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Curriculum elements

Foundation

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| **Year level description** |
| In Foundation, learning in The Arts builds on the Early Years Learning Framework and each student’s prior learning and experiences. The curriculum allows for play-based approaches that integrate arts learning experiences across the 5 Arts subjects and/or specialist teaching. There are examples in the content elaborations for each subject and examples that span across the subjects.  In Foundation, Arts learning fosters students’ understanding of how the arts enrich their lives and the lives of all people. Engagement with the arts strengthens students’ sense of wellbeing and develops their connections with the world. Arts learning involves exploration and purposeful, creative play, together with structured learning appropriate for their level of development. In The Arts, students work individually and collaboratively with peers and teachers, drawing on their imaginations, stimulus materials such as images or works of fiction, and real-life experiences.  Students explore the arts in their lives and communities. They learn that the arts are central to all cultures and explore the diversity of arts works across cultures. They build empathy and understanding that what is familiar to one person can be new to somebody else. Students use arts knowledge and skills to make arts works that represent their ideas about the world and share their work with peers in informal settings. They experience being an audience. As they make and respond, students learn about safe practices in the arts.  In Foundation, learning in Media Arts can involve students:   * using available technologies to capture and sequence images, sounds and text * learning to use available equipment such as cameras or materials for constructing print media * exploring ways to construct representations that communicate ideas and stories * discovering how they and others can use media to communicate feelings and understandings. |
| **Achievement standard** |
| By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.  Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. |

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| **Strand: Exploring and responding** | | **Foundation** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| explore how and why the arts are important for people and communities  AC9AMAFE01 | * exploring how facial expressions, gestures and other ways of moving, and using voice or language, can communicate emotions and feelings in arts works; for example, characters in portraits, cartoons, songs, chants or dances from different times and cultures * identifying and/or learning social or cultural dances that have meaning for people and communities, taking care to observe relevant protocols; for example, working with community representatives or using accredited resources * using dramatic play to explore ideas or understandings they observe or perceive in a text or image (print or screen); for example, exploring questions such as “What is happening?”, “What will happen next?” * identifying arts works and experiences in their lives, such as songs they sing, dances or drama they watch or perform, animations, computer games or music videos, public art, 2D, 3D or screen-based works they encounter at school or in community settings, and sharing ideas and feelings about the works with peers and teachers * singing songs that are used for celebrations, such as school songs, anthems, sports teams’ songs, birthday songs and songs that help teach content or concepts from other learning areas, such as health messages * exploring how illustrations/images in a text (fiction or non-fiction, print or screen) help to communicate narrative or information about characters, settings and/or mood * listening to First Nations Australians talk about the importance of the arts for connecting to people, culture and Country/Place; for example, using resources created or co-created by First Nations Australians | |

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| **Strand: Developing practices and skills** | | **Foundation** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas  AC9AMAFD01 | * playing with the tactile qualities of a range of materials (rough, smooth, spikey, gooey) and exploring how they feel about these qualities to develop ideas for a visual artwork, dance or soundscape; for example, using art materials, movement and/or voice to depict or embody the tactile qualities they have discovered; moving their body to communicate the smooth or rough qualities of a stone or ball * imagining how the characters in a story they are reading might dress or move, and making still or moving images to communicate ideas about the characters; for example, working in groups and using dramatic play to imagine possibilities about characters and situations or asking questions such as “What happens next?” * identifying and describing shapes, colours and lines they observe in their environment and exploring ways to use these shapes creatively; for example, imagining and trialling ways to use geometric and organic shapes and collage techniques to represent a familiar object such as a face; improvising movements that trace a series of shapes such as circle, rectangle and triangle; improvising a melody that follows the contour of the shape, or working collaboratively to form frozen or still images of each shape * playing games to develop subject-specific practices such as pitch, beat and/or rhythm recognition; exploring ways that body parts, zones and bases can be moved safely and expressively; taking on the point of view of a fictional character in dramatic play * responding to the emotions they experience while listening to different pieces of music and using movement to share their response; for example, using scarves and movement, or creating visual images using materials such as crayons or paint * improvising rhythmic patterns for clapping or stamping, or inventing new movements for familiar action songs, and interpreting these visually using elements of art/design such as shapes, lines and/or colours, and materials such as paper and pencil or string * exploring their speaking and singing voices and discovering ways they can use their voices/vocalisation to communicate ideas and feelings * improvising movements to explain the steps in a process, and then using a camera to capture a series of images/photographic story that can be displayed in the classroom to remind everybody about the process | |

