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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 5–6

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| Years 5–6 |
| 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 5–6** | **Exploring and responding** | explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contextsAC9AMA6E01 | * investigating characters in games, considering issues such as stereotyping or bias as background to designing and drawing a game character for a particular genre, and considering the appropriate costume, cultural background and/or sample dialogue
 |
| * researching and comparing media representations created in different times and places, and explaining how context influences the characters, stories and values portrayed in media arts works; for example, comparing TV representations of family
 |
| * using Viewpoints to develop questions to explore new ideas; for example, “How are values demonstrated in this media representation?”, “Can we judge a culture from popular media images?”
 |
| * exploring how context influences the characters, stories and values portrayed in media arts works; for example, comparing online advertisements that convey safety messages
 |
| * discussing the role of media arts works in sharing cultural information about a group of people and their spirituality, and enhancing the value placed on people and the environment
 |
| explore ways First Nations Australians use media arts to continue and revitalise culturesAC9AMA6E02 | * exploring (for example, by talking with First Nations Australians or accessing published resources accredited by First Nations Australian organisations) how and why cultural expressions and media arts works are critical for sharing, maintaining, continuing and revitalising cultures
 |
| * identifying examples that illustrate how cultural expressions change over time; for example, by using available resources published by First Nations Australian communities and organisations
 |
| * investigating the ways that First Nations Australian 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 in the form of visibility; for example, exploring representations of First Nations Australians as superheroes in comics, popular culture and television
 |
| * using Viewpoints to develop questions that explore understandings about themes or issues in media arts works and considering what needs to be investigated further; for example, “What do I already know about this issue?”, “Is there more to this story than is being presented?”, “What questions would I ask the media artist about this product?”
 |
| **English Year 5** | **Language**Language for interacting with others | understand that language is selected for social contexts and that it helps to signal social roles and relationships AC9E5LA01 | * using language that signals the roles of chairperson and the different speaker positions in a debate
 |
| * identifying ways in which cultures differ in making and responding to common requests; for example, periods of silence, degrees of formality
 |
| * identifying some cultural protocols and communication processes of First Nations Australians
 |
| **Language**Text structure and organisation | describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts AC9E5LA03 | * becoming familiar with the typical stages and language features of types of texts such as narrative, procedure, arguments, explanation, discussion and informative texts, and how they can be composed in written, digital and multimedia forms to achieve their purpose
 |
| * recognising that paragraphs vary in their function and how they are organised in a text and between different types of texts; for example, the differences between paragraphs in a narrative, an argument and a procedure
 |
| * describing the stages and phases, and purposes of narratives, historical recounts, procedural recounts, causal explanations, discussions of alternative positions on an issue, information reports, reviews and types of poems
 |
| **Literature**Literature and contexts | identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors AC9E5LE01 | * identifying aspects of literature; for example, images, symbols, dialogue and character descriptions, that can convey information about a context
 |
| * exploring and discussing texts written by First Nations Australian authors about the events that shaped or had an impact on their lives
 |
| * exploring aspects of literature that represent historical context in texts by First Nations Australian authors
 |
| **Literature**Examining literature | recognise that the point of view in a literary text influences how readers interpret and respond to events and characters AC9E5LE03 | * comparing texts narrated from a first person and third person point of view, and discussing what information the audience can access and how this influences the audience’s sympathies
 |
| * discussing why an author might choose a particular point of view
 |
| **Literacy**Texts in context | describe the ways in which a text reflects the time and place in which it was created AC9E5LY01 | * describing how ideas in texts are conveyed by vocabulary, including idiomatic expressions, and that these can change according to time and place
 |
| * describing how ideas in texts reflect the social expectations of the time and place in which they were created
 |
| **Literacy**Analysing interpreting and evaluating | explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E5LY03 | * explaining how the features of a text advocating community action; for example, action on a local area preservation issue, are used to meet the purpose of the text
 |
| * explaining how characters are used to deliver the message in persuasive texts; for example, explaining how characters are used to present persuasive messages about health issues in advertising, considering why characters have been used instead of real people
 |
| navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY04 | * using subject and technical vocabulary and concept knowledge to navigate less familiar texts
 |
| * skimming and scanning to check the pertinence of particular information to students’ topic and task
 |
| * using sign-posting features such as headings and subheadings, and homepages and subpages to read texts
 |
| **English Year 6** | **Language**Language for interacting with others | understand that language varies as levels of formality and social distance increase AC9E6LA01 | * recognising language protocols for formal address; for example, words used to address principals, heads of state and monarchs
 |
| * discussing levels of language such as slang, colloquial, conversational and formal, and how their appropriateness changes with the situation and audience
 |
| * presenting ideas and opinions at levels of formality appropriate to the context and audience
 |
| **Language**Text structure and organisation | explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features AC9E6LA03 | * exploring a range of everyday, community, literary and informative texts, discussing elements of text structure and language features, and comparing the overall structure and effect of authors’ choices in 2 or more texts
