

**Copyright and Terms of Use Statement**

**© Australian Curriculum, Assessment and Reporting Authority 2024**

The material published in this work is subject to copyright pursuant to the *Copyright Act 1968* (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) (except to the extent that copyright is held by another party, as indicated).

The viewing, downloading, displaying, printing, reproducing (such as by making photocopies) and distributing of these materials is permitted only to the extent permitted by, and is subject to the conditions imposed by, the terms and conditions of using the ACARA website (see, especially, clauses 2, 3 and 4 of those terms and conditions). The terms and conditions can be viewed at [https://www.acara.edu.au/contact-us/copyright](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.acara.edu.au%2Fcontact-us%2Fcopyright&data=04%7C01%7CSharon.Foster%40acara.edu.au%7C9931e11fa7684c603e6308d98331bbfb%7C6cf76a3aa824427092003d71673ec678%7C0%7C0%7C637685071906340874%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=U5O4Vlbpf271IGmGiMh7fDwU4pLzzAiHpCQFylkp6s4%3D&reserved=0)

Media Consumers and Creators

|  |
| --- |
| Key aspects  |
| **Understand and analyse contemporary media** | Media describes all channels of communication. Contemporary media channels are a mix of traditional and new media that are increasingly digital and multimodal. Media consumers view, listen to, use and read media. Traditional media is any type of content that is distributed through established channels. Traditional media channels include television, film, radio and print publishing. New media includes digital newspapers, podcasts, online video platforms, video games and social media and the media forms of the future. New forms of digital media play a significant role in modern communication, entertainment, education and information dissemination. Media forms can operate at a mass level or at an interpersonal level, where communication occurs between individuals and among online communities. Media literacy is crucial as media is pervasive and powerful in contemporary society and impacts individuals and communities in both positive and negative ways. Media literacy is the ability to identify media messages and biases by analysing language and understanding the motivations behind, and intended audiences of, media content. It is also about understanding media representations, relationships and institutions, how media constructs versions of reality and how these representations influence public perception. In this key aspect students develop media literacy. They understand that media influences and impacts people and society, and a range of media institutions impact media participation. They recognise the importance of media ownership. Students analyse media messages and critically evaluate their intent, recognising biases and commercial or political interests. They analyse the influence of media on consumer behaviour, opinions and societal trends, and the way media shapes public opinion, culture and societal norms. Students understand the role of algorithms and how these impact the content they consume. Students understand that media constructs versions of reality. They engage with media representations with an understanding of how processes of selection and construction have been used to create stories. This critical awareness empowers students to be discerning consumers of media. They can identify credible sources and misinformation and understand the broader societal impacts of media content. They critically reflect on their own role as media consumers (audiences) and creators (producers) across multiple media forms. |
| **Create media content** | Media creation is a form of expression. It encompasses learning how to express ideas through traditional and new media using media production technologies and an understanding of media language. Media creation can be single mode or multimodal. Multimodal uses 2 or more modes of communication. There are 5 modes:  * The linguistic mode focuses on the meaning of written or spoken language in communication. It includes the choice and organisation of words.
* The visual mode focuses on the meaning of what can be seen by the reader, viewer or user. It includes images, signs and videos, and aspects of visual design such as colour, layout and font.
* The aural mode focuses on the meaning of what can be heard by the listener. It includes voice, ambient noise, music and silence.
* The gestural mode focuses on the meaning of communication through movement. It includes facial expressions and body language.
* The spatial mode focuses on the meaning of communication through physical layout. It includes position, spacing and proximity between people and objects.

