end of primary school. Schools will be best placed to determine how this will occur. From the first year of secondary school (Year 7 or 8), students will have the opportunity to experience one or more arts subjects in depth. In Years 9 and 10, students will be able to specialise in one or more arts subject. Subjects offered will be determined by state and territory school authorities or individual schools.

Teachers in schools are the key to providing students with rich, sustained, rigorous learning in each of the subjects in the arts. The arts industry complements the provision of the Arts curriculum in schools through programs and partnerships. The industry increasingly provides specialist services for schools, as appropriate, through experiences such as visiting performances, demonstrations and exhibitions, artists in residence, teacher professional development and access for students and teachers to specialised facilities in galleries, concert halls, theatres and other arts venues.

The curriculum for each arts subject includes:

- a rationale and aims
- the structure for learning
- band descriptions
- content descriptions
- content elaborations
- links to statements about student diversity, general capabilities and cross-curriculum priorities
- sequence of achievement
- glossary.

In the Australian Curriculum, The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

Each subject focuses on its own practices, terminology and unique ways of looking at the world.

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 engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

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 practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

The Australian Curriculum: The Arts Foundation – Year 10 enables exploration of the dynamic relationships between arts subjects. This can involve students making and responding to artworks in traditional, contemporary and emerging forms, using materials, techniques and technologies from one arts subject to support learning in another. In this twenty-first century arts curriculum, students explore innovative and hybrid art forms which extend and challenge art making and combine practices of two or more art forms.

Within all arts subjects, design facilitates the creative and practical realisation of ideas. Design thinking is a fundamental strategy in the experimentation, refinement and resolution of an artwork and takes into account logical, critical and aesthetic considerations. Many different words describe design within the arts, such as choreographing, narrating, devising, constructing, composing and sculpting. Design connects the different art forms so that they inform each other, providing possibilities for students to create innovative and hybrid forms of art.

Although Dance, Drama, Media Arts, Music, and Visual Arts are described individually in The Arts, students need opportunities to study and make artworks that feature fusion of traditional art forms and practices to create hybrid artworks. This learning involves exploration of traditional and contemporary arts practices from different cultures, including works from Aboriginal and Torres Strait Islander cultures as suitable to community and cultural protocols. Such works might:

- combine performance, audio and/or visual aspects
- combine processes typical of the different arts subjects
- involve other learning areas
- exist in physical, digital or virtual spaces
- combine traditional, contemporary and emerging media and materials
- be created individually or collaboratively.

Relationship between the strands of making and responding

Making and responding are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students' skills in critical and creative thinking. As students make artworks they actively respond to their developing artwork and the artworks of others; as students respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

The strands inform and support each other. When developing teaching and learning programs, teachers combine aspects of the strands in different ways to provide students with learning experiences that meet their needs and interests. The curriculum provides many opportunities for integration of learning between arts subjects and with other learning areas.

Content descriptions

The focus of each content description in Foundation – Year 6 expands into more specific content descriptions for Years 7–10 as presented in table 2 below.

Table 2: Content descriptions for F–6 and 7–10 in the Australian Curriculum: The Arts

Content description	Foundation – Year 6	Content description	Years 7–10
1st	Exploring ideas and improvising with ways to represent ideas	1st	Exploring ideas and improvising with ways to represent ideas
		2nd	Manipulating and applying the elements/concepts with intent
2nd	Developing understanding of practices	3rd	Developing and refining understanding of skills and techniques
		4th	Structuring and organising ideas into form
3rd	Sharing artworks through performance, presentation or display	5th	Sharing artworks through performance, presentation or display
4th	Responding to and interpreting artworks	6th	Analysing and reflecting upon intentions
		7th	Responding to and interpreting artworks

PDF documents

Resources and support materials for the Australian Curriculum: The Arts are available as PDF documents.

The Arts: Sequence of content

The Arts: Sequence of achievement

Glossary

2d

Artworks that exist on a flat surface, that have height and width, such as paintings and drawings.

3d

Artworks that have depth as well as height and width, such as sculpture and installation.

