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Media Consumers and Creators

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| 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.  |

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| **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 3–4

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| Years 3–4 |
| 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 3–4** | **Exploring and responding** | explore where, why and how media arts is created and/or distributed across cultures, times, places and/or other contextsAC9AMA4E01 | * 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 using media technologies or the use of stereotypes in advertising
 |
| * comparing media arts works made for different purposes using appropriate language, and identifying features such as use of conventions in a variety of media types
 |
| explore how First Nations Australians use media arts to communicate their connection to and responsibility for Country/Place AC9AMA4E02 | * identifying meaning and describing representations in media arts works created and/or co-created by First Nations Australians, such as how traditional stories of First Nations Australians are being retold using media technologies and media arts concepts; for example, through animation, stop motion or green screen
 |
| * recognising, through media arts, how First Nations Australians’ cultural expressions often contain and communicate connection to and responsibility for Country/Place, such as naming the Country and Traditional Owners, showing respect to the Traditional Owners and acknowledging their Ancestors, and the land, sea, sky and waterways, singing and/or speaking in language
 |
| * exploring First Nations Australians’ use of media arts to express connection to and responsibility for Country/Place, such as communicating knowledge about the local seasons or using screen-based storytelling to maintain language and unique ways of life
 |
| * exploring how First Nations Australians use media arts concepts to communicate their connection to and responsibility for Country/Place, such as use of media languages, media technologies or relationships; for example, learning about the diverse use of languages, symbols and icons
 |
| * collecting and sharing information about media arts works created and produced by First Nations Australians for occasions such as festivals or ceremonies, and reflecting on how these media arts works can communicate important information or knowledge about Country/Place
 |
| * exploring how stories and ideas can communicate connection to and responsibility for Country/Place; for example, cultural stories of cyclic phenomena, knowledge of land, sea, sky and waterways, how First Nations Australians perceive themselves and their environment
 |
| * exploring a media arts work that includes images, sound and/or text and communicates the diversity of First Nations Australians’ cultures, such as an interactive map of First Nations Australian languages, considering, for example, how media technologies and languages are used to communicate and create a relationship with the viewer
 |
| **English Year 3** | **Language**Language for interacting with others | understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality AC9E3LA01 | * recognising and using collaborative language in group and pair work; for example, initiating a topic, changing a topic through negotiation, affirming other speakers and building on their comments, asking relevant questions, providing useful feedback, prompting, and checking individual and group understanding
 |
| * understanding some First Nations Australian cultural protocols, cultural practices, specific roles, and ways of interacting and speaking
 |
| **Language**Text structure and organisation | describe how texts across the curriculum use different language features and structures relevant to their purpose AC9E3LA03 | * identifying the stages of a basic argument such as introduction, argument one, argument 2 and conclusion
 |
| * describing the typical text structure and language features of factual recounts, autobiographies, information reports, narratives, personal responses to literary texts (with reasons), sequential explanations, verse poetry and simple arguments, and describe their purposes
 |
| **Literature**Literature and contexts | discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E3LE01 | * exploring the ways wide-ranging authors tell the same story, identifying variations in the storyline
 |
| * discussing characters and their relationship with Country/Place and families in literature by First Nations Australian authors
 |
| * exploring the ways Australian settings are portrayed in stories
 |
| **Literature**Examining literature | discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative  AC9E3LE03 | * identifying and discussing how the use of descriptive language creates setting and influences atmosphere and draws readers into events that follow; for example, “The castle loomed dark and forbidding.”
 |
| * discussing the language used to describe the traits of characters in stories, their actions and motivations; for example, “Claire was so lonely; she desperately wanted a pet, so she hatched a plan to get what she wanted.”