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| **Strand: Creating and making** | | **Foundation** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| create arts works that communicate ideas  AC9AMAFC01 | * creating arts works in a range of forms to communicate ideas from lived personal or social experiences; for example, creating a dance or scenes showing favourite activities such as games; using digital devices to record their peers playing a game and creating a voice-over that describes what's happening; composing a song or chant about a favourite food or activity; drawing a home scene of people and animals * creating works in response to inspiration from sources such as play, imagination, observation, literature, artworks from their cultures and communities or arts knowledge and skill development activities * extending and varying known songs, chants or rhymes; for example, changing words, interpreting without using voice, adding movements/actions or improvising rhythm patterns as accompaniment * manipulating objects, puppets, 2D images and/or available technologies to create or retell stories * devising a chant/rap that a character from an animated series, a text or a fictional hero could use to communicate a health or sustainability message or to learn the steps in a process; recording the chant/rap using an available digital device and sharing live or via a school-managed space such as a learning management system * repurposing materials and objects such as clothing or packing boxes as starting points for imagining and developing scenes and scenarios; for example, using packing boxes to create an imagined environment or vehicle * considering as a class the characters and situations associated with a story and then re-imagining them by asking questions of the story, such as “What’s up?”, “What happens next?” or “What else might/could happen?" to support the development of their own socio-dramatic or miniature worlds play | |

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| **Strand: Presenting and performing** | | **Foundation** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| share their arts works with audiences  AC9AMAFP01 | * sharing their artworks with the class via a “gallery” or “performance walk”; for example, walking around the space looking at the works and using positive language to comment on the works and identify features such as similarities or differences, use of materials and elements of art/design, such as line * performing songs, soundscapes or chants/raps, using music skills they have learnt and practised, such as listening to and aiming to match starting pitch, staying in time with the group or following the agreed plan; for example, following a graphic score when performing a soundscape * taking images of class arts events (with permission from the people involved), creating an image sequence to document the occasion and adding sound; for example, importing the images to a software program, sequencing the images, and using instruments and voices to create a soundscape to accompany the images * talking about ideas such as themes, processes used to make the work, or features of the work such as patterns, pathways or lines; for example, talking with the teacher and explaining the important features of their work * presenting retellings of stories to peers; for example, through dramatic play using repurposed objects, toys or puppets they have made * sharing their work with their teacher and responding to questions such as “What is going on in your work?”, “Tell me the story of what is happening?”, “What did you enjoy about making this work?” * performing movement/dance sequences they have created for other groups in their class and introducing their work by describing their favourite moments in the sequence or explaining why they chose a particular movement * using digital devices to record their arts explorations; for example, curating (selecting, ordering) a sequence of digital images (photos) to show the steps in a process; for example, images that show how they created new colours by mixing primary colours (using playdough or paint) and adding commentary that expresses their feelings, emotions and understandings | |

Years 1–2

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| **Band level description** |
| In this band, learning in The Arts builds on each student’s prior learning and experiences. Students continue to learn through purposeful and creative play in structured learning programs designed to foster a strong sense of wellbeing and develop their connection with and contribution to the world. They work individually and in collaboration with peers and teachers, drawing on their imaginations, works of fiction, real-life experiences and learnings from across the curriculum to support their engagement in arts learning, as artists and as audiences.  Students explore media arts works that they experience at home, school, and/or through family and community events. They connect with media artists who live and work in the community; for example, by visiting arts spaces or exploring media arts works and experiences such as in-person or online screenings, exhibitions or presentations. They use stimulus materials such as images, events, texts, questions and observations as inspiration for their own media arts works. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value media arts works and practices from across cultures, communities and/or other contexts.  In this band, the focus is on students:   * exploring and responding to   + media arts works and media arts practices they experience across cultures, communities and/or other contexts   + examples of media arts works created by First Nations Australians * developing critical and creative practices and skills   + creative practices for using media languages and available technologies   + critical practices for observing, reflecting on and responding to media they experience (including their own media arts works) * creating media arts works by selecting and combining images, sounds, text and/or interactive elements to construct representations * presenting/sharing media arts works they have created in informal settings such as classroom presentations. |
| **Media Arts Achievement standard** |
| By the end of Year 2, students identify where they experience media arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience media arts.  Students use media languages and media technologies to construct representations in media arts works. They share their work with audiences safely and in informal ways. |