4d

Artworks that have depth, height, width and added temporal and spatial dimensions. For example, artworks that incorporate time, such as time-based installations, or artworks that incorporate performance on a moving image.

aesthetic

Specific artistic awareness, or a deep appreciation of the meaning of an artistic experience through intellectual, emotional and sensual response to a work of art.

In Dance, standards of appropriateness and competency relevant to the genre/style/time/place.

In Drama, involves subjective responses to non-verbal, affective and verbal devices which can be representative of genre/style/time/place.

In Media Arts, involves engagement with and increasing understanding of how images, sounds and texts can be used to provoke responses.

In Music, involves the subjective responses by which music is perceived and judged, which can be relevant to genre/style/time/place.

In Visual Arts, the philosophical theory or set of principles governing the idea of beauty at a given time and place.

art form

Specific shape or quality an artistic expression takes, such as dance, drama, media arts, music and visual artworks.

articulation

In Dance, the manner in which movement of the body is clearly coordinated and differentiated. For example, lifting the arm with the elbow initiating the movement.

In Drama, voice: to form clear, distinct and accurate sounds for dramatic purpose; movement: to isolate and move specific parts of the body for dramatic purpose.

In Music, the way a note is sung or played, such as short and detached (staccato), smooth (legato) or accented, which contributes to the overall style and interpretation.

artists

Generic term for the maker of an artwork in each of the five arts subjects.

artwork

Generic term for a performance or an artwork in each of the five arts subjects. When referred to generically this curriculum uses the term 'artwork'. Within each arts subject, the subject-specific terms are used. Artworks are also frequently described with reference to forms or styles.

atmosphere

The established mood or feeling conveyed in an artwork or performance.

audience

Individuals or groups of people who experience the arts in a range of settings and contexts (formal, informal, virtual or interactive) through intellectual, emotional and social engagement. The artist is audience to their own artwork.

aural skills

Particular listening skills students develop to identify and discriminate between sounds in Music. Also referred to as ear training which involves focused listening activities through which students identify sounds such as rhythm, pitch and timbre.

body awareness

Focuses on the individual's own body shapes, body bases, body parts, locomotor and non-locomotor movements.

body bases

Body parts that support the rest of the body. For example, when standing, the feet are the body base; when kneeling, the knees are the body base.

body language

Non-verbal communications through movement, gesture, facial expression, posture and proxemics (non-verbal communication).

body parts

Isolated parts or sections of the body; for example, arms, legs, head, torso, feet or hands.

body zones

Body areas of right side, left side, front, back, upper half and lower half.

character

Identification and portrayal of a person's values, attitudes, intentions and actions as imagined relationships, situations and ideas in dramatic action.

choreographic devices

The tools a choreographer selects and uses to communicate ideas, including: abstraction, sequence, repetition, transition, contrast, variation and canon.

choreographic form

The arrangement of movement within the structure of a dance.

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.

composition

In Visual Arts, the placement or arrangement of elements or parts in artworks.

In Media Arts, 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.

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.

craft

An intellectual and physical activity where artists explore the materials and processes to produce unique objects for the purposes of: experimentation with form or function; exhibition; production; and personal or community need. Indigenous cultures draw no distinction between art and craft and, similarly, contemporary culture values the interplay between the art/craft, design/craft, the art/designer or the design/maker. The crafted and handmade sit alongside the manufactured design object as part of historical, national and cultural identities.

design elements

Include line, colour, shape, texture, space and form found in artworks, and incorporated in the design of performance spaces (including sets) for dance and drama.

design principles

Accepted conventions associated with organising design elements and can include unity, balance, hierarchy, scale, proportion, emphasis, similarity and contrast.

dramatic action

The driving force and forward motion of drama to create dramatic meaning, tension, belief and audience engagement. The movement of the drama from the introduction, exposition of ideas and conflict to a resolution.

dramatic meaning

A signified, intended purpose or effect interpreted from the communication of expressive dramatic action.

dynamics

In Dance, refers to how movement is performed, and includes the weight, force, and/or energy that are applied to movement over time. For example, heavy to light weight, strong to gentle force, or fast to slow release of energy.

