The Arts –
Media Arts

Victorian Curriculum F–10
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# Contents

[Introduction 1](#_Toc168575381)

[Rationale 1](#_Toc168575382)

[Aims 1](#_Toc168575383)

[Structure 2](#_Toc168575384)

[Learning in Media Arts 3](#_Toc168575385)

[Curriculum 8](#_Toc168575386)

[Foundation 8](#_Toc168575387)

[Levels 1 and 2 12](#_Toc168575388)

[Levels 3 and 4 15](#_Toc168575389)

[Levels 5 and 6 19](#_Toc168575390)

[Levels 7 and 8 23](#_Toc168575391)

[Levels 9 and 10 28](#_Toc168575392)

# Introduction

## Rationale

In Media Arts, communication, storytelling and persuasion are used to connect audiences, purposes and ideas. Media Arts explores concepts and perspectives, and examines, interprets and analyses media practices that represent the world from diverse perspectives. Media artists work collaboratively and use traditional and emerging media technologies and creative processes to plan, produce and distribute media arts works.

Through the creative use of materials and technologies to convey meaning, students create and manipulate still and moving images, text, sound and interactive elements. They construct representations and communicate or challenge understandings, ideas and positions.

Media arts plays an important role in sustaining cultural diversity and continuing local, national and global cultures, particularly the cultures of Aboriginal and Torres Strait Islander Peoples. It offers opportunities to use media platforms to celebrate, maintain or revitalise ways of knowing, being, doing, belonging and becoming. Through media arts, Aboriginal and Torres Strait Islander Peoples celebrate and express connection to and responsibility for Country and Place.

The Media Arts curriculum recognises that media forms can operate at either a mass level or at an interpersonal level, where communication occurs between individuals and among online communities. Students critically reflect on the role of media in society and consider how their own media engagement is shaped by the practices of media. They develop awareness and understanding of ways that media institutions use information collected from users to create communities and to mediate users’ media choices.

Students learn to be critically aware of the ways that media is used culturally, how it might be negotiated by different audiences and the impact it can have on their own understanding of the world.

## Aims

The Media Arts curriculum aims to develop students’:

* enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
* creative and critical thinking skills through engagement as producers and consumers of media
* aesthetic knowledge and sense of curiosity and discovery as they explore images, text and sound to express ideas, concepts and stories for different audiences
* knowledge and understanding of their active participation in existing and evolving local, national and global media cultures.

## Structure

The Media Arts curriculum is presented as one curriculum level at Foundation and then in 2-level bands from Levels 1 to 10.

Media Arts comprises 4 interrelated strands:

* Exploring
* Developing Practices
* Creating
* Presenting.

### Exploring

In this strand, students learn as artists and as audiences. They explore:

* media arts works and media contexts in the lives of individuals and groups across cultures, times, places and other contexts
* the diversity of how, where and why people create, make, distribute and respond to media arts works
* the diversity and significance of media arts for Aboriginal and Torres Strait Islander Peoples, cultures and communities
* how media arts works communicate cultural and aesthetic knowledge, purpose, meaning and emotion
* how media arts develops empathy and understanding of multiple perspectives and viewpoints.

Students respond using media arts practices and forms, images, sounds, movement, language and/or digital tools.

### Developing Practices

In this strand, students develop practices and skills for producing and responding to media arts. Students develop skills through experimentation and creative and critical thinking. They develop creative and critical practices, including:

* creative skills and confidence to imagine, use and manipulate visual and aural elements, media languages and technologies to create representations that communicate stories, narratives, ideas and meaning
* safe and ethical use of production processes using available resources
* critical skills in observing, reflecting, analysing and evaluating their own and others’ media arts practices, using language/terminology and embodied practices.

### Creating

In this strand, as artists, students apply media arts and production processes. As audiences, they reflect on their work as it develops, for example through observation, analysis, reflection, evaluation and considering the relationships their work creates with audiences.

Students use media arts concepts and production processes to construct representations and produce media arts works in a range of forms, styles and/or genres.

### Presenting

In this strand, students share (exhibit, screen, publish or distribute) their media arts works using spaces and resources. Students may also work collaboratively to produce media arts works. Students:

* plan and design their presentations, considering audiences and institutional practices
* share their work using materials and technologies
* observe and, as appropriate, engage and participate in interactions with media arts works and audiences.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In Media Arts, students progress along a learning continuum that provides the first achievement standard at Foundation, and then at Levels 2, 4, 6, 8 and 10.

### Content descriptions

In Media Arts, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Media Arts

### Media arts practices

In Media Arts, students engage with technologies and interdisciplinary 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 perspectives and in a variety of contexts. They acquire the knowledge and skills to work in a range of media forms and styles. Students learn to reflect critically on their own and others’ media arts experiences and evaluate media arts works from different cultures, times, places and other contexts including Aboriginal and Torres Strait Islander cultures. They express, conceptualise and communicate through their media arts works using creative and critical use of language and technologies with increasing complexity and aesthetic understanding.

### Media arts concepts

There are 7 concepts fundamental to media arts. They are:

* media technologies
* representations
* audiences
* institutions
* media languages
* viewpoints
* contexts.

Together, the media arts concepts provide a framework for students to engage with and create media arts works in existing or emerging forms and to consider media arts practices.

The media arts concepts, although discussed independently, are interrelated. Students engage with each of the concepts at varying levels of depth in all levels.

#### Media technologies

Media technologies are integral to media arts practices. Students:

* use a range of available digital and analog tools as they create and respond
* produce media arts works using available and appropriate technology and reflect on the making of their media arts works
* reflect critically on developments across media technologies and consider responsible and ethical media practices and how media arts are used for diverse purposes across cultures, times, places and other contexts.

#### Representations

Representations are present in all media arts works. All media arts works are constructed through narratives and media artists build representations of people, places, concepts, themes and events through the stories they tell. Students:

* examine the construction of representations in narratives in media arts works and build their own
* reflect critically on the impact of repeated representations and how they change over time and across contexts
* consider the ways people learn with and from others through viewpoints, values and attitudes embedded in representations in media arts works.

#### Audiences

All media products are distributed to audiences, who consume them in different ways. Factors such as technology, media literacy and the context of creation and consumption can all alter the way audiences receive, engage with and respond to media products.

All media products are made for target audiences, defined by their cultural, social and historical context, demographics such as age and gender, and individual traits such as values. A media product may be considered successful if the intended audiences receive, engage with and respond to the product the way the media creator intended.