Media language refers to the way that meaning is created through these modes, using production technologies and conventions to communicate ideas and information to audiences. In this key aspect students plan for, generate and create media content. The content can be creative, novel and effective. The creative process is as important as the product itself. Students can express ideas, cultures, perspectives and stories. They can innovate when using emerging media and production technologies in media creation.  Students can work individually or collaboratively. When collaborating they may create a shared vision and synthesise diverse perspectives. They generate ideas, shift perspectives, make connections, and evaluate and elaborate those ideas. Imagination, experimentation and play are all central to the process.  Students use a variety of communication modes and create single mode and multimodal media content. They make exploratory choices about how they can combine and shape the use of production technologies and conventions. When students have opportunities to explore and experiment with media technologies, including digital tools, they develop and extend their creative abilities to engage different audiences.   |
| **Communicate and share media content** | Media creators communicate information and ideas for diverse purposes and audiences, while responding to a range of contextual influences. Purposes include to inform, raise awareness, influence trends or opinion, transmit culture, and to entertain others. An audience is anyone who consumes a media product and can be viewers, listeners, users or readers. Media creators have in mind the intended audiences for their products, but in a contemporary media landscape there are often many other unintended audiences of media narratives. Media may take many forms including news reports, podcasts, video games, commentaries, advertisements, influencer content, websites and multimodal social activism. Information and ideas may be communicated in a range of ways including visual and audio techniques and language features. When sharing information and ideas with audiences, media creators select the most appropriate content and use a range of techniques best suited to purpose and audience. In this key aspect, as well as creating, students communicate their ideas to audiences, both offline and online. Students are aware of different media distribution platforms and how algorithms influence sharing. When collaborating, they learn to actively listen to the ways in which their content is being received and interpreted. They adapt and adjust their strategies for communication and sharing accordingly. Students assess the means and medium through which to curate and communicate clear, compelling messages to different audiences. They can tailor their content to communicate to an intended audience demographic. Students develop skills of telling stories, crafting ideas and information. They reflect on the cultural context, diverse perspectives, and any social or political implications of their messages, ideas or perspectives. Students relate to their audiences through the selection of language, genre, style and form conventions.  |

|  |  |
| --- | --- |
| **Be critical and ethical** | Critical and ethical practices ensure positive experiences when consuming and creating media. Media can be an empowering force to make a more inclusive and equitable world. Critical practices include questioning, analysing, reflecting and evaluating content to identify purpose, emphasis and omission, language, choice and placement of images, possible bias and intended audience. Being critical about media means understanding concepts like representation and stereotypes. It means understanding how media is constructed to appeal to specific audiences and reinforce ideas, and how ideas can be misrepresented through misinformation.  Ethical practices are principled and respectful processes to ensure increased responsibility, positive interactions, cultural sustainability and privacy protection. Ethical practices consider the importance of consultation with others such as First Nations Peoples. They include respectful representation of and avoiding potential bias against vulnerable populations. Ethical considerations should be given to the environmental impact of digital media production, storage and circulation. Ethical understandings include understanding and respecting intellectual property (IP) and Indigenous Cultural and Intellectual Property (ICIP) rights.  In this key aspect, students develop critical and ethical practices as they have responsibilities and agency as media consumers and creators. Students critically orient themselves with a range of interconnected concepts, including how: * media are used to represent and portray people, places and ideas (including through stereotypes)
* ideas become misrepresented through misinformation
* media languages and techniques are used to construct narratives and to appeal to specific audiences.

Students are critical of the advantages and disadvantages of new media versus traditional media as consumers and creators. They understand their roles as responsible digital citizens to contribute inclusive, respectful and ethical media content. Students apply understanding of diversity in cultural perspectives in media consumption and creation. They critically contribute to a diverse, equitable and consciously created media environment. They acknowledge their sources to avoid plagiarism.  Students develop questioning skills and analytical skills to assess the source and purpose of media targeted towards themselves and others. They are critical and ethical when consuming and creating media generated using AI media creation platforms and AI-powered assistants. They build awareness of the personal, social and ethical impacts of their choices when consuming or creating media content.   |