In Music, dynamics and expression refers to how the sound is performed, including sound qualities. For example, the relative volume and intensity of sound.

elements of dance

Space, time, dynamics and relationships.

elements of drama

Role and character, relationships, situation, voice, movement, focus, tension, space, time, language, symbol, audience, mood and atmosphere.

elements of media arts

Composition, time, space, sound, movement and lighting. Also known as technical and symbolic elements.

elements of music

Rhythm, pitch, dynamics and expression, form and structure, timbre, and texture.

expressive skills

In Dance, the use of facial expression to communicate in performance.

In Drama, the use of facial and vocal expression to communicate in performance.

In Music, the use of elements such as dynamics combined with technical skills to enhance performance.

focus

To concentrate the attention on a spatial direction or a point in space to intensify attention or increase the projection of intent. For example:

In Dance, to concentrate on the dancer's line of sight or dramatic action.

In Drama, to direct and intensify attention and frame moments of dramatic action or to identify the main idea of the drama.

In Visual Arts, to draw the audience's attention to a particular point in the artwork.

form and structure

In Music, the plan or design of a piece of music described by identifying what is the same and what is different and the ordering of ideas in the piece.

forms

In each arts subject, form is the whole of an artwork created by the elements and the way they are structured:

In Dance, form is the shape or structure of a dance according to a preconceived plan. For example, AB, ABA, rondo, narrative, chance.

In Drama, form is the way drama is structured. Drama forms are shaped by the application of the elements of drama within particular social, cultural and historical contexts.

In Music, form is the sections within a piece of music, for example, binary form (AB) contains section A, then section B; ternary form (ABA) contains section A, section B, then return to section A; rondo form (ABACA) contains section A, section B, section C, then return to section A.

In Visual Arts, two-dimensional form (see 2D), three-dimensional form (see 3D) and four-dimensional form (see 4D).

found sound sources

Natural and manufactured objects including stones and household objects.

hybrid art form

The combination of more than one art form within an artwork.

improvisation

Spontaneous, creative activity applying the elements of an art form:

In Dance, movement that is created spontaneously, either free-form or highly structured.

In Drama, a spontaneous enactment taking on roles and situations to create dramatic action and extend an idea; usually short and are structured into a complete little play.

In Music, spontaneously extending and varying music ideas in response to initial material or responses invented by other performers in an ensemble.

institutions

In Media Arts, organisations that enable and constrain media production and use.

key concepts of media arts

Media languages, media technologies, media institutions, media audiences and media representation.

kinaesthetic intelligence

Involves how well an individual perceives and controls their body in terms of physical activity and/or fine motor skills within the space of a dance.

language

In Drama, ideas and dramatic meaning: the choice of linguistic expression and ideas in drama used to create dramatic action.

lighting

In Media Arts, light, shade and colour for effect.

locomotor movement

Travelling movements, movement from one space to another such as walking, running, hopping, skipping, leaping or crawling.

materials

Physical resources, equipment including technologies, and information used to make artworks. For example, paint, digital camera, pencil, drum and/or clarinet.

media 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.

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.

media 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.

media 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.

media technologies

The tools and processes which are essential for producing, accessing and distributing media.

medium

The material used in making an artwork.

mood and atmosphere

In Drama, the feeling or tone of both the physical space and the dramatic action created by or emerging from the performance.

movement

In Drama, using facial expression, posture and action expressively in space and time to create roles, situations, relationships, atmosphere and symbols.

In Media Arts, the way the eye discovers images or text; the suggestion of movement through sound.

movement vocabulary

The accumulation of movement, steps, gestures that make up a repertoire for physical expression of feelings or ideas.

multimedia

Artworks that incorporate a broad range of media including graphics, text, digital media, audio or video.

non-locomotor movement

Movement of the body occurring above a stationary base, on the spot movements. Also called axial movement. For example, bending, stretching, twisting, shaking, bouncing, rising, sinking, pushing, pulling, or swinging and swaying.

notation

Written symbols that represent and communicate sound. Notation can be invented, recognisable to a traditional style or culture, or digitally created.

pathways

In Dance, patterns created in the air or on the floor by the body or body parts as a dancer moves in and through space.

performance style

A type of dramatic expression communicated for a particular effect with distinguishing features and appearance.

pitch

In Music, the relative highness or lowness of sound.

playbuilding

Creating a play through improvisation or devising.

practices

The application of arts skills and knowledge to create, represent, communicate and respond in a specific art form.

practise

Regularly revising, developing and consolidating skills, techniques and repertoire as a class or as an individual.

process drama

A method of teaching and learning drama where both the students and teacher are working in and out of role.

projection

In Dance, the communication of meaning through extension and focus of the body.