 |
| * examining a text to identify strategies such as exaggeration to create humour
 |
| * recognising that texts are organised into stages such as an introduction and that introductions may be divided into phases; for example, the introduction stage of a narrative may begin with a phase that is a “hook” or a flashback
 |
| * explaining the characteristic stages and phases in reviews, discussions of alternative positions or historical recounts and identifying any adaptations of typical structures or language features
 |
| **Literature**Literature and contexts | identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authorsAC9E6LE01 | * discussing the influence historical, social and cultural experiences may have on the meaning of a text and attitudes towards characters, actions and events
 |
| * sharing responses about how heroes are portrayed in science fiction or fantasy and more realistic settings
 |
| * exploring reviews of Australian films
 |
| **Literature**Examining literature | identify and explain characteristics that define an author's individual style AC9E6LE03 | * exploring 2 or more texts by the same author, identifying similarities; for example, subject or theme, characterisation, text structure, plot development, tone, vocabulary, voice, favoured grammatical structures and visual techniques in picture books, and determining the qualities that characterise an author's style
 |
| * focusing on a First Nations Australian author and identifying characteristic elements of their writing; for example, images, theme and language
 |
| * comparing similarities and differences between texts, including those by the same author or illustrator, and identifying the characteristics that define an author’s style; for example, comparing illustrations in picture books by the same illustrator, noting characteristic features
 |
| **Literacy**Texts in context | examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created AC9E6LY01 | * identifying news reports of the same type of event over time and how they reflect their contexts
 |
| * comparing advertising posters for animated children's films in different countries and explaining the impact of these choices on audience expectations of the film
 |
| * identifying how advertisements for the same products reflect the context in which they were created
 |
| **Literacy**Analysing interpreting and evaluating | analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences AC9E6LY03 | * comparing the structure and language features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic
 |
| select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings AC9E6LY04 | * bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting, evaluating and using texts for their pertinence to the task and the accuracy of their information
 |
| * using knowledge of text structure to navigate the text to locate specific literal content for a purpose
 |
| * using research skills including locating texts, gathering and organising information, evaluating and using information
 |
| **Digital Technologies Years 5–6** | **Knowledge and understanding**Digital systems | investigate the main internal components of common digital systems and their function AC9TDI6K01 | * investigating the main components in a video conferencing system and their functions, for example a telehealth system used to access ultrasound and other imagery services by communities in areas classified as remote such as those of some First Nations Australians
 |
| examine how digital systems form networks to transmit data AC9TDI6K02 | * explaining how separate systems can be connected in different ways to exchange data, for example how a laptop can be connected to a network via a cable or radio waves
 |
| **Processes and production skills**Generating and designing | design algorithms involving multiple alternatives (branching) and iteration AC9TDI6P02 | * designing an algorithm or understanding and modifying an existing algorithm to fix an error or change functionality, for example exploring issues in drought-prone areas to decide when to water a garden, taking into account humidity as well as soil moisture level
 |
|  | **Processes and production skills**Evaluating | evaluate existing and student solutions against the design criteria and user stories and their broader community impactAC9TDI6P06 | * verifying the correctness of AI-generated content against information known to be factually accurate; for example, comparing the output from a generative text model providing a biography of a local leader with the data published on their official website or other authoritative source
 |
| **Mathematics Year 6** | **Statistics** | identify statistically informed arguments presented in traditional and digital media; discuss and critique methods, data representations and conclusions AC9M6ST02 | * investigating data representations in the media and discussing what they illustrate and the messages the people who created them might want to convey
 |
| * identifying potentially misleading data representations in the media; for example, graphs with broken axes or non-linear scales, graphics not drawn to scale, data not related to the population about which the claims are made and pie charts in which the whole pie does not represent the entire population about which the claims are made
 |
| * investigating both traditional and digital media relating to First Nations Australians, identifying and critiquing statistically informed arguments
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| Years 5–6 |
| 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 5–6** | **Developing practices and skills** | develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologiesAC9AMA6D01 | * experimenting with approaches to capturing and sequencing images and text to create comic books, animations or stop motion videos that retell familiar stories; for example, using green screen to explore a range of places
 |
| **Creating and making** | use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiencesAC9AMA6C01 | * producing a media arts work for a particular purpose; 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 of a film that shows the important camera angles, transitions, edits, voice and soundtrack
 |
| * designing and drawing a game character for a particular genre and considering the appropriate costume, mannerisms and typical dialogue with a consideration for the relationships people can have with video games
 |
| * designing a navigational plan for a game using multiple levels and obstacles; for example, creating and designing problems that need to be solved before progressing to a new level
 |
| * creating a short genre film using chroma key, special effects, editing, sound effects, film language and other technology to enhance the end product
 |
| * 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?”