A consideration of audience is a critical aspect of media arts practice. Students:

* consider the audience(s) that media arts works are made for (target audience), how audiences might interpret the work and differences in interpretations across audiences
* examine how audiences come together or can be polarised.

#### Institutions

Media institutions include broadcasting companies; print and digital newspaper and magazine publishers; film, television and screen and music production companies; and other production and publishing companies. Media institutions can be local, national or global and owned or controlled by individuals, corporations or governments. The diversity of media institutions is evolving and dynamic. Students:

* explore how individuals, communities, organisations and institutions engage in practices that influence media production for economic, political or social gain
* investigate how media arts works are distributed (shared with audiences)
* consider their own engagement with media
* explore responsible media practice, ethical implications of media practices and ways they are influenced by media institutions.

#### Media languages

Media languages include the still and/or moving images, sounds and texts used to tell a story. Students develop knowledge and use of the language of media in terms of design, production, distribution, consumption, engagement with, reception, reading and critique of their and others’ media products. They also examine the terms used by media practitioners and institutions.

Meaning is created through the use of media codes and media conventions. Media codes and media conventions combine to create a media product and should be seen as working together.

##### Media codes

Technical, written and symbolic codes have a physical presence in media forms and products and are used to create, construct and suggest meaning. Media codes include camera, lighting, mise en scene, editing, sound, acting, layout, typography, text and images among other things. Codes construct the media form and product.

##### Media conventions

The elements that create and shape meaning in a media form or product. They include story structure, story principles, genre conventions, character, cause and effect, and point of view. Conventions tend to remain the same across mediums but also refer to the following:

* Genre conventions: The rules that define genres based on the cultural assumptions about the significance of media products, the type of audiences who consume media products and practices of the media industries.
* Narrative conventions: Common narrative structures, such as character, character arcs and three-act structures.

#### Viewpoints

Throughout their Media Arts learning, students use questions based on viewpoints as an inquiry tool for considering their own and others’ use of media arts concepts from multiple perspectives. Students can use questions based on viewpoints to:

* structure their reasoning and reflecting
* explore ideas and make decisions
* explore and develop empathy for multiple perspectives
* express and celebrate identities, ideas and meaning
* think deeply about their own media arts practices and media arts works by others that they experience.

As they create and respond to media arts works and experiences, students develop questions to explore ideas, perspectives and meaning. They think and make decisions as artists and as audiences. Questions based on viewpoints encourage students to consider a range of perspectives and to think deeply about their own and others' media arts works.

#### Contexts

All media arts practices are embedded in the context of the time and place in which they were created and viewed. In Media Arts, students explore and reflect on:

* the contexts of media forms
* the ways people learn with and from others through the media
* their own motivations
* the relationships they hope to build with audiences
* the context in which they create media products
* how online and mobile platforms are developing and the impact this is having on production and distribution practices, and how they construct their relationships with audiences to engage them on platforms
* the relationships they develop with various media forms as audience.

### Media arts forms

Media arts forms refer to the technological means and channels by which the media is created, produced, distributed, consumed and read. Media arts forms can include:

* moving image, such as film, television, video or animation
* still image, such as narrative photography
* audio, such as radio or podcasts
* print, such as magazines, zines, comics, graphic novels, newspapers or posters
* digital, such as online video and audio, streaming video and audio, podcasts, magazines, comics, graphic novels, newspapers, video games, blogs, websites or apps
* convergent or hybridised media, which is the combination or joining of 2 or more media forms, such as photography and animation, print productions and a digital game, or augmented and virtual reality products.

### Media production process

There are 5 key stages of the media production process to create media arts works.

#### Development

Development involves exploring the ideas, intentions, narrative and audience of a production. Students:

* research other media products, analysing codes and conventions, narrative, genre or style and may consider the context of a product
* investigate equipment, materials and technologies in a range of media forms relevant to their audience and intention.

#### Pre-production

Pre-production planning considers the concept, audience, intention, narrative and context of a media product. Pre-production involves planning a narrative, including how it will engage and be consumed and read by an audience. Media codes and conventions, genre and style are considered in the construction of the narrative. Documentation and planning may take visual and written forms, such as production notes or storyboards. Media practitioners may undertake technical tests and experiments prior to production, reflecting on their success or failure.

#### Production

Production is when a product is captured or recorded. Production may be a collaborative process involving a number of people with specific roles or it may be an individual process. Reflection and evaluation of the production can occur through written documentation, oral feedback and visual feedback.

#### Post-production

Productions are refined during post-production, considering the intention, audience and planned narrative. Codes and conventions are used to resolve ideas and engage audiences. Specific equipment and technologies are used in editing. Feedback is sought and the creator and audiences reflect on the product, its intent and its relationship to the target audience.

#### Distribution

The product is delivered to the target audience in a planned context and location.

# Curriculum

## Foundation

### Level description

In Foundation, learning in Media Arts builds on the Victorian Early Years Learning and Development Framework (VEYLDF) and each student’s prior learning and experiences. The curriculum allows for experimental approaches that integrate arts learning experiences across the different Arts disciplines and/or specialist teaching. There are examples in the elaborations for each content description and examples that span across the disciplines.

In Foundation, learning fosters students’ understanding of how media arts enrich their lives and the lives of all people. Engagement with media arts strengthens students’ sense of wellbeing and develops their connections with the world. Learning in Media Arts involves exploration and purposeful, creative play, together with structured learning appropriate for students' level of development. In Media Arts, students work individually and collaboratively with peers and teachers, drawing on their imaginations, stimulus materials such as images or works of fiction, and real-life experiences.

In Foundation, the focus is on students:

* exploring and responding to media arts works across cultures, and in their lives and communities, including the media arts works and practices of Aboriginal and Torres Strait Islander Peoples
* developing media arts practices through structured play, experimentation, imagination and inquiry
* creating media arts works using technologies, materials and equipment to make artworks that represent their ideas about the world
* presenting and sharing their media arts works.