 |
| **Literacy**Texts in context | recognise how texts can be created for similar purposes but different audiences AC9E3LY01 | * identifying the ways in which a safety campaign varies depending on its audience; for example, comparing how a road safety campaign for adults driving is different to a road safety campaign for children crossing the road
 |
| * identifying how the instructions for assembling and using toys vary according to the age of the user
 |
| **Literacy**Analysing interpreting and evaluating | identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images AC9E3LY03 | * identifying words, phrases and images intended to persuade listeners, viewers or readers
 |
| * identifying features of advertisements that target children
 |
| * identifying the purpose of an imaginative text; for example, identifying the purpose of a fable
 |
| use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features AC9E3LY05 | * making predictions about a text, drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic
 |
| * determining important ideas, events or details in texts
 |
| * learning new content from reading and listening, and asking questions to expand understanding
 |
| * comparing and contrasting how different texts present similar ideas or information
 |
| * drawing inferences, using evidence from the text and prior knowledge and experience; for example, making predictions about a character's likely actions or about the content of tabbed pages on a website
 |
| * determining the relevance of a text for a particular task
 |
| **English Year 4** | **Language**Language for interacting with others | explore language used to develop relationships in formal and informal situationsAC9E4LA01 | * recognising that language is adjusted in different contexts; for example, in degree of formality when moving between group discussions and presenting a group report
 |
| * understanding how age, expertise and familiarity influence the ways in which people interact and how these codes and conventions vary across cultures
 |
| * recognising the importance of using inclusive language
 |
| * exploring cultural respects for First Nations Australian Elders, and greeting conventions between First Nations Australians
 |
| **Language**Text structure and organisation | identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposesAC9E4LA03 | * identifying the typical stages and language features of texts such as narratives, factual recounts, imaginative recounts, biographies, information reports, explanations, book talks, poetry and arguments for a particular purpose
 |
| * understanding how and why text structure is important in texts such as sequential and causal explanations, and comparative and part-whole information reports
 |
| * recognising that poems have different purposes that influence the organisation into characteristic stages; for example, poems that tell stories, poems that describe and poems that reflect on aspects of life
 |
| * recognising the difference between a text’s form such as a poster, email or list and its organisation into stages depending on its social purpose
 |
| **Literature**Literature and contexts | recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authorsAC9E4LE01 | * comparing the plots and characters in 2 literary texts with similar ideas; for example, 2 literary texts that explore friendship in texts by wide-ranging Australian authors
 |
| * commenting on how literary texts set in different time periods present ideas about nature
 |
| * discussing how everyday life, such as mealtimes and family relationships, is depicted in particular historical and cultural contexts in texts by wide-ranging world authors
 |
| * recognising similar storylines and ideas in literature by First Nations Australian authors
 |
| **Literature**Examining literature | discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensionsAC9E4LE03 | * examining an author’s choice of language to describe a character’s appearance, behaviour and speech
 |
| * discussing what is learnt about a character through dialogue such as their likes, dislikes or personal qualities
 |
| * identifying moments in the plot where characters are faced with choices, and commenting on how the author makes the reader care about their decisions and the consequences
 |
| * identifying how illustrations contribute to the meaning of stories by First Nations Australian authors
 |
| **Literacy**Texts in context | compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of eventsAC9E4LY01 | * viewing documentaries and news footage from different periods, comparing the purpose and audience; for example, coverage of major sporting events
 |
| * comparing the texts used to communicate between family members, noting similarities and differences as a result of changing technology
 |
| **Literacy**Analysing interpreting and evaluating | identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the textAC9E4LY03 | * identifying how authors use language to create imaginary worlds
 |
| * identifying how authors use techniques, such as headings, italics and bold text, to support readers or viewers to navigate specific texts
 |
| * identifying visual features such as images and layout used in informative texts to complement, add to or shape understanding of a topic
 |
| read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when neededAC9E4LY04 | * reading increasingly complex texts using established word identification strategies, knowledge of the topic and understanding of text structure and language features
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| **Digital Technologies Years 3–4** | **Knowledge and understanding**Digital systems | explore and describe a range of digital systems and their peripherals for a variety of purposes AC9TDI4K01 | * exploring how they can use digital systems differently depending on the task, recognising that many digital systems can perform multiple tasks, for example a student can use a tablet to take photos, record audio and find information to create a presentation
 |