Media CONSUMERs AND Creators: years 1–2

|  |
| --- |
| Years 1–2 |
| Key aspect 1: Understand and analyse contemporary media |
| In this key aspect students develop media literacy. Media literacy is the ability to identify media messages and biases by analysing language and understanding the motivations behind, and intended audiences of, media content. It is also about understanding media representations, relationships and institutions, how media constructs versions of reality and how these representations influence public perception. |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Media Arts Years 1–2** | **Exploring and responding** | explore where, why and how people across cultures, communities and/or other contexts experience media artsAC9AMA2E01 | * identifying where they might experience media arts works in their lives and communities; for example, considering how media arts works communicate cultural knowledge and the purpose of a range of media types
 |
| * using Viewpoints to ask questions about societies and cultures; for example, “What story is this media arts work telling me/us?”, “Who made this media arts work?”, “Where is this media arts work from?”
 |
| * considering how media arts works communicate and celebrate cultural knowledge in their own communities; for example, through podcasts or animated children’s shows
 |
| explore examples of media arts produced and/or distributed by First Nations AustraliansAC9AMA2E02 | * exploring when, where, how and why First Nations Australians 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, NAIDOC Week, Reconciliation Week or the acknowledgement of significant occasions including 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 First Nations Australians
 |
| * observing how visual, audio and/or interactive elements are used in media arts works created by First Nations Australians; for example, exploring colours, symbols and patterns used in media arts works with representatives of the First Nations Australian community or through resources that are created or co-created by First Nations Australians
 |
| * exploring media arts works created and/or co-created by First Nations Australians that communicate cultural narratives
 |
| **English Year 1** | **Language**Language for interacting with others | understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands AC9E1LA01 | * recognising the effects of words, signing, gestures and body language on the way communications are received by others
 |
| * understanding that symbols, gestures and body language are key components of communication in First Nations Australian communities
 |
| * viewing short films and discussing how characters use words and body language to convey emotions
 |
| * learning the difference between closed questions; for example, “Are you ready?”, and open questions; for example, “What made this text so exciting?”
 |
| **Language**Text structure and organisation | explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explainAC9E1LA03 | * discussing and comparing the purposes and organisation of familiar texts
 |
| * becoming familiar with the typical stages of types of texts; for example, recount and procedure
 |
| * recognising that the structure of a text may include words and pictures; for example, an informative text may include words, illustrations and diagrams
 |
| **Literature**Literature and contexts | discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E1LE01 | * discussing how animal characters reflect human characteristics; for example, the creation of animal characters and their human qualities in fables by wide-ranging world authors
 |
| * discussing how characters, settings and events are described or depicted in literature by First Nations Australian authors and illustrators
 |
| * discussing the events associated with Australian animal characters and what is learnt about their characters in picture books from wide-ranging Australian authors
 |
| **Literature**Examining literature | discuss plot, character and setting, which are features of storiesAC9E1LE03 | * recognising similar characters and settings in different types of literary texts; for example, traditional tales, narrative poems and fables
 |
| * discussing whether features of settings including time (year, season) and place (country or city) are realistic or imagined
 |
| * discussing how plots develop, including beginnings (orientation), how the problem (complication) is introduced and solved (resolution)
 |
| **Literacy**Texts in context | discuss different texts and identify some features that indicate their purposes AC9E1LY01 | * discussing a range of texts encountered in school and in the community, and identifying their purpose
 |
| * recognising that types of texts with similar purposes usually have predictable structures
 |
| **Literacy**Analysing interpreting and evaluating | describe some similarities and differences between imaginative, informative and persuasive texts AC9E1LY03 | * comparing and discussing texts, identifying some features that distinguish those that “tell stories” from those that “give opinions”
 |
| * selecting texts for a particular purpose or task; for example, a website that will give information about a learning area topic, a book that will tell a story about an animal
 |
| use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures AC9E1LY05 | * identifying information and details from spoken informative texts
 |
| * building topic knowledge and learning new vocabulary before and during reading
 |
| * making predictions from the cover, from illustrations and at points in the text before reading on, and confirming and adjusting understanding after reading
 |
| * drawing inferences and explaining inferences using clues from the text
 |
| * making connections with existing knowledge and personal experiences