In Drama, the loudness of the voice of an actor, and how it is carried to the audience.

purposeful play

Is a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations (Early Years Learning Framework).

relationships

In Dance, relationships refer to associations or connections occurring when the body dances.

Relationships might occur between body parts (for example, right arm to left arm, hand to face); the body and the floor (for example, close to, away from); the body and objects (for example, a chair, fan, stick, scarf); the body and space (for example, an expansive or limited relationship); and the body and others (for example, dance to one or more dancers).

In Drama, the connections and interactions between people that affect the dramatic action.

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.

rhythm

In Dance, combination of long and short movements.

In Music, combinations of long and short sounds that convey a sense of movement subdivision of sound within a beat.

In Media Arts, a technique or effect achieved in editing.

role and character

In Drama, the identification and portrayal of a person's values, attitudes, intentions and actions as imagined relationships, situations and ideas in dramatic action; role focus on type and stereotype; characters are detailed and specific.

role-play

To pretend to be someone else.

safe dance practices

Can be defined as the practice of selecting and executing safe movement. The focus is on providing dance activities and exercises which allow students to participate without risk of injury. All dance movement should be performed relevant to an individual's body type and capabilities.

scene

The dramatic action that occurs in a particular time and place; a section of a play.

score

A collection of notated representations of sound used to communicate musical information. Scores can use graphic, traditional, invented or stylistically specific symbols.

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.

situation

In Drama, the setting and circumstances of the dramatic action – the who, what, where, when and what is at stake of the roles/characters.

sound

In Media Arts, aural effects e.g. Loudness, softness, ambient noise or music.

space

In Dance, where the body moves, including level, dimension, direction, shape, active space, positive space, negative space, planes, pathways, general space, personal space and performance space.

In Drama, the space of the performance and audience, fictional space of the dramatic action and the emotional space between characters.

In Media Arts, the distance and relationship between objects, sounds or text or the depiction of place.

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.

style

the influencing context of an artwork, such as Impressionist in Visual Arts; ballet or hip hop in Dance; Romanticism in Music; or postmodern, twenty-first century or contemporary, among many others.

symbol

In Drama, associations that occur when something is used to represent something else to reinforce or extend dramatic meaning.

technical skills

Combination of proficiencies in control, accuracy, alignment, strength, balance and coordination in an art form that develop with practice:

In Dance, proficiencies developed through the acquisition of appropriate strength, flexibility, coordination and endurance in the performance of body actions, locomotor and non-locomotor movements, and developed with practice to perform in specific dance styles.

In Music, proficiencies developed with practice in order to sing or play instruments.

technique

In Dance, the acquisition and execution of dance skills within a given dance style or genre.

In Drama, techniques include ways of using voice and movement to create role and dramatic action; also techniques in lighting, sound, set building and painting, costume making, and make-up.

In Music, the capacity to control a voice or instrument in order to produce a desired sound.

In Visual Arts, the manner of making or skills used in making an artwork.

technologies

The tools and equipment that can be materials for making and responding. One of the five key concepts in Media Arts.

In Music, the particular characteristics of a sound.

In Visual Arts, the lightness or darkness of a colour (value).

tension

In Drama, a sense of anticipation or conflict within characters or character relationships, or problems, surprise and mystery in stories and ideas to propel dramatic action and create audience engagement.

texture

In Music, The layers of sound in a musical work and the relationship between them.

timbre

In Music, the particular tone, colour or quality that distinguishes a sound or combinations of sounds.

time

In Dance, time refers to how long a dance takes, including metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness and beat.

In Drama, the fictional time in the narrative or setting; timing of one moment to the next contributing to the tension and rhythm of dramatic action.