| explore transmitting different types of data between digital systemsAC9TDI4K02 | * exploring examples of different types of data that can be transferred between digital systems, for example streaming music or making a video call to a friend using a smartphone
 |
| * exploring how data (video call) can be transmitted from a remote community to a city location, for example looking at how many First Nations Australian communities in areas classified as remote rely on 3G network coverage, limiting the use of video calls
 |
| **Knowledge and understanding**Data representation | recognise different types of data and explore how the same data can be represented differently depending on the purpose AC9TDI4K03 | * explaining how the same data can be represented in different ways and why some representations are better than others in certain contexts, for example four vs 4 vs IV vs |||| vs quatre, and that numerals are better for calculation than words
 |
| **Processes and production skills**Generating and designing | follow and describe algorithms involving sequencing, comparison operators (branching) and iteration AC9TDI4P02 | * describing algorithms using representations such as a list of steps or a diagram, for example drawing a diagram of a recipe involving decisions
 |
| * understanding there can be more than one sequence of steps to solve a problem, some are better than others, and the steps should be unambiguous, for example describing 2 different ways to get to the same location
 |
| * describing the decisions needed to solve a problem, including numerical and text comparisons, for example if the UV index is above 3, put on sunscreen and a hat
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| Years 3–4 |
| 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 3–4** | **Developing practices and skills** | develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or interactive elements AC9AMA4D01 | * experimenting with suspense to create meaning and sustain representations; for example, exploring the way colour, shot type and editing techniques are used to communicate film genre
 |
| * 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 main idea of a story; for example, reviewing captured images, storyboarding, zooming in and out, deleting unwanted images, adding sound/text to images to create or support a story, considering how different options might be perceived by the intended audience
 |
| **Creating and making** | use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaningAC9AMA4C01 | * taking a series of photographs that show themselves and their friends as comic superheroes and villains through setting, costume and body language, and using questions based on Viewpoints relating to forms and elements; for example, “What images will I use and in what order?”
 |
| * 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
 |
| * using learning from explorations of media arts works that communicate First Nations Australians’ connection to and responsibility for Country/Place to devise media arts works that communicate their own connection to and responsibility for place; for example, creating a short film that communicates their feelings about a “favourite” place or shows how they care for a place in their community
 |
| * experimenting with the 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/or 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 new website, using collaged images and texts and drawings
 |
| **English Year 3** | **Literacy**Creating texts | plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06 | * gathering information and ideas about a topic in preparation for writing, which may include online and digital sources
 |
| * selecting appropriate text structure for a writing purpose, and sequencing content for clarity and to have an impact on an audience
 |
| * using appropriate simple and compound sentences to express and combine ideas
 |
| * using vocabulary, including topic-specific vocabulary, relevant to the type of text and purpose
 |
| * using digital tools to plan, sequence, compose and edit texts
 |
| * using print and online dictionaries, and spellcheck to edit spelling, realising that spellcheck accuracy depends on understanding the word function; for example, “there” or “their” and “rain” or “reign”
 |
| **English Year 4** | **Literacy**Creating texts | plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation AC9E4LY06 | * using research to gather ideas for writing and integrating information from a range of sources which may include those found online
 |
| * selecting text structure and planning how to group ideas into paragraphs to sequence content
 |
| * using topic-specific, precise and varied vocabulary
 |
| * using grammatical features including different types of verb groups, noun groups and adverb groups/phrases for effective descriptions and details according to purpose
 |
| * revising written texts to improve the selection of words used to connect ideas and improve the cohesion of the text
 |
| **Digital Technologies Years 3–4** | **Knowledge and understanding**Digital systems | explore and describe a range of digital systems and their peripherals for a variety of purposesAC9TDI4K01 | * experimenting with a range of peripherals to perform input, output and storage, for example a keyboard, touch screen, mouse, camera and microphone; a monitor, projector, printer or 3D printer; speaker; or USB drive
 |
| * exploring how they can use digital systems differently depending on the task, recognising that many digital systems can perform multiple tasks, for example a student can use a tablet to take photos, record audio and find information to create a presentation
 |
| **Processes and production skills**Investigating and defining | define problems with given design criteria and by co-creating user storiesAC9TDI4P01 | * recognising a range of familiar problems and defining achievable solutions using given design criteria, for example buying presents for family members within a specified budget
 |
| * co-creating a user story using a template such as ‘A <type of user> has <some goal> so that <some reason>’, for example ‘a sports team wants to access league rankings online so that they can see their progress’
 |