 |
| **English Year 2** | **Language**Language for interacting with others | investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions AC9E2LA01 | * exploring culturally specific greetings and expressions of politeness
 |
| * exploring First Nations Australian cultural protocols in Welcome to Country and Acknowledgement of Country, and the greeting words used by local First Nations Australians
 |
| * exploring how familiarity with a group or individual influences language choices
 |
| **Language**Text structure and organisation | identify how texts across the curriculum are organised differently and use language features depending on purposesAC9E2LA03 | * identifying the typical features of a text; for example, a typical introduction to a narrative or the use of dot points in instructions
 |
| * identifying that different types of texts might have different forms; for example, an expression of opinion might be in the form of a poster, email or brochure
 |
| * identifying the organisation and language features in texts such as narratives, recounts, information reports, simple procedures, expression of opinion and responses to texts (including poetry), and discuss their purposes
 |
| **Literature**Literature and contexts | discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustratorsAC9E2LE01 | * discussing the depiction of characters in particular settings in well-known fairytales from wide-ranging world authors; for example, children in forests, and royalty in castles and towers
 |
| * recognising recurring characters in particular settings in texts by First Nations Australian authors
 |
| * exploring the way wide-ranging Australian authors and illustrators depict the Australian outback and the associated characters
 |
| **Literature**Examining literature | discuss the characters and settings of a range of texts and identify how language is used to present these features in different waysAC9E2LE03 | * comparing how similar characters or settings are described in texts from different contexts; for example, how the seasons are described
 |
| * identifying and comparing verb groups used to convey actions, emotions and dialogue in a range of literary texts
 |
| * identifying the language used to describe the landscape in First Nations Australians’ stories
 |
| **Literacy**Texts in context | identify how similar topics and information are presented in different types of textsAC9E2LY01 | * reading a poem, narrative and informative text about lifecycles and discussing what is learnt
 |
| * exploring recipes presented on food packets, in recipe books, in short video clips and in a digital form, noting their shared purpose
 |
| **Literacy**Analysing interpreting and evaluating | identify the purpose and audience of imaginative, informative and persuasive textsAC9E2LY03 | * identifying the purpose of texts written by First Nations Australian authors
 |
| * identifying the audience of advertisements and signs
 |
| use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaningAC9E2LY05 | * listening for specific information and providing key facts or points from an informative or persuasive text
 |
| * listening and responding to detailed instructions
 |
| * integrating information from print, images and prior knowledge to make supportable inferences
 |
| * identifying the main idea of a text
 |
| * predicting vocabulary that is likely to be in a text, based on the topic and the purpose of the text; for example, predicting that “station” and “arrive” would be in a text recounting a train journey
 |
| * using prior knowledge to make and confirm predictions when reading a text
 |
| * using graphic organisers to represent the connections between characters, order of events or sequence of information
 |
| **Digital Technologies Years 1–2** | **Knowledge and understanding**Digital systems | identify and explore digital systems and their components for a purpose AC9TDI2K01 | * exploring digital systems to better understand how they are used to provide communities with essential services, for example looking at the systems and components that allow First Nations Australians in communities classified as remote to watch their favourite television shows
 |
| * naming and using digital systems that they interact with at home and school, for example using a touchpad to move the cursor on a laptop, or the keyboard to type a simple message on a tablet
 |
| * using different digital systems to explore what they do and how to use them, for example selecting the camera icon allows them to take photos of things that are a familiar shape
 |
| **Knowledge and understanding**Data representation | represent data as pictures, symbols, numbers and wordsAC9TDI2K02 | * recognising that pictures in First Nations Australians’ seasonal calendars are used to represent and communicate data, such as how the appearance of a flower can signify a connected event or a resource availability, for example how the Gulumoerrgin Peoples from the Darwin region of the Northern Territory understand that the fruiting of freshwater mangrove signifies it is time to harvest magpie geese
 |
| **Processes and production skills**Generating and designing | follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration (repetition) AC9TDI2P02 | * following a short, ordered sequence of steps and making decisions to solve a simple problem, for example follow a recipe or directions to reach a location
 |
| * describing the steps and decisions (in the correct order) needed to solve a simple problem, for example writing, saying, drawing or photographing the steps needed to make a sandwich
 |
| * rearranging into the correct order a series of mixed-up pictures that describe a story, for example stories authored and published by First Nations Australians
 |