### Achievement standard

By the end of Foundation, students describe experiences, observations, ideas and feelings about media arts works they encounter at school, home and in the community, identifying what they enjoy and why. Students develop an understanding of media arts processes. They use play, imagination and experimentation with media arts processes to create media arts works. Students make and share media arts works to communicate their experiences and ideas.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore how and why media arts are important for people and communities VC2AMAFE01 | * identifying media arts works and experiences in their lives, such as stories they watch or perform, animations, computer games, music videos or screen-based works they encounter at school or in community settings, and sharing ideas and feelings about the works with peers and teachers
* listening to Aboriginal and Torres Strait Islander people talk about the importance of media arts in connecting to people, culture, Country and Place; for example, using resources created or co-created by Aboriginal and Torres Strait Islander Peoples such as film, animation, texts or illustrated stories
* identifying differences and similarities between media arts works from different cultures and societies
* identifying media artists and features of their practice; for example, describing what artists such as photographers, animators and filmmakers do
 |
| explore ideas in media arts works through play and media arts processesVC2AMAFE02 | * exploring how facial expressions, gestures and other ways of moving, and using voice or language, can communicate emotions and feelings in artworks, for example characters in portraits, cartoons, songs, chants or dances from different times and cultures
* exploring ideas they observe or perceive in a text or image (print or screen); for example, exploring questions such as ‘What is happening?’ and ‘What will happen next?’
* exploring how illustrations/images in a text (fiction or non-fiction, print or screen) help to communicate narrative or information about characters, settings and/or mood
* identifying characters and settings in media arts works
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| use play, imagination, experimentation and processes to discover possibilities and develop ideasVC2AMAFD01 | * imagining how the characters in a story they are reading might dress or move, and making still or moving images to communicate ideas about the characters; for example, working in groups and using dramatic play to imagine possibilities about characters and situations or asking questions such as ‘What happens next?’
* identifying and describing shapes, colours and lines they observe in their environment and exploring ways to use these shapes creatively; for example, imagining and trialling ways to use geometric and organic shapes and collage techniques, then working collaboratively to form frozen or still images of each shape
* exploring media arts practices such as developing fictional characters in a dramatic story
* exploring their speaking and singing voices and discovering ways they can use their voices/vocalisation to communicate ideas and feelings in an audio production
* improvising movements to explain the steps in a process and then using a camera to capture a series of images or a photographic story that can be displayed in the classroom
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| use processes and materials to create media arts works that communicate ideas and explore meaningVC2AMAFC01 | * considering as a class the characters and situations associated with a story and then re-imagining them by asking questions about the story, such as ‘What is happening?’, ‘What happens next?’ or ‘What else might/could happen?’, to support the development of their own sociodramatic or miniature-worlds play
* creating artworks in a range of forms to communicate ideas from lived personal or social experiences; for example, creating scenes showing favourite activities such as games, using digital devices to record their peers playing a game and creating a voice over to describe the action
* creating artworks in response to inspiration from sources such as play, imagination, observation, literature, artworks from their cultures and communities or arts knowledge and skill development activities
* devising a chant or rap that a character or fictional hero from an animated series or text could use to communicate a health or sustainability message, then recording and presenting the chant or rap using media arts technologies
* learning and recording the steps in a process or sequence of events using a digital device, then sharing it live or via a school learning management system
* exploring with sound-recording technology to create and record sound effects to support a story or using computer software to add images in a photo story
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| share their media arts works with audiencesVC2AMAFP01 | * sharing their work with their teacher and responding to questions such as ‘What is going on in your work?’, ‘What is happening?’ and ‘What did you enjoy about making this work?’
* taking images of class arts events, creating an image sequence to document the occasion and adding sound; for example, importing the images to a software program, sequencing the images and using instruments and voices to create a soundscape to accompany the images
* creating a series of images to illustrate a story, recording the images in a sequence using camera software or scanning and recording the story narrative
* designing posters about a class topic explored in another learning area such as healthy eating, the importance of exercise, student wellbeing or sustainability
* using digital devices to record their arts explorations, for example by curating (selecting, ordering) a sequence of digital images (photos) to show the steps in a process, such as images that show how they created new colours by mixing primary colours (using playdough or paint) and adding commentary that expresses their feelings, emotions and understandings
 |

## Levels 1 and 2

### Band description

In Levels 1 and 2, learning in the Arts builds on each student’s prior learning and experiences. Students continue to learn through purposeful and creative play in structured learning programs designed to foster a strong sense of wellbeing and develop their connection with and contribution to the world. They work individually and in collaboration with peers and teachers, drawing on their imaginations, works of fiction, real-life experiences and learnings from across the curriculum to support their engagement in Arts learning, as artists and as audiences.

Students explore media arts works that they experience at home, at school or through family and community events. They connect with media artists who live and work in the community, for example by visiting arts spaces or exploring media arts works and experiences such as in-person or online screenings, exhibitions or presentations. They use stimulus materials such as images, events, texts, questions and observations as inspiration for their own media arts works. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value media arts works and practices from across cultures, communities and/or other contexts.

In Levels 1 and 2, the focus is on students:

* exploring and responding to media arts works and media arts practices they experience across cultures, times, places and other contexts, including media arts works created by Aboriginal and Torres Strait Islander Peoples
* developing creative practices for using media languages and available technologies
* developing critical practices for observing, reflecting on and responding to their own media arts works and those they experience
* creating media arts works by selecting and combining images, sounds, text and/or interactive elements
* presenting or sharing media arts works they have created in informal settings.