| * co-creating user stories about exploring hard-to-reach locations, for example a school student wants to explore neighbouring countries or communities classified as remote to compare how people live
 |
| **Processes and production skills**Generating and designing | follow and describe algorithms involving sequencing, comparison operators (branching) and iterationAC9TDI4P02 | * following the steps and decisions of algorithms and knowing what step they are up to, for example following rules to form the past tense of regular verbs such as ‘create’ to ‘created’, ‘try’ to ‘tried’ and ‘cook’ to ‘cooked’ and checking off items on a list as they are completed
 |
| generate, communicate and compare designsAC9TDI4P03 | * brainstorming possible design ideas and discussing these with their peers, for example sketching different ideas for a computer game
 |
| * ideating multiple design ideas and comparing them against user stories, for example as a class, discussing the needs identified from the user story and brainstorming multiple design ideas (accepting all suggestions as possibilities)
 |
| **Processes and production skills**Producing and implementing | implement simple algorithms as visual programs involving control structures and inputAC9TDI4P04 | * writing and editing programs to solve simple problems using branching and simple iteration in a visual programming environment, for example helping a user understand multiplication by displaying the repeated addition in order
 |
| * writing programs that repeat one or more steps a fixed number of times, for example writing a program that displays repetitive song lyrics, such as in ‘Ten in the bed’
 |
| * running and testing a program to check it performs as expected, for example a character: 1. moves forward 2. turns left 3. moves forward
 |
| **Processes and production skills**Evaluating | discuss how existing and student solutions satisfy the design criteria and user storiesAC9TDI4P05 | * discussing how a digital solution meets the different needs of users, for example how maps help people to locate places in the community or interactive store directories help shoppers to find a particular store in a shopping centre
 |
| * making judgements on their digital solutions against the design criteria and user stories, for example how high their friends score in the game they created to help them learn what is recyclable
 |
| **Processes and production skills**Collaborating and managing | use the core features of common digital tools to create, locate and communicate content, following agreed conventions AC9TDI4P06 | * discussing and creating as a class a set of steps they need to follow to safely find information online
 |
| * using an online search engine to find suitable sources to create and communicate information, following agreed steps, for example creating a presentation on life cycles
 |
| use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adultsAC9TDI4P07 | * using an agreed folder to make it easy for students to collaborate on shared content in a group project
 |
| * demonstrating safe sharing of content with a select audience, for example sharing a holiday adventure without revealing exact dates, specific names or other personal information
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| Years 3–4 |
| 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 3–4** | **Exploring and responding** | explore where, why and how media arts is created and/or distributed across cultures, times, places and/or other contextsAC9AMA4E01 | * 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
 |
| * investigating digital or analog storyboarding as a planning tool; for example, preparing a storyboard for a short film, stop motion or comic strip, to create a sequence of actions, changes or events; rearranging the sequence of boards, or adding and removing boards, to change the meaning or add new meaning to the narrative, and testing how a group of people responds
 |
| **Developing practices and skills** | develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or interactive elements AC9AMA4D01 | * 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 it can reflect the way a character is speaking
 |
| * 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?”, “Which images will best represent the story I am trying to tell?”
 |
| **Presenting and performing** | share media arts works in informal settings considering responsible media practice AC9AMA4P01 | * creating credits in a title sequence and selecting appropriate fonts, colour and length of display time to accompany screening of a series of moving images that the class has created
 |
| * considering media concepts, such as audience and relationships, when formatting and laying out a story, using available software and appropriate text conventions for a front-page news story or print advertisement
 |
| **English Year 3** | **Literacy**Creating texts | plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume AC9E3LY07 | * researching a topic to prepare an oral or multimodal presentation
 |
| * planning the sequence of ideas and information using techniques such as storyboards
 |
| * adjusting tone and pace to purpose and audience
 |
| * explaining ideas to a peer when planning a presentation
 |
| **English Year 4** | **Literacy**Creating texts | plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume AC9E4LY07 | * reporting on a topic in an organised manner, providing relevant facts and descriptive detail to support audience understanding, and using references to reliable sources to support claims
 |
| * exploring the effects of changing tone, volume, pitch and pace in formal and informal contexts
 |
| * choosing a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, to communicate meaning accurately
 |
| * rehearsing a presentation with a peer and sharing feedback about tone, pace, pitch and volume appropriate to audience
 |
| **Digital Technologies Years 3–4** | **Knowledge and understanding**Digital systems | explore and describe a range of digital systems and their peripherals for a variety of purposesAC9TDI4K01 | * adding peripherals to a digital system to expand its functionality, for example connecting a headset to a digital system to participate in an online lesson more effectively