|  |
| --- |
| Years 1–2 |
| Key aspect 2: Create media content |
| Students plan for, generate and create media content. The content can be creative, novel and effective. The creative process is as important as the product itself. Students can express ideas, cultures, perspectives and stories. They can innovate when using emerging media and production technologies in media creation.   |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Media Arts Years 1–2** | **Developing practices and skills** | explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements AC9AMA2D01 | * exploring ways to use digital tools to capture moving image; for example, using a digital device to capture and manipulate short videos, add sound effects or voice-overs, and considering how best to combine the visual and audio elements to communicate ideas or a narrative
 |
| * exploring how sound can be used to communicate ideas; for example, creating sound effects using found objects or sound recording technology to integrate with a picture book story
 |
| * 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; for example, combining headlines, subtitles and digital images to communicate ideas or emotions
 |
| **Creating and making** | use media languages and media technologies to construct representationsAC9AMA2C01 | * creating a story through a series of captioned or voice-over images or direct to camera footage; exploring composition through character creation using images, sounds, and/or animation; for example, claymation
 |
| * selecting and editing images, sound and text to re-create the characters in well-known stories or songs, using Viewpoints to develop questions when making decisions about composition; for example, asking questions about use of elements and content such as, “What images will I keep or delete?”, “Which image interests me and why?”
 |
| * capturing and sequencing images and text to create a media arts work, such as a comic book that retells familiar or traditional stories
 |
| **English Year 1** | **Literacy**Creating texts | create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable wordsAC9E1LY06 | * applying emerging knowledge of text structure and grammar when creating text
 |
| * using learning area vocabulary when creating text
 |
| * creating digital images and composing a story or information sequence on screen using images and captions
 |
| * adding or deleting words on a page or screen to improve meaning; for example, adding an adjective to add meaning to a noun
 |
| * beginning to use dictionaries and resources to check and correct spelling
 |
| * identifying words that might not be spelt correctly
 |
| **English Year 2** | **Literacy**Creating texts | create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words AC9E2LY06 | * creating written texts so that readers follow the sequence of ideas or events
 |
| * using vocabulary, including topic-specific vocabulary, appropriate to the purpose
 |
| * using simple and compound sentences correctly and flexibly to express and combine ideas
 |
| * editing by adding, deleting or changing vocabulary to improve a text; for example, replacing an everyday noun with a topic-specific one
 |
| * reviewing sentences for grammatical accuracy; for example, use of pronouns
 |
| **Digital Technologies Years 1–2** | **Processes and production skills** Collaborating and managing | use the basic features of common digital tools to create, locate and communicate contentAC9TDI2P04 | * using familiar digital systems to create content with others, for example using presentation software to retell a story
 |
| * finding images of (local) Australian flora and fauna or places for use in a story and including First Nations Australians’ names for the items
 |
| * using a camera or drawing app to create a picture, for example making a card for a family member that includes a photo and short message
 |
| * creating individual pieces of work that contribute to a group task, for example each student contributes a recipe and photo of their favourite food to create a class recipe book
 |