### Achievement standard

By the end of Level 2, students identify where they experience media arts. They describe where, when, why and how people across cultures, times, places and/or other contexts experience media arts. Students experiment with media production processes. They use media arts languages and technologies to construct representations in media arts works. Students share their work with audiences in informal settings.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore where, when, why and how people across cultures, times, places and other contexts experience media arts, including examples of media arts by Aboriginal and Torres Strait Islander PeoplesVC2AMA2E01 | * using viewpoints to ask questions about societies and cultures, such as ‘What story is this media arts work telling me/us?’, ‘Who made this media arts work?’ and ‘Where is this media arts work from?’
* 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 arts works
* exploring where, when, why and how Aboriginal and Torres Strait Islander Peoples use media arts works to share knowledge about their cultures, for example during celebrations such as National Aboriginal and Torres Strait Islander Children’s Day, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and National Reconciliation Week or to acknowledge significant occasions such as National Sorry Day
* exploring children’s television programs, cartoons, animations and child-focused print media, such as an advertisement encouraging people to adopt a healthy lifestyle, created and distributed by Aboriginal and Torres Strait Islander Peoples
* observing how visual, audio and/or interactive elements are used in media arts works created by Aboriginal and Torres Strait Islander Peoples; for example, exploring colours, symbols and patterns used in media arts works with representatives from Aboriginal and Torres Strait Islander communities or through resources that are created or co-created by Aboriginal and Torres Strait Islander Peoples
* exploring media arts works created or co-created by Aboriginal and Torres Strait Islander Peoples that communicate cultural narratives
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore ways of using media technologies to capture and organise images, sounds, text and/or interactive elementsVC2AMA2D01 | * using viewpoints to develop questions as they experiment with media technologies, such as ‘What happens if I take a photo close to the object and how does it change as I move further away?’ and ‘How can I change the meaning of this image by adding different text headings?’
* exploring ways to use digital tools to capture moving images; for example, using a digital device to capture and manipulate short videos, or adding sound effects or voice overs to communicate ideas or a narrative
* experimenting with images; for example, retelling the story of a school day using a digital camera to capture still or moving images and adding appropriate captions
* experimenting with ways that media artists communicate with audiences by combining text, symbols and images
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| use media languages and media technologies to construct representationsVC2AMA2C01 | * using viewpoints to develop questions when making decisions about the construction of a media narrative, for example asking questions about the use of elements and content, such as ‘What images will I keep or delete?’ and ‘Which image interests me and why?’
* selecting and editing images, sound and text to recreate the characters in well-known stories or songs
* capturing and sequencing images and text to create a media arts work, such as a comic book that retells familiar or traditional stories
* producing and presenting a media arts work for a particular purpose; for example, creating an advertisement that recommends appropriate behaviour when using cameras
* using features such as shot types in media arts works, for example identifying long shots, medium shots and close-ups, and discussing what the shots tell the audience about the story
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| share media arts works with audiences in informal settingsVC2AMA2P01 | * collecting and sharing class stories and presenting them in the form of a class news bulletin, with permission of the people involved and observing relevant protocols, such as obtaining permission to use cultural material that belongs to a collective or a cultural group rather than an individual
* presenting a media arts work they have made to the class, a small group or their teacher, explaining how they made it and what they enjoyed about making it
* creating, rehearsing and recording a radio play, then sharing it with another class
* exploring what permission means, for example consulting relevant people such as cultural knowledge holders or using online safety resources, and deciding on a class set of rules for using and creating images, sounds and text in media arts works
 |

## Levels 3 and 4

### Band description

In Levels 3 and 4, learning in Media Arts builds on each student’s prior learning and experiences. Learning in Media Arts in Levels 3 and 4 continues to use purposeful and creative play-based activities that foster the development of students’ identity and wellbeing, and their connection with and contribution to the world. Students further develop their capability and confidence in using discipline-specific skills, and creative and critical practices. They work individually and in collaboration with peers and teachers.

Students continue to explore media arts works that they experience at home, at school or through family and community events. They connect with media artists who live and work in the community, for example by visiting arts spaces or exploring media arts and experiences such as in-person or online screenings, exhibitions and presentations. They use stimulus materials such as images, events, texts, questions and observations as inspiration for their own media arts works. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value artworks and practices from across cultures, times, places and/or other contexts such as countries or cultures in Asia.

In Levels 3 and 4, the focus is on students:

* exploring and responding to media arts works and experiences that showcase where, when, why and how media is created and used across cultures, times, places and other contexts
* exploring and responding to media arts works created by Aboriginal and Torres Strait Islander Peoples that communicate connection to and responsibility for Country and Place
* developing creative practices for using media arts concepts, and visual, audio and/or interactive elements
* developing critical practices for observing, reflecting on and responding to media they experience, including their own media arts works
* creating and producing media arts works in a range of forms to communicate ideas to audiences using media technologies and media languages
* presenting media arts works they have created in informal settings such as spaces within the school.

### Achievement standard

By the end of Level 4, students identify and describe the media languages and media technologies used to construct representations in media arts works they experience and/or produce. They recall where, when, why and how media arts works are created and distributed across cultures, times, places and other contexts, including the work of Aboriginal and Torres Strait Islander Peoples.