 |
| **English Year 5** | **Literacy**Creating texts | plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LY06 | * using research from print and digital resources to gather and organise information for writing
 |
| * selecting an appropriate text structure for the writing purpose and sequencing content according to that text structure, introducing the topic and grouping related information in well-sequenced paragraphs with a concluding statement
 |
| * using vocabulary, including technical vocabulary, appropriate to purpose and context
 |
| * using appropriate grammatical features, including more complex sentences and relevant verb tenses, pronoun references, and adverb and noun groups/phrases for effective descriptions
 |
| * re-reading and editing their own and others’ work, which may involve using digital tools, for precision using negotiated criteria for text structure and meaning, and accuracy of grammar, spelling and punctuation
 |
| **English Year 6** | **Literacy**Creating texts | plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06 | * creating informative texts for 2 different audiences that explore a topic using text structure and language features for the identified audiences, noting the changes required to appeal to each audience
 |
| * using rhetorical devices, images and modal verbs for persuasive effects, for an identified audience
 |
| * selecting and combining digital tools to create texts
 |
| * re-reading and editing their own and others’ work using negotiated criteria for text structure, meaning and accuracy of grammar, spelling and punctuation, and explaining editing choices as required
 |
| **Digital Technologies Years 5–6** | **Processes and production skills/**Investigating and defining | define problems with given or co‑developed design criteria and by creating user stories AC9TDI6P01 | * using provided stimulus to identify an issue and writing a user story in groups, for example using a newspaper article to develop a user story, such as: a family in a bushfire or flood-prone environment needs a way to ensure they are prepared in case of an emergency
 |
| **Processes and production skills**Generating and designing | design algorithms involving multiple alternatives (branching) and iteration AC9TDI6P02 | * constructing more than one sequence of steps that solve the same problem and explaining why one is better than the other, for example specifying the exact route through a maze versus using the right-hand rule that works for all mazes
 |
| * planning algorithms that repeat until a condition is met, for example keep mixing UNTIL the ingredients are combined or subtracting a number UNTIL the result reaches zero
 |
| * designing an algorithm including branching and iteration which responds to data, for example how First Nations Australian rangers use structured procedures to respond to live tracking data that indicates feral buffalo are approaching an environmentally or culturally significant site
 |
| design a user interface for a digital systemAC9TDI6P03 | * designing a user interface on paper or using digital tools, for example drawing the designed layout of the landing page of an app to order lunches from the school canteen
 |
| * designing a user interface to address an identified need, for example including customisable font size and colour contrast to help users who are visually impaired
 |
| * modelling how user interfaces allow people from different cultures and language backgrounds to access information, for example using consistent symbols to represent common actions such as copy, paste and save
 |
| generate, modify, communicate and evaluate designs AC9TDI6P04 | * ideating a range of possible design ideas, discussing them and judging them against the design criteria and user stories, for example using the design criteria to put design ideas in order of preference in a group discussion
 |
| * suggesting modifications to the preferred design idea if it does not satisfy all design criteria and user stories, for example modifying a game or game controller so that it can be used by a wider range of players
 |
| **Processes and production skills**Producing and implementing | implement algorithms as visual programs involving control structures, variables and input AC9TDI6P05 | * writing programs that make decisions involving multiple alternatives, for example an interactive quiz that checks if the answer is correct, gives feedback and updates the score, or gives a final grade based on the score
 |
| * writing programs that repeat multiple steps based on the user’s input, for example repeatedly drawing a shape a given number of times, shifting the position between each iteration
 |
| * stating the expected behaviour of a program, running the program to check it is correct and fixing any errors, for example ‘when I press the left arrow key, the cat should move left, finding the cat moves right, and fixing it by changing the 10 to -10 to alter the direction’
 |
| **Processes and production skills**Evaluating | evaluate existing and student solutions against the design criteria and user stories and their broader community impact AC9TDI6P06 | * verifying the correctness of AI-generated content against information known to be factually accurate; for example, comparing the output from a generative text model providing a biography of a local leader with the data published on their official website or other authoritative source
 |
| **Processes and production skills**Collaborating and managing | select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions AC9TDI6P07 | * creating achievable steps and timeframes and identifying digital tools needed to produce a solution to a given problem, for example planning what they need to do to create a report on the effectiveness of the school’s recycling initiatives
 |