|  |
| --- |
| Years 1–2 |
| Key aspect 3: Communicate and share media content |
| Students communicate their ideas to audiences, both offline and online. Students are aware of different media distribution platforms and how algorithms influence sharing. When collaborating, they learn to actively listen to the ways in which their content is being received and interpreted. They adapt and adjust their strategies for communication and sharing accordingly.  |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Media Arts Years 1–2** | **Developing practices and skills** | explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elementsAC9AMA2D01 | * using Viewpoints to develop questions as they experiment with media technologies, such as, “What happens if I take a photo up close to the object, and how does it change as I move further away?”, “How can I change the meaning of this image by adding different text headings?”
 |
|  | **Creating and making** | use media languages and media technologies to construct representations AC9AMA2C01 | * 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, mid-shots and close-ups; discussing what the shots tell the audience about the story
 |
| **Presenting and performing** | share media arts works with audiences in informal settings AC9AMA2P01 | * presenting a media arts work they have made to the class, a small group or their teacher, and explaining how they made it and what they enjoyed about making it
 |
| **English Year 1** | **Literacy**Creating texts | create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace AC9E1LY07 | * reporting the results of group activities
 |
| * explaining how to do or make something
 |
| * giving short oral presentations about areas of interest or content area topics, speaking clearly and with appropriate volume, and using content-specific vocabulary
 |
| * experimenting with volume and pace for particular purposes; for example, presenting information, retelling stories, and reciting rhymes and poems
 |
| * giving reasons why the class should learn a particular game
 |
| **English Year 2** | **Literacy**Creating texts | create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and paceAC9E2LY07 | ·       preparing and delivering oral presentations using more formal language and specific vocabulary about content area topics |
| * sequencing ideas, points or events appropriately
 |
| * adjusting volume and tone when speaking in more formal situations
 |
| **Digital Technologies Years 1–2** | **Processes and production skills**Collaborating and managing | use the basic features of common digital tools to create, locate and communicate contentAC9TDI2P04 | * taking, storing safely and presenting photos of class work, for example locating photos they took of their work to show to parents or carers or for the teacher to upload to the class shared folder
 |
| use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adultsAC9TDI2P05 | * taking and sharing photos of class work with parents or carers using classroom messaging software with teacher guidance
 |
| * applying agreed standards of behaviour when sharing content with classmates, for example using language that is considered by all students and the teacher to be appropriate when they are writing messages to each other
 |
| Years 1–2 |
| Key aspect 4: Be critical and ethical |
| Students develop critical and ethical practices as they have responsibilities and agency as media consumers and creators. Students critically orient themselves with a range of interconnected concepts, including how: * media are used to represent and portray people, places and ideas (including through stereotypes)
* ideas become misrepresented through misinformation
* media languages and techniques are used to construct narratives and to appeal to specific audiences.
 |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Media Arts Years 1–2** | **Exploring and responding** | explore where, why and how people across cultures, communities and/or other contexts experience media artsAC9AMA2E01 | * 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
 |
| **Presenting and performing** | share media arts works with audiences in informal settingsAC9AMA2P01 | * 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
 |
| * considering relationships that peers may have with their work when creating, rehearsing and recording a radio play, and seeking permission to share 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
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **English Year 1** | **Literacy**Analysing, interpreting and evaluating | use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures AC9E1LY05 | * identifying information and details from spoken informative texts
 |
| * building topic knowledge and learning new vocabulary before and during reading
 |
| * making predictions from the cover, from illustrations and at points in the text before reading on, and confirming and adjusting understanding after reading
 |
| * drawing inferences and explaining inferences using clues from the text
 |
| * making connections with existing knowledge and personal experiences
 |
| **English Year 2** | **Literacy**Analysing, interpreting and evaluating | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaningAC9E2LY05 | * listening for specific information and providing key facts or points from an informative or persuasive text
 |
| * listening and responding to detailed instructions
 |
| * integrating information from print, images and prior knowledge to make supportable inferences
 |
| * identifying the main idea of a text
 |
| * predicting vocabulary that is likely to be in a text, based on the topic and the purpose of the text; for example, predicting that “station” and “arrive” would be in a text recounting a train journey
 |
| * using prior knowledge to make and confirm predictions when reading a text
 |
| * using graphic organisers to represent the connections between characters, order of events or sequence of information
 |
| **Digital Technologies Years 1–2** | **Processes and production skills**Collaborating and managing | use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adultsAC9TDI2P05 | * applying agreed standards of behaviour when sharing content with classmates, for example using language that is considered by all students and the teacher to be appropriate when they are writing messages to each other
 |
| **Processes and production skills**Privacy and security | discuss that some websites and apps store their personal data onlineAC9TDI2P07 | * sharing examples of the data collected by apps and websites they commonly use, for example usernames and email addresses used by school websites and games to log in
 |
| * discussing the importance of asking permission from a parent or carer before entering personal details online such as address, phone number and date of birth
 |