Students explore and experiment with media arts production processes and technologies. They use media languages, technologies and production processes to communicate ideas, perspectives and meaning in media arts works. Students share their work in informal and formal settings with different audiences using responsible media practice.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore where, when, why and how media arts are created and distributed across cultures, times, places and other contextsVC2AMA4E01 | * sequencing images, sounds and/or text to clearly establish the beginning, middle and end of a story or event
* identifying meaning and describing representations in media arts works from different social, cultural or historical contexts; for example, examining the different ways traditional stories are retold or the use of stereotypes in advertising
* identifying media conventions in media arts forms and comparing media arts works made for different purposes using appropriate language
* investigating digital or analog storyboarding as a planning tool; for example, preparing a storyboard for a short film, stop-motion animation or comic strip to create a sequence of actions, changes or events
 |
| explore how Aboriginal and Torres Strait Islander Peoples use media arts to communicate their connection to and responsibility for Country and Place VC2AMA4E02 | * identifying meaning and describing representations in media arts works created or co-created by Aboriginal and Torres Strait Islander Peoples, such as how traditional stories of Aboriginal and Torres Strait Islander Peoples are being retold using media technologies and media arts concepts
* exploring how Aboriginal and Torres Strait Islander Peoples use media arts concepts to communicate their connection to and responsibility for Country and Place, such as use of media languages, media technologies or relationships
* recognising, through media arts, how Aboriginal and Torres Strait Islander Peoples’ cultural expressions often contain and communicate connection to and responsibility for Country and Place, such as by naming the Country or Place and Traditional Owners, showing respect to the Traditional Owners and acknowledging their Ancestors
* exploring Aboriginal and Torres Strait Islander Peoples’ use of media arts to express connection to and responsibility for Country and Place, such as using screen-based storytelling to maintain language and unique ways of life; communicate knowledge about local seasons and of land, sea, sky and waterways; share cultural stories of cyclic phenomena; and describe how Aboriginal and Torres Strait Islander Peoples perceive themselves and their environment
* collecting and sharing information about media arts works created and produced by Aboriginal and Torres Strait Islander Peoples for occasions such as festivals or ceremonies, and reflecting on how these media arts works can communicate important information or knowledge about Country and Place
* exploring how stories and ideas can communicate connection to and responsibility for Country and Place – for example, by exploring a media arts work that includes images, sound and/or text that communicates the diversity of Aboriginal and Torres Strait Islander Peoples’ cultures (such as an interactive map of Aboriginal and/or Torres Strait Islander languages) and considering how media technologies and languages are used to communicate and create a relationship with the viewer
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| develop media production skills by exploring ways of shaping ideas using media languages and technologies, including images, sounds, text and/or interactive elementsVC2AMA4D01 | * using viewpoints to develop questions to respond to their experiences as they work, such as ‘In what ways does the meaning of the image change when I manipulate the sound effects?’, ‘Where is the suspense happening in this work, and how do I know?’ and ‘Which images will best represent the story I am trying to tell?’
* experimenting with suspense to create meaning and sustain representations; for example, exploring the way colour, shot type and editing techniques are used to communicate meaning in different genres
* investigating how the conventions of a news story or video game communicate meaning; for example, examining the different ways speech bubble text can be written and how this can reflect the way a character is speaking
* exploring different ways of creating sounds when making a soundscape; for example, creating Foley sounds with available resources, such as rustling plastic for the sound of fire or using different types of shoes and surfaces to create a variety of footstep sounds
* exploring media technologies and languages when creating sound effects or images to convey a mood or the main idea of a story (for example, reviewing captured images, storyboarding, zooming in and out, deleting unwanted images, or adding sound or text to images to create or support a story), considering how different options might be perceived by the intended audience
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| use media arts language, production processes and technologies to construct representations that communicate ideas, perspectives and meaningVC2AMA4C01 | * taking a series of photographs that show themselves and their friends as comic-strip superheroes and villains through setting, costume and body language
* creating a soundscape to accompany a moving image that includes Foley sounds and recorded sounds on a variety of devices to explore volume, layering and the use of voice to create a sense of environment
* experimenting with a camera and framing the subject, using shot types, angles and lighting, and experimenting to apply text to still or moving images, such as credits in a title sequence
* filming a short sequence that focuses on conflict by selecting camera angles, lighting and costume to convey meaning without dialogue
* collaborating with others to make a small publication to explore ideas that are significant in their lives, for example a zine or website, using collaged images, drawings and text
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| share media arts works in formal and informal settings considering responsible media practiceVC2AMA4P01 | * using appropriate language to discuss the meaning of their own media arts works, for example in writing or through an oral, visual or multimedia presentation
* creating credits in a title sequence and selecting appropriate fonts, colour and length of display time to accompany a screening of a series of moving images that the class has created
* seeking permission to take photos of class members; for example, documenting a school excursion for publication on the school intranet and acknowledging that this permission has been obtained when sharing the work
* considering media concepts, such as audience and relationships, when formatting and laying out a story; for example, using appropriate text conventions for a front-page news story or print advertisement
* using responsible media practices when making media arts works; for example, considering how to represent multiculturalism in a documentary of a community event
 |

## Levels 5 and 6

### Band description

In Levels 5 and 6, students continue to learn in and through the practices of media arts, building on their prior learning and experiences. They work creatively and purposefully, and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

Students engage with media arts works, artists and practices across cultures, times, places and other contexts, for example by exploring artworks and practices in their local area, state or territory, or a country or region of Asia. They take opportunities to engage with living media artists and their works, for example by exploring media arts works and experiences, such as in-person or online exhibitions, presentations and screenings. They continue to use stimulus materials, such as images, events, texts, questions and observations, as inspiration for their own media arts works. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value media arts works and practices from diverse cultures.

In Levels 5 and 6, the focus is on students:

* exploring and responding to media from local, regional, national and global cultures, times and places that show ways media arts works can be used to communicate ideas, perspectives and meaning, and engage audiences
* exploring and responding to media arts works that showcase ways Aboriginal and Torres Strait Islander Peoples are continuing and revitalising cultures
* developing creative practices for using media technologies and media languages
* developing critical practices for observing, reflecting on and responding to media they experience, including their own media arts works
* creating and producing media arts works that communicate ideas in specific media arts forms
* presenting, screening, exhibiting and/or distributing media arts works they have created and sharing ideas about the work with audiences.

### Achievement standard

By the end of Level 6, students explain how media languages and media technologies are used in media arts works they construct and experience. They describe how media arts works are created across cultures, times, places and other contexts to communicate ideas, perspectives and meaning. They identify how media arts are used to continue and revitalise cultures, including the work of Aboriginal and Torres Strait Islander Peoples.