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| **Learning area Achievement standard** |
| By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.  Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings. |

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| **Strand: Exploring and responding** | | **Years 1–2** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| explore where, why and how people across cultures, communities and/or other contexts experience media arts  AC9AMA2E01 | * identifying where they might experience media arts works in their lives and communities; for example, considering how media arts works communicate cultural knowledge and the purpose of a range of media types * using Viewpoints to ask questions about societies and cultures; for example, “What story is this media arts work telling me/us?”, “Who made this media arts work?”, “Where is this media arts work from?” * discussing the roles of media artists and what permission means; for example, deciding on a class set of rules for using and creating images, sounds and text in media arts works * considering how media arts works communicate and celebrate cultural knowledge in their own communities; for example, through podcasts or animated children’s shows | |
| explore examples of media arts produced and/or distributed by First Nations Australians  AC9AMA2E02 | * exploring when, where, how and why First Nations Australians use media arts works to share knowledge about their cultures; for example, during celebrations such as National Aboriginal and Torres Strait Islander Children’s Day, NAIDOC Week, Reconciliation Week or the acknowledgement of significant occasions including Sorry Day * exploring children’s television programs, cartoons/animations and child-focused print media, such as an advertisement encouraging people to adopt a healthy lifestyle, created and distributed by First Nations Australians * observing how visual, audio and/or interactive elements are used in media arts works created by First Nations Australians; for example, exploring colours, symbols and patterns used in media arts works with representatives of the First Nations Australian community or through resources that are created or co-created by First Nations Australians * exploring media arts works created and/or co-created by First Nations Australians that communicate cultural narratives | |
| **Strand: Developing practices and skills** | | **Years 1–2** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements  AC9AMA2D01 | * exploring ways to use digital tools to capture moving image; for example, using a digital device to capture and manipulate short videos, add sound effects or voice-overs, and considering how best to combine the visual and audio elements to communicate ideas or a narrative * exploring how sound can be used to communicate ideas; for example, creating sound effects using found objects or sound recording technology to integrate with a picture book story * experimenting with images; for example, retelling the story of a school day using a digital camera to capture still or moving images and adding appropriate captions * experimenting with ways that media artists communicate with audiences by combining text, symbols and images; for example, combining headlines, subtitles and digital images to communicate ideas or emotions * using Viewpoints to develop questions as they experiment with media technologies, such as, “What happens if I take a photo up close to the object, and how does it change as I move further away?”, “How can I change the meaning of this image by adding different text headings?” | |

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| **Strand: Creating and making** | | **Years 1–2** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| use media languages and media technologies to construct representations  AC9AMA2C01 | * creating a story through a series of captioned or voice-over images or direct to camera footage; exploring composition through character creation using images, sounds, and/or animation; for example, claymation * selecting and editing images, sound and text to re-create the characters in well-known stories or songs, using Viewpoints to develop questions when making decisions about composition; for example, asking questions about use of elements and content such as, “What images will I keep or delete?”, “Which image interests me and why?” * capturing and sequencing images and text to create a media arts work, such as a comic book that retells familiar or traditional stories * producing and presenting a media arts work for a particular purpose; for example, creating an advertisement that recommends appropriate behaviour when using cameras * using features such as shot types in media arts works; for example, identifying long-shots, mid-shots and close-ups; discussing what the shots tell the audience about the story | |

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| **Strand: Presenting and performing** | | **Years 1–2** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| share media arts works with audiences in informal settings  AC9AMA2P01 | * collecting and sharing class stories and presenting them in the form of a class news bulletin, with permission of the people involved and observing relevant protocols, such as obtaining permission to use cultural material that belongs to a collective or a cultural group rather than an individual * presenting a media arts work they have made to the class, a small group or their teacher, and explaining how they made it and what they enjoyed about making it * considering relationships that peers may have with their work when creating, rehearsing and recording a radio play, and seeking permission to share it with another class * exploring what permission means; for example, consulting relevant people such as cultural knowledge holders or using online safety resources, and deciding on a class set of rules for using and creating images, sounds and text in media arts works | |