In Media Arts, the order, duration and depiction of ideas and events.

tone

In Drama, tone of voice.

viewpoints

A collection of perspectives, lenses or frames through which artworks can be explored and interpreted.

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.

visual elements (design elements)

Include line, colour, shape, texture, space and form found in artworks, and incorporated in the design of performance spaces (including sets) for dance and drama.

voice

In Drama, using voice expressively to create roles, situations, relationships, atmosphere and symbols.

The Australian Curriculum

The Arts - Media Arts

Overview

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, 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.

Structure

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 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 create and consume.

In Media Arts, 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 with 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 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 judgements about their own media artworks and the media artworks they see, hear, interact with and consume as audiences. 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 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

In Foundation to Year 2, learning in The Arts builds on the Early Years Learning Framework. Students are engaged through purposeful and creative play in structured activities, fostering a strong sense of wellbeing and developing their connection with and contribution to the world.

In the Foundation Year, students undertake The Arts appropriate for their level of development.

They explore the arts and learn how artworks can represent the world and that they can make artworks to represent their ideas about the world. They share their artworks with peers and experience being an audience to respond to others' art making.

As they experience the arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity.

As they make and respond to artworks, students explore meaning and interpretation, forms and processes, and social and cultural contexts of the arts. They make early evaluations of artworks expressing what they like and why.

Students learn about safe practices in the arts through making and responding safely in the different arts subjects.

They experience the role of artist and they respond to feedback in their art making. As an audience, they learn to focus their attention on artworks presented and to respond to artworks appropriately. In Foundation to Year 2, students learn to be an audience for different arts experiences within the classroom.





In Media Arts, students:

- become aware of structure, intent, character and settings in ideas and stories
- explore ideas and learn about composition, sound and technologies to construct stories
- learn how their ideas can be communicated through selecting and organising the elements of media arts.

Foundation to Year 2 Content Descriptions

Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)



- exploring sound to communicate ideas, for example, creating sound effects to enhance the mood or main idea of a story

- 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?
- experimenting with technologies to capture images, sounds and text

- exploring composition by selecting and editing images and/or sounds to create the characters in well-known stories or songs


Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055)



- 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



- 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?
- which image interests me and why?
- practising using computer software to add captions to images to enhance meaning in a photo story



- trialling the selection and arrangement of images, sounds and text to organise important features of an idea or story



Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)



- capturing and sequencing images and text to create comic 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?
- collecting and sharing, with permission of the people involved, class stories and presenting them in the form of a class news bulletin.



- creating, rehearsing and recording a radio play and seeking permission to share it with another class



- 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



Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR057)



- 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?
- identifying interests and preferences in media artworks they make and view



- 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



- 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



Examples of knowledge and skills in Media Arts

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.

Foundation to Year 2 Learning Area Achievement Standard

By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks.

Students use the elements and processes of arts subjects to make and share artworks that represent ideas.

Years 3 and 4

In Years 3 and 4, learning in The Arts builds on the experience of the previous band. It involves students making and responding to artworks independently and collaboratively with their classmates and teachers.

As they experience The Arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity.

As they make and respond to artworks, students explore meaning and interpretation, elements and forms, and social and cultural contexts of the arts. They make personal evaluations of their own and others' artworks, making connections between their own artistic intentions and those of other artists.

Students continue to learn about safe practices in the arts and in their interactions with other artists. Their understanding of the role of the artist and the audience builds on their experience from the previous band. As an audience, students focus their attention on the artwork and respond to it. They consider why and how audiences respond to artworks.

In Years 3 and 4, students' awareness of themselves and others as audiences is extended beyond the classroom to the broader school context.

In Media Arts, students:

- extend their understanding of structure, intent, character and settings
- use composition, sound and technologies
- consider themselves as audiences and explore other audience groups
- explore institutions (individuals, communities and organisations) to understand purpose and process when producing media artworks
- explore meaning and interpretation, and forms and elements including structure, intent, character, settings, composition, time, space and sound as they make and respond to media artworks
- discuss the ethical behaviour of individuals when producing media artworks for a variety of audiences
- recognise appropriate and inappropriate use of other people's images and work in the making of media artworks.