Students develop ideas in media arts works using media languages and production processes. They select and use media languages, media technologies and production processes to construct representations in media arts works for specific purposes and audiences. Students present their work in informal and formal settings for different audiences using responsible media practice.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore ways that media languages and media technologies are used to communicate ideas, perspectives and meaning in media arts practices across cultures, times, places and other contexts, including from Aboriginal and Torres Strait Islander Peoples VC2AMA6E01 | * using viewpoints to develop questions that explore the impact of media technologies on the way the audience experiences a story in media arts, such as ‘How can I change the meaning of a story by changing or adding a soundtrack to my images?’ and ‘How can I use framing to demonstrate a power relationship between characters in the story?
* using viewpoints to develop questions to explore new ideas, such as ‘How are values demonstrated in this media representation?’ and ‘Can we judge a culture from popular media images?’
* researching and comparing media representations created in different times and places, and explaining how the context influences the characters, stories and values portrayed in media arts works; for example, comparing representations of family on screen
* investigating characters in media products, considering issues such as stereotyping or bias as background to designing and drawing a character for a particular genre, and considering the appropriate framing, costume, cultural background or sample dialogue
* exploring how context influences the characters, stories and values portrayed in media arts works, discussing the role of media arts works in sharing cultural information about a group of people, and enhancing the value placed on people and the environment
 |
| explore ways Aboriginal and Torres Strait Islander Peoples use media arts to continue and revitalise culturesVC2AMA6E02 | * using viewpoints to develop questions that explore understandings about themes or issues in media arts works and considering what needs to be investigated further, such as ‘What do I know about this story?’, ‘What do I need to explore further?’ and ‘What questions would I ask the artist about the story?’
* investigating the ways that Aboriginal and Torres Strait Islander media artists embed themselves and their communities in media arts works in a range of representative forms as a visual declaration of identity, storytelling and resilience
* identifying examples that illustrate how cultural expressions change over time, for example by using available resources published by Aboriginal and Torres Strait Islander communities and organisations
* exploring how and why cultural expressions and media arts works are critical for sharing, maintaining, continuing and revitalising cultures, for example by talking with Aboriginal and Torres Strait Islander people, or accessing published resources accredited by Aboriginal and/or Torres Strait Islander organisations
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| develop media production skills through manipulation of media languages and media technologies including images, sounds, texts and/or interactive elementsVC2AMA6D01 | * using viewpoints to develop questions when solving problems or making decisions about preferred options, such as ‘How can I represent meaning in my story using images and text?’
* experimenting with approaches to capturing and sequencing images and text to create comic books, animations or stop-motion videos that retell familiar stories
* trialling options for applying the conventions of an established genre to an everyday event in order to create an effect
* identifying media codes and conventions that contribute to the formation of genre and style in media arts works and experimenting with ways to use this when planning media arts works
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and meaning for specific audiencesVC2AMA6C01 | * using viewpoints to develop questions when reflecting on their production process, such as ‘How can I adapt and manipulate story principles to make my intention clear?’, ‘What is working well in my storyboard?’ and ‘Which areas do I need to improve?’
* producing a media arts work for a particular purpose and audience; for example, creating an advertisement for a new toy or computer game
* designing a storyboard that reflects a key scene in a sequence; for example, storyboarding an opening scene for a film that shows the important camera angles, transitions, edits, voice and soundtrack
* designing and drawing a character in pre-production for a particular genre and considering the appropriate costume, mannerisms and typical dialogue
* developing a plan for a game using multiple levels and obstacles
* considering the codes and conventions of music videos to create their own music video
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| select and present media arts works for specific audiences in informal and formal settings using responsible media practiceVC2AMA6P01 | * applying responsible media practices relating to the media arts works they are creating, such as legal, ethical and moral considerations
* planning and presenting a short film they have created to different audiences on different platforms, for example an informal setting in the classroom, a formal setting such as a school assembly or a virtual setting
* planning and presenting their media arts works using internet-based media technologies or interactive elements, for example on curated digital platforms, such as school learning management systems, while considering responsible media practice and online safety, and engaging with audience responses
* considering protocols for representing community or cultural stories in media arts works
* reflecting on how and why understandings of culture were used within their media arts works and their effect on the audience
 |

## Levels 7 and 8

### Band description

In Levels 7 and 8, learning in Media Arts builds on each student’s prior learning and experiences. Students learn in and through the understanding and application of the media arts concepts: media technologies, representations, audiences, institutions, media languages, viewpoints and contexts. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

Students explore media arts in local, regional, national and global contexts such as media produced in countries or regions of Asia, or in multi-arts, transdisciplinary or hybrid forms. They take opportunities to engage with living media arts practitioners and expand their awareness of diverse media arts practices, genres, styles and forms.

In Levels 7 and 8, the focus is on students:

* exploring and responding to media arts works, practices and contexts from across cultures, times, places and other contexts
* exploring the diversity of media arts created by Aboriginal and Torres Strait Islander Peoples and how this work demonstrates respect for Indigenous Cultural and Intellectual Property (ICIP) rights
* developing creative practices for producing media arts using media languages relevant to selected forms using media technologies
* developing critical practices to reflect on, evaluate or respond to their own work and the work of others
* creating and producing media arts works in different media forms using media production processes
* presenting, screening and/or distributing media arts works they have produced to audiences.

### Achievement standard

By the end of Level 8, students analyse the use of media arts concepts in media arts works they produce and experience. They describe ways in which media arts concepts in media arts works from across cultures, times, places and other contexts communicate ideas, perspectives and meaning, including the works of Aboriginal and Torres Strait Islander Peoples. They identify and describe how and why respectful approaches are used in creating and responding to media arts works.