 |
| * exploring how they can use digital systems differently depending on the task, recognising that many digital systems can perform multiple tasks, for example a student can use a tablet to take photos, record audio and find information to create a presentation
 |
| **Processes and production skills**Generating and designing | generate, communicate and compare designsAC9TDI4P03 | * brainstorming possible design ideas and discussing these with their peers, for example sketching different ideas for a computer game
 |
| **Processes and production skills**Collaborating and managing | use the core features of common digital tools to create, locate and communicate content, following agreed conventions AC9TDI4P06 | * discussing and creating as a class a set of steps they need to follow to safely find information online
 |
| * using an online search engine to find suitable sources to create and communicate information, following agreed steps, for example creating a presentation on life cycles
 |
| use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adultsAC9TDI4P07 | * using an agreed folder to make it easy for students to collaborate on shared content in a group project
 |
| * demonstrating safe sharing of content with a select audience, for example sharing a holiday adventure without revealing exact dates, specific names or other personal information
 |
| * listening to others when participating in online environments to share content, for example respecting the rights of others by taking turns to suggest and add words or images to a factual slide deck to share with the teacher
 |
| * interacting cooperatively in a group in an online environment to plan and complete a task, for example writing and responding to others’ views on canteen products
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| Years 3–4 |
| 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 3–4** | **Presenting and performing** | share media arts works in informal settings considering responsible media practice AC9AMA4P01 | * 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
 |
| **English Year 3** | **Literacy**Analysing, interpreting and evaluating | use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features AC9E3LY05 | * making predictions about a text, drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic
 |
| * determining important ideas, events or details in texts
 |
| * learning new content from reading and listening, and asking questions to expand understanding
 |
| * comparing and contrasting how different texts present similar ideas or information
 |
| * drawing inferences, using evidence from the text and prior knowledge and experience; for example, making predictions about a character's likely actions or about the content of tabbed pages on a website
 |
| * determining the relevance of a text for a particular task
 |
| **English Year 4** | **Literacy**Analysing, interpreting and evaluating | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts AC9E4LY05 | * making connections between information in print, images and sound
 |
| * reading or listening for key topic-specific vocabulary words to build understanding
 |
| * reading or listening to interpret the main idea and supporting ideas
 |
| * identifying evidence and reasoning used by authors to support points or arguments
 |
| * applying self-monitoring strategies such as re-reading, pausing and questioning, and self-correction strategies such as confirming and cross-checking
 |
| * connecting the use of colours, images, symbols and patterns in texts by First Nations Australian authors and illustrators
 |
| * evaluating an author’s use of evidence to support arguments
 |
| **Digital Technologies Years 3–4** | **Processes and production skills**Generating and designing | generate, communicate and compare designsAC9TDI4P03 | * ideating multiple design ideas and comparing them against user stories, for example as a class, discussing the needs identified from the user story and brainstorming multiple design ideas (accepting all suggestions as possibilities)
 |
| **Processes and production skills**Evaluating | discuss how existing and student solutions satisfy the design criteria and user storiesAC9TDI4P05 | * discussing how a digital solution meets the different needs of users, for example how maps help people to locate places in the community or interactive store directories help shoppers to find a particular store in a shopping centre
 |
| * making judgements on their digital solutions against the design criteria and user stories, for example how high their friends score in the game they created to help them learn what is recyclable
 |
| **Processes and production skills**Collaborating and managing | use the core features of common digital tools to create, locate and communicate content, following agreed conventions AC9TDI4P06 | * discussing and creating as a class a set of steps they need to follow to safely find information online
 |
| use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adultsAC9TDI4P07 | * using an agreed folder to make it easy for students to collaborate on shared content in a group project
 |
| * listening to others when participating in online environments to share content, for example respecting the rights of others by taking turns to suggest and add words or images to a factual slide deck to share with the teacher
 |
| **Processes and production skills**Privacy and security | identify what personal data is stored and shared in their online accounts and discuss any associated risks AC9TDI4P09 | * identifying the personal data stored in accounts they use at school and at home and who has access to it, for example documents in their school cloud storage are accessible by the teacher, or their nickname in their online gaming accounts is visible to all players
 |
| * discussing how personal data stored in online accounts forms a person’s digital identity and can reveal detailed information about people, for example looking at photographs of themselves, friends or fictional characters that reveal details about a person’s location, habits or home
 |