Years 3 and 4 Content Descriptions

Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (ACAMAM058)



- 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



- taking a series of photographs that show themselves and their friends as comic superheroes and villains through setting, costume and body language



- constructing realistic representations of the classroom or other community locations and then constructing fictional versions of the same space



- 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?



Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories (ACAMAM059)



- experimenting with the camera and framing the subject, using basic shot types, angles and lighting to control picture space



- 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



- practising recording sound on a variety of devices to explore volume, layering and the use of voice to create a sense of environment



- experimenting with ways of formatting and laying out a story using available software and appropriate text conventions for a front page news story



Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)



- storyboarding and filming a short sequence showing a conflict, selecting camera angles, lighting and costume to convey meaning without dialogue



- 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?



- seeking permission to take photos of class members, to document a school excursion, for publication on the school intranet



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 Peoples (ACAMAR061)



- 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
- comparing media artworks made for different purposes using appropriate language, and identifying possible differences in audiences' interpretations
- Considering viewpoints – evaluations: For example – What is similar or different to my school/home in a television representation of school/home?
- examining media artworks in their community and comparing these to other media artworks commemorating different people, times and cultures
- writing about and discussing with others the meaning of their own media artworks using appropriate language

Examples of knowledge and skills in Media Arts

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 characters

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
- 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 use images, sound and text to make and present 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 3 and 4 Learning Area Achievement Standard

By the end of Year 4, students describe and discuss similarities and differences between artworks they make and those to which they respond. They discuss how they and others organise the elements and processes in artworks.

Students collaborate to plan and make artworks that communicate ideas.

Years 5 and 6

In Years 5 and 6, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity.

As they make and respond to the arts, students explore meaning and interpretation, and social and cultural contexts of the arts. They evaluate the use of forms and elements in artworks they make and observe.

Students extend their understanding of safety in the arts. In Years 5 and 6, their understanding of the roles of artists and audiences builds on previous bands. They develop their understanding and use of performance or technical skills to communicate intention for different audiences. They identify a variety of audiences for different arts experiences as they engage with more diverse artworks as artists and audiences.










In Media Arts, students:

- develop their use of structure, intent, character and settings by incorporating points of view and genre conventions in their compositions
- extend their understanding and use of time, space, sound, movement, lighting and technologies
- identify the variety of audiences for which media artworks are made
- explain the purpose and processes for producing media artworks
- explore meaning and interpretation, and forms and elements including structure, intent, character and settings as they make and respond to media artworks
- consider the ethical behaviour and role of communities and organisations in regulating access to media artworks.

Years 5 and 6 Content Descriptions

Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text (ACAMAM062)



- 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
 
- exploring different power relationships and showing different perspectives on character by framing images, for example, representing a relationship from their school or community
 
- designing and drawing a game character for a particular genre, considering the appropriate costume, mannerisms and typical dialogue
 
- 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?


Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text (ACAMAM063)



- 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



- designing and creating an animated sequence that personifies inanimate objects and creates smooth action



- identifying and applying the conventions and layout of web page design to engage and interact with a particular audience



- 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?



Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)



- designing a storyboard that reflects a key scene in a sequence; for example, an opening scene of a film that shows the important camera angles, transitions, edits, voice and soundtrack



- 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



- 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



- 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?



Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks (ACAMAR065)



- 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
- 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
- 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?
- describing protocols about acceptable and unacceptable use of borrowed material in making and publishing media artworks
- 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

Examples of knowledge and skills in Media Arts

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 technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.

Years 5 and 6 Learning Area Achievement Standard

By the end of Year 6, students explain how ideas are communicated in artworks they make and to which they respond. They describe characteristics of artworks from different social, historical and cultural contexts that influence their art making.

Students structure elements and processes of arts subjects to make artworks that communicate meaning. They work collaboratively to share artworks for audiences, demonstrating skills and techniques.

Years 7 and 8

In Media Arts, students:

- build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks
- build on their understanding and use of time, space, sound, movement, lighting and technologies
- examine the ways in which audiences make meaning and how different audiences engage with and share media artworks
- draw on media arts from a range of cultures, times and locations as they experience media arts
- explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples and of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- 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
- learn that over time there has been further development of different traditional and contemporary styles as they explore media forms
- explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view, genre conventions and media conventions as they make and respond to media artworks
- consider social, cultural and historical influences and representations in media arts
- evaluate how established behaviours or conventions influence media artworks they engage with and make
- maintain safety in use of technologies and in interaction with others, including the use of images and works of others
- develop ethical practices and consider regulatory issues when using technology
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse media artworks.