Students select and manipulate media languages, technologies and production processes to construct representations. They document and reflect on their media arts practice and use media arts terminology. They create and produce media arts works using media languages, media technologies and production processes that communicate ideas, perspectives and meaning. They plan and present where and how they could distribute their media arts works to engage specific audiences using responsible media practices.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| investigate the ways that media arts concepts are used in media arts works to communicate ideas, perspectives and meaning across cultures, times, places and other contextsVC2AMA8E01 | * using viewpoints to develop questions to analyse the ideology or philosophical perspective of a media arts work, including what institutions were involved in its distribution and its potential impact on audiences, such as ‘Who is the creator or producer of the media arts work?’, ‘Where is the media arts work viewed?’ and ‘Who are the audiences that would view the media arts work?’
* identifying, describing and analysing how media languages (codes and conventions) are manipulated to construct representations of people, places and events in media genres and products
* identifying and describing the media technologies and processes used to create media products in specific genres and contexts and evaluating the relationship with the intended audience
* analysing the way audiences are positioned to respond to different representations constructed by media codes and conventions in media arts works, such as in the depiction of cultural or social groups and values
 |
| explore the diversity of media arts works created by Aboriginal and Torres Strait Islander Peoples and culturally responsive approaches to creating media arts works, including Indigenous Cultural and Intellectual Property rightsVC2AMA8E02 | * exploring how knowledge of the ways protocols can be used to protect Indigenous Cultural and Intellectual Property rights can help students make ethical choices about how they use content for media arts works, for example by asking questions such as ‘Who created these images, sounds or texts?’ and ‘May I use these ideas and do I need permission to do so?’
* exploring how and why cultural expressions and media arts works are critical for sharing, maintaining, continuing and revitalising cultures
* investigating the ways that contemporary Aboriginal and Torres Strait Islander media artists embed themselves and their communities in media arts works as a declaration of identity, storytelling and resilience
* investigating choices Aboriginal and Torres Strait Islander media artists make about the use of technical and symbolic elements, story principles, the construction of representations and the relationships they seek to establish with audiences, while respecting Indigenous Cultural and Intellectual Property rights
* recognising how to select and use historical materials that accurately communicate Aboriginal and Torres Strait Islander Peoples’ perspectives for inclusion in media arts works, such as their resilience in response to the impacts of colonisation
* investigating issues relating to the use of Aboriginal and Torres Strait Islander Peoples’ languages or stories in lyrics and songs for screen-based works; for example, considering case studies that illustrate protocols relating to Indigenous Cultural and Intellectual Property rights
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| develop media production skills throughout the production process to construct representations using media languages and media technologiesVC2AMA8D01 | * exploring ways to use media languages and media technologies to create representations that address issues such as stereotyping, bias, identity or sustainable ways of living
* experimenting with media technologies and using media languages to design and construct representations of people, places or concepts in media arts forms, genres and platforms, such as print, moving image and interactive content
* constructing fictional versions of everyday spaces using augmented reality (AR) and virtual reality (VR)
* experimenting with audio effects, such as sound effects, music or Foley sounds, to construct ambient sound to enhance representations of different places in a media arts work
* experimenting with established story principles, such as creating the opening scene for a documentary film that establishes a setting and location, or disrupting audience expectations so the narrative structure is not as an audience would expect
* combining established genre conventions to make a media production, such as narrative, non-narrative, experimental, micro-documentary, trailers, music video or social media video campaign, or genres such as horror, western or comedy
 |
| reflect on, analyse and document their own and others’ media arts works and practices to inform decisions they make during the production processVC2AMA8D02 | * using viewpoints to develop investigating questions when making decisions about how to represent a theme, concept or idea and considering media conventions, such as ‘What codes and conventions are used to represent ideas in the media arts work?’, ‘What ideas will I represent in my artwork?’, ‘What technologies used are specific to the media form and genre?’, ‘What media technologies will I use in my media arts work?’ and ‘What skills do I need to use them?’
* using viewpoints to develop reflective questions, such as ‘How can I represent a range of views about this issue in my media arts work?’ and ‘What do I need to change in the production process to create a stronger connection with the audience?’
* observing and considering potential audience engagement to inform refinements across pre-production, production, post-production and/or distribution processes
* justifying decisions made by producers in the construction of representations of people, places or concepts through the use of technical and symbolic codes, and how producers benefit from this construction
* using a storyboard to annotate their creative thinking when refining production processes
* documenting and explaining their creative choices for representations and production processes in a written or electronic journal
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| design and structure media arts works to communicate ideas, perspectives and meaning to an intended audienceVC2AMA8C01 | * using pre-production processes, such as a storyboard, shooting script or production schedule, to plan production
* experimenting with media technologies and media languages to design and construct representations of people, places or concepts
* experimenting with ways to use media codes and conventions to construct representations of people, places and concepts for various genres or media platforms
* experimenting with audio, including sound effects, music and Foley sounds, to construct ambient sound for different places or to create or enhance an atmosphere
* experimenting with media technologies and media languages to construct safe, legal, ethical and responsible representations of cultural or social groups and values
* trialling ways to combine established genre conventions to make a hybrid production; for example, exploring genres such as narrative, non-narrative, experimental, micro-documentary, trailer, music video and social media video campaign
 |
| apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and meaning for specific audiencesVC2AMA8C02 | * employing questions based on viewpoints to create bias in a narrative in a production, such as ‘Do the stories leave out or emphasise information?’, ‘Do the stories present the audience with obvious heroes and villains?’ and ‘Why would media institutions engage in these practices?’
* using viewpoints to ask questions relating to forms and elements, such as ‘What elements define a genre?’ and ‘How can I create mood and setting through images, sound or framing?’
* using pre-production, production and post-production processes to produce a media arts work that represents habits or customs that will build a more sustainable future for their community or to highlight a social justice issue using an online platform
* combining established genre conventions to create meaning in a media arts work, such as framing in still and moving images; sounds in radio plays, podcasts and audiovisual works; and font size, shape and colour in print
* creating a news story in a print or digital format, focusing on a current event to communicate a perspective and to engage a specified audience
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| refine and present media arts works, considering the conventions of the genre, audience engagement and contextVC2AMA8P01 | * distributing a media arts work designed to engage a specific audience using appropriate rights and permissions to upload safely to an online space in the school
* reflecting on how relationships develop between media arts creators and their audiences while planning to present a media arts work to an audience
* considering the impact of different audiences on the reception of and engagement with their media arts works
* complying with copyright laws and respecting Indigenous Cultural and Intellectual Property rights when presenting media arts works; for example, obtaining permission to use cultural material that belongs to a collective or a cultural group rather than an individual
 |

## Levels 9 and 10

### Band description

In Levels 9 and 10, learning in Media Arts continues to build on each student’s prior learning and experiences. Students learn in and through developing understanding and application of the media arts concepts: media technologies, representations, audiences, institutions, media language, viewpoints and context. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

In Levels 9 and 10, the focus is on students:

* exploring and responding to the ways in which media arts works from across cultures, times, places and other contexts communicate ideas, perspectives and meaning, and the relationships the works create between creators, producers, audiences and institutions
* exploring and responding to the ways media arts works are created, produced and distributed by Aboriginal and Torres Strait Islander Peoples to celebrate and challenge multiple perspectives of Australian identity
* building and extending creative practices for producing media arts using media languages relevant to selected forms, genres and styles
* building and extending critical practices by taking opportunities to reflect on, evaluate or respond to their own work and the work of others, for example by documenting ideas and intentions for media productions, evaluating audience responses to their own and others’ media arts works
* creating and producing media arts works using production processes in forms such as print, screen/moving image, audio and/or hybrid/transdisciplinary forms
* presenting, screening and/or distributing media arts works they have produced to audiences, in informal and/or formal settings.

### Achievement standard

By the end of Level 10, students analyse and evaluate how and why media arts concepts are manipulated to construct representations in media arts works they produce and experience. They evaluate how and why media artists across cultures, times, places and/or other contexts use media arts concepts to represent and/or challenge ideas, perspectives and/or meaning, including the practices of Aboriginal and Torres Strait Islander creators and producers. They evaluate how media arts are used to celebrate and challenge perspectives of Australian identity, including the media arts works of Aboriginal and Torres Strait Islander Peoples.