| * creating appropriate content that reflects planning as well as new external factors, for example uploading a draft of a report on a local government issue to the teacher for feedback as part of an iterative process
 |
| * judging the tone and appropriateness for the intended audience of text generated using autocomplete; for example, deciding that the predictive text was too formal for a conversation with a friend and rewriting it in more casual language
 |
| select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours AC9TDI6P08 | * following a previously created plan to report back to the class on a given problem, using digital tools, for example small groups reporting on the best location for a new skate park in the local government area
 |
| * naming, organising and storing files in a way that allows for easy retrieval of shared content, for example labelling the main folders by topic, such as ‘school garden project’, and then creating subfolders for each section of the project, such as ‘plans’, ‘designs’ and ‘implementation’
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| Years 5–6 |
| 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 5–6** | **Exploring and responding** | explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contextsAC9AMA6E01 | * using Viewpoints to develop questions that explore the impact of media technologies on the way the audience experiences a story in media arts; for example, “How can I change the meaning of a story by changing or adding a soundtrack to my images?”, “How can I use framing to demonstrate a power relationship between characters in the story?”
 |
| **Developing practices and skills** | develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologiesAC9AMA6D01 | * trialling options for applying the conventions of an established genre to an ordinary everyday event in order to create humour; for example, a visit to the library as an action movie, or exploring social relationships by framing images, and/or using music or sound effects to change the meaning or mood of a story, using augmented reality, virtual reality or chroma key to change an environment and convey new meaning
 |
| * using Viewpoints to develop questions when solving problems or making decisions about preferred options; for example, “How can I change the meaning of a story by adding or modifying a soundtrack to my images?”
 |
| * identifying story structures and technical or symbolic elements that contribute to the formation of genre in media arts works; for example, identifying shot type, sound quality, lighting and setting, and experimenting with ways to use this when planning media arts works
 |
| **Creating and making** | use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiencesAC9AMA6C01 | * 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?”
 |
| **Presenting and performing** | present media arts works in informal and/or formal settings using responsible media practiceAC9AMA6P01 | * presenting a short film they have created to different audiences on different platforms, such as in an informal setting in the classroom and in a formal setting such as a school assembly, and reflecting on how and why their work may or may not have been received differently to their intention
 |
| * presenting their media arts works using internet-based media technologies; 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
 |
| * reflecting on how and why understandings of culture were used within their media arts works, and their effect on the audience
 |
| **English Year 5** | **Literacy**Creating texts | plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E5LY07 | * planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals to enhance audience engagement and understanding
 |
| * experimenting with features of voice such as tone, volume, pitch and pace in formal presentations and recognising the effects these have on audience understanding
 |
| * reflecting on how new learning can be incorporated into a presentation
 |
| **English Year 6** | **Literacy**Creating texts | plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E6LY07 | * planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals to enhance audience engagement and understanding
 |
| * experimenting with voice effects such as tone, volume, pitch and pace in formal presentations and recognising the effects these have on audience understanding
 |
| * presenting an argument about an issue from learning area content, which includes claims supported with evidence and examples, careful use of topic-specific vocabulary and selection of persuasive techniques appropriate to audience
 |
| * setting goals for a presentation and monitoring development in a written or digital journal
 |
| **Digital Technologies Years 5–6** | **Processes and production skills**Generating and designing | generate, modify, communicate and evaluate designs AC9TDI6P04 | * no elaboration
 |
| **Processes and production skills**Collaborating and managing | select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions AC9TDI6P08 | * following a previously created plan to report back to the class on a given problem, using digital tools, for example small groups reporting on the best location for a new skate park in the local government area
 |
| * using a range of communication tools to share ideas and information with stakeholders, for example presenting content for a school celebration such as a graduation celebration with the parents and citizens association or school executive in an online forum
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| Years 5–6 |
| 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 5–6** | **Developing practices and skills** | develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologiesAC9AMA6D01 | * creating a script for a radio production and documenting the appropriate permissions that may be required for music and voice talents in a real-world community radio setting