Years 7 and 8 Content Descriptions

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)



- creating multiple representations of the same person, place or concept in different media and for different intentions



- experimenting with use of images, sounds and text and selected conventions to challenge existing stereotypes in society



- 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?



Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM067)



- investigating viewpoints when making decisions about how they will represent a theme, concept or idea, and considering media conventions and genres
- manipulating combinations of technical and symbolic elements (composition, time, space, sound, movement, lighting) to represent ideas and feelings in their media artworks
- 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?
- 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



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)



- 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?
- exploring genres such as narrative, non-narrative, experimental and documentary and making a trailer in a similar style
- 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
- 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?



Plan, structure and design media artworks that engage audiences (ACAMAM069)



- 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



- 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?

- 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



- demonstrating awareness of responsible media practices



- understanding Aboriginal and Torres Strait Islander cultural protocols for using images of people



Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues (ACAMAM070)



- promoting a school event through different media and online formats, making decisions about time, technological access, and ethical and economic constraints



- 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



- justifying their choices for distribution of media artworks for a particular audience



- 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?









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)



- 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?

- investigating use of character types in fictional representations in comedies to see how selected features allow for quick communication

- deconstructing a magazine cover explaining how each of its elements, for example, font, masthead and positioning of imagery, contribute to the overall reading

- 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


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)



- surveying the programming of public sector versus private sector television and commenting on differences

- comparing a media artwork (such as an animation) from a sole producer with one from an international organisation and commenting on differences in style

- analysing the role of media artworks and media artists in transmitting cultural information and creating awareness of contemporary issues, such as water quality

- conducting a case study of how the story from a Hollywood blockbuster film is adapted across media platforms to reach different audiences; 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?

- debating an issue like the media's intrusion on the individual's right to privacy


Examples of knowledge and skills in Media Arts

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

In Media Arts, students:

- refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions
- extend the use of time, space, sound, movement and lighting as they use technologies
- analyse the way in which audiences make meaning and how audiences interact with and share media artworks
- draw on media arts from a range of cultures, times and locations as they experience media arts
- explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples and of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of different traditional and contemporary styles as they explore media forms
- 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
- explore meaning and interpretation, forms and elements, and social, cultural and historical influences of media arts as they make and respond to media artworks
- consider the local, global, social and cultural contexts that shape purpose and processes in production of media artworks
- evaluate the social and ethical implications of media arts
- maintain safety in use of technologies and in interaction with others, including the use of images and works of others
- maintain ethical practices and consider regulatory issues when using technology
- build on their understanding from previous bands of the roles of artists and audiences as students engage with more diverse media artworks.

Years 9 and 10 Content Descriptions

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)



- combining different film trailers from different genres or styles, and editing them together to create a new film genre or style



- 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?



Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM074)



- exploring cultural, social and environmental issues represented in the media and re-imagining and remixing alternate versions to present a variety of viewpoints
- 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'?
- experimenting with images, sounds and text to develop representations of current social issues
- 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

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)



- refining use of production skills by working collaboratively to ensure that work meets expectations, for example, fulfilling a brief developed by in-school clients
- designing media artworks to communicate with a particular audience, for example, applying genre conventions or refining use of sound and movement
- 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?

Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes (ACAMAM076)



- 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
- 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
- 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
- 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?
- creating media artworks in a particular genre that intend to meet or manipulate the expectations of an audience.

Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues (ACAMAM077)



- 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?
 - investigating the production context of a media artwork and producing the work within a specified budget and timeline
 - organising and curating a school media arts festival or exhibition
-

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)



- 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



- 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’?
- 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



- deconstructing film or television work that includes representation of Aboriginal and Torres Strait Islander Peoples



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)



- 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



- 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



- 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?
- 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



- 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



Examples of knowledge and skills in Media Arts

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.