Students use media arts concepts to construct representations and communicate ideas, perspectives and meaning. They document, reflect on and annotate their use of media languages and production processes. They use media languages, media technologies and production processes to create and produce media arts works in selected genres, styles and/or forms for specific audiences. They use media languages, media technologies and production processes to produce media arts works that communicate ideas, perspectives and meaning for specific audiences. They present and plan where and how they could distribute their work, considering audience engagement in a range of contexts.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| investigate the ways that media artists across cultures, times, places and other contexts use media arts concepts to construct representations in media arts works to communicate and challenge ideas, perspectives and meaningVC2AMA10E01 | * analysing and evaluating the social, cultural and/or ethical implications of the changing nature of representations in media arts works over time
* evaluating, in a video commentary, the choices the media creator has made using media codes and conventions to construct representations, their framework of social and cultural values, and communicating alternative points of view
* analysing and evaluating the way social beliefs and values can be communicated to audiences through the manipulation of media codes and conventions in media arts works they view and make
* exploring how media platforms use data and how they can influence the breadth and depth of information provided to an audience, for example through a media feed
* evaluating relationships embedded within media practices and discussing how media arts works and institutions can influence or challenge media practices and audience perceptions
* analysing and evaluating the ways media codes and conventions have been used to construct stereotypical representations in media arts works targeted to specific audiences in a range of historical and contemporary contexts or across traditional and emerging media formats
 |
| investigate the ways media artists, including Aboriginal and Torres Strait Islander Peoples, celebrate and challenge multiple perspectives of Australian identity through creation and production of media arts worksVC2AMA10E02 | * using questions based on viewpoints to examine the ideology or philosophical stance taken in media arts works, such as ways that music videos, feature films, community service announcements, advertisements and news reports depict Aboriginal and Torres Strait Islander Peoples’ histories and cultures, and evaluating the potential impact on audiences and relationships, such as ‘Whose story is told in the production?’, ‘How are people represented in the production?’ and ‘What are the social and cultural ideologies that have influenced the story being told?’
* investigating how Aboriginal and Torres Strait Islander media artists and/or producers are exploring and challenging concepts and histories of Australia and Australian identity
* exploring the ways that Aboriginal and Torres Strait Islander media artists and/or producers use their practice to communicate ideas, messages and lived experiences to the broader community, for example issues such as the Stolen Generations, land rights, racism, family, stereotyping or dispossession
* comparing and critiquing ways Aboriginal and Torres Strait Islander media artists use their practice to celebrate and challenge perspectives about Australian identity, and the different ways they communicate these perspectives
* understanding the ways that media arts provide a voice for Aboriginal and Torres Strait Islander Peoples through media institutions and forms such as film, television and online media platforms
* analysing the ways that Aboriginal and Torres Strait Islander media artists use their practice to challenge and inform community debate and present multiple ways of understanding an issue; for example, exploring how Aboriginal and Torres Strait Islander Peoples are caring for Country and Place and highlighting these issues through media arts
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| experiment with media processes and skills, media language and media technologies throughout the production process to construct representations that reflect ideas, perspectives and meaningVC2AMA10D01 | * examining the way media codes and conventions are shaped by diverse media creators to inform the construction of representations; for example, using design, production and post-production processes to engage a target audience for a narrative music video or short film, social media product, or genre film such as a teen movie, thriller film or documentary
* researching target audiences and the use of media codes and conventions in online media arts works that have a broad engagement and applying this research to design and produce a media arts work
* experimenting with use of media languages and technologies in ways that are typically used in a genre
* manipulating media codes and conventions of specific film, television or radio genres to produce a media arts work for a target audience that communicates their understandings of the world around them
 |
| reflect on, analyse, evaluate and document their own or others’ media arts works and/or practices to refine and inform choices they make throughout the production processVC2AMA10D02 | * using viewpoints to frame questions and explore possibilities, for example by examining how media codes and conventions have been manipulated to construct representations of values, themes or ideas in a genre or style
* developing skills in selected media technologies to produce a media arts work in a specific media form and to develop understanding of media processes using reflective practices
* identifying and developing knowledge and skills needed to produce a media arts work to develop audience awareness about a social or cultural issue
* designing, producing and editing a media arts work safely, ethically, legally and responsibly that communicates alternative representations to audiences
* documenting and explaining their creative choices in relation to representations or use of media codes and conventions in a specific genre
* using editing technologies to experiment with structuring sequences, applying media codes and conventions to create and/or embed meaning for an audience using viewpoints, or subverting media conventions to represent a theme, concept or idea
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| design and structure media arts works that communicate ideas, perspectives and meaningVC2AMA10C01 | * using viewpoints to frame questions and design a media arts work that communicates social and cultural issues, such as ‘What are the issues I want to communicate in my media production?’, ‘What genre will I use to communicate my ideas to the intended audience?’ and ‘What media form would be the most suitable to communicate the message to the audience?’
* examining the way media codes and conventions of specific film, television or radio genres have been used in a media arts work to communicate values, themes or ideas to an audience
* using media technologies, languages and representations when designing a media arts work with the intention of developing audience awareness of a social or cultural issue
* using media technologies to design a media arts work that communicates stereotypical representations for a specific target audience
* using media codes and conventions to construct alternative representations of people, places, ideas and events in a narrative media arts work such as a genre film, music video, documentary or animation
* designing a comparative media arts work that communicates or challenges values, themes or ideas
 |
| select and apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and meaning to an intended audienceVC2AMA10C02 | * using viewpoints to frame questions and evaluate how their intentions are being communicated; for example, considering how and why meaning, experiences and political statements are represented in media arts works; creating multiple representations of the same person, place or concept in different media forms and for different intentions; and considering audience interaction and the ways that media conventions can portray different perspectives
* filming a short sequence to show a conflict and selecting camera angles, lighting and costume to convey meaning through silent film, music video, stop-motion or computer animation, experimenting with filming and framing the subject, and using basic shot types, angles and lighting to control picture, space and mood
* collaborating with communities to explore, challenge and celebrate local histories, cultures and identities; for example, using protocols from their school or school sector as a guide to contacting local Aboriginal and/or Torres Strait Islander communities and establishing a learning partnership or using recognised online resources
* using media codes, conventions and technologies in ways that are typically used in a genre
* designing, producing and editing a narrative media arts work safely, ethically, legally and responsibly that conforms to or challenges the media codes and conventions of a genre, to communicate their understandings of the world around them, and to engage and build relationships with audiences
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| critique and evaluate the presentation of media arts works in different contexts, genres and styles for specific audiences to inform the presentation of their own media arts works VC2AMA10P01 | * investigating differences between government regulation and self-regulation, and the processes involved in media production and distribution by different media creators
* researching Australia’s classification systems for various media platforms and analysing the impact these have on creators and users of media artworks
* distributing a media arts work they have produced safely via an online platform, using appropriate rights and permissions
* investigating the relationships created between intended audiences and the media arts works they create, and considering how these audiences can inform the creation of new media arts works
* using media technologies to design and produce a media arts work that promotes a community event, using a range of formats such as print and online, making decisions about time, technological access and ethical and economic constraints, and exploring how the relationships the intended audience has with media affects their understanding of media arts works
 |