 |
| **Presenting and performing** | present media arts works in informal and/or formal settings using responsible media practiceAC9AMA6P01 | * applying responsible media practices relating to the media arts works they are creating, such as legal, ethical and moral considerations
 |
| * considering protocols for representing community or cultural stories in media arts works
 |
| **English Year 5** | **Literacy**Analysing, interpreting and evaluating | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas AC9E5LY05 | * summarising ideas and information to determine the main idea of a text
 |
| * using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating relative value, evaluating the accuracy and currency of print and digital sources, and summarising information from several sources
 |
| **English Year 6** | **Literacy**Analysing, interpreting and evaluating | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources AC9E6LY05 | * making connections between the text and students’ own experience or other texts
 |
| * making connections between information in print and images
 |
| * using prior knowledge and textual information to make inferences
 |
| * asking and answering questions
 |
| * using graphic organisers to visualise connections, categories and hierarchies of information
 |
| * summarising a text or part of a text
 |
| **Digital Technologies Years 5–6** | **Processes and production skills**Generating and designing | generate, modify, communicate and evaluate designs AC9TDI6P04 | * ideating a range of possible design ideas, discussing them and judging them against the design criteria and user stories, for example using the design criteria to put design ideas in order of preference in a group discussion
 |
| * suggesting modifications to the preferred design idea if it does not satisfy all design criteria and user stories, for example modifying a game or game controller so that it can be used by a wider range of players
 |
| **Processes and production skills**Evaluating | evaluate existing and student solutions against the design criteria and user stories and their broader community impact AC9TDI6P06 | * evaluating the effectiveness of their own solutions to address the identified problem from the user stories, for example checking if the information created for the local interactive history walk is relevant and meets the council’s needs
 |
| * reflecting on the many systems that are used in the wider community to address a range of problems, for example timetables to manage transport and other services through to details such as storing licence information so that police can enforce road rules
 |
| * verifying the correctness of AI-generated content against information known to be factually accurate; for example, comparing the output from a generative text model providing a biography of a local leader with the data published on their official website or other authoritative source
 |
| **Processes and production skills**Collaborating and managing | select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions AC9TDI6P07 | * judging the tone and appropriateness for the intended audience of text generated using autocomplete; for example, deciding that the predictive text was too formal for a conversation with a friend and rewriting it in more casual language
 |
| select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours AC9TDI6P08 | * defining and acting collectively using online community standards and valuing the work of others, for example moderating language and behaviour in an online class forum, not deleting the work of collaborators, and respecting others’ intellectual property
 |
| * demonstrating agreed behaviours; following cultural protocols, including relevant permissions and attributions; acknowledging diversity, capability and strength; and addressing risks and responsibilities such as privacy, security, and accuracy of data; for example when sharing images of First Nations Australians’ cultural artefacts
 |
| **Processes and production skills**Privacy and security | access multiple personal accounts using unique passphrases and explain the risks of password re-use AC9TDI6P09 | * explaining why re-using a password is risky when one of them is found out, for example how a compromised password from one social media account might be able to be used to access their bank or school account if the password is the same and other details are also compromised
 |
| explain the creation and permanence of their digital footprint and consider privacy when collecting user dataAC9TDI6P10 | * describing scenarios where data, images or both that have been posted online can lead to information being resurfaced at a later date, for example how a comment made on a social media post or video associates a person with both their comment and the content
 |
| **Mathematics Year 6** | **Statistics** | identify statistically informed arguments presented in traditional and digital media; discuss and critique methods, data representations and conclusions AC9M6ST02 | * investigating data representations in the media and discussing what they illustrate and the messages the people who created them might want to convey
 |
| * identifying potentially misleading data representations in the media; for example, graphs with broken axes or non-linear scales, graphics not drawn to scale, data not related to the population about which the claims are made and pie charts in which the whole pie does not represent the entire population about which the claims are made
 |
| * investigating both traditional and digital media relating to First Nations Australians, identifying and critiquing statistically informed arguments
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