Years 3–4

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| **Band level description** |
| In this band, learning in The Arts builds on each student’s prior learning and experiences. Arts learning in this band continues to use purposeful and creative play-based activities that foster development of students’ identity and wellbeing, and their connection with and contribution to the world. Students further develop their capability and confidence in using subject-specific skills and creative and critical practices. They work individually and in collaboration with peers and teachers.  Students continue to explore media arts works that they experience at home, school or through family and community events. They connect with media artists who live and work in the community; for example, by visiting arts spaces or exploring media arts and experiences such as in-person or online screenings, exhibitions and presentations. They use stimulus materials such as images, events, texts, questions and observations as inspiration for their own media arts works. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from across cultures, times, places and/or other contexts such as countries or cultures in Asia.  In this band, the focus is on students:   * exploring and responding to   + works and experiences that showcase where, why and how media is created and used across cultures, times, places and/or other contexts   + examples of media arts created by First Nations Australians that communicate connection to and responsibility for Country/Place * developing critical and creative practices and skills   + creative practices for using media arts concepts, visual, audio and/or interactive elements to construct representations   + critical practices for observing, reflecting on and responding to media they experience, including their own media arts works * creating (producing) media arts works in a range of forms to communicate ideas to audiences using media technologies and media languages * presenting media arts works they have created in informal settings such as spaces within the school*.* |
| **Media Arts Achievement standard** |
| By the end of Year 4, students describe the use of media languages and media technologies to construct representations in media arts works they experience and/or produce. They describe where, why and/or how media arts works are created and/or distributed across cultures, times, places and/or other contexts.  Students use media languages, and media technologies and production processes to construct representations in media arts works. They share their work in informal settings using responsible media practice. |

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| **Learning area Achievement standard** |
| By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times, places and/or other contexts.  Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. |

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| **Strand: Exploring and responding** | | **Years 3–4** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| explore where, why and how media arts is created and/or distributed across cultures, times, places and/or other contexts  AC9AMA4E01 | * sequencing images, sounds and/or text to clearly establish the beginning, middle and end of a story or event; for example, taking a series of photographs or a short film sequence that represents comic superheroes and villains through setting, costume and body language * 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 * 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 | |
| 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 | |

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| **Strand: Developing practices and skills** | | **Years 3–4** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| 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 * 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 * 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 * 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?” | |

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| **Strand: Creating and making** | | **Years 3–4** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning  AC9AMA4C01 | * 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 | |

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| **Strand: Presenting and performing** | | **Years 3–4** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| 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 * seeking permission to take photos of class members; for example, documenting a school excursion for publication on the school intranet and acknowledging that this permission has been obtained when sharing the work * considering media concepts, such as audience and relationships, when formatting and laying out a story, using available software and appropriate text conventions for a front-page news story or print advertisement | |

Years 5–6

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| **Band level description** |
| In this band, students continue to learn in and through the practices of The Arts subjects, building on their prior learning and experiences. They work creatively and purposefully, and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.  Students engage with media arts works, artists and practices across cultures, times, places and/or other contexts; for example, exploring arts works and practices in their local area, state/territory and/or a country or region of Asia. They take opportunities to engage with living media artists and their works; for example, by exploring media arts works and experiences such as in-person or online exhibitions, presentations and screenings. They continue to use stimulus materials, such as images, events, texts, questions and observations, as inspiration for their own media arts works. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value media arts works and practices from diverse cultures.  In this band, the focus is on students:   * exploring and responding to   + media from local, regional, national and global cultures, times, places and/or other contexts that show ways media arts works can be used to communicate ideas, perspectives and/or meaning, and engage audiences   + media arts works that showcase ways First Nations Australians are continuing and revitalising cultures * developing critical and creative practices and skills   + creative practices, using media technologies and media languages   + critical practices by observing, reflecting on and responding to media they experience (including their own media arts works) * creating (producing) media arts works that communicate ideas using stand-alone media arts forms or creating media elements for use in multi-arts works * presenting/screening/exhibiting/distributing media arts works they have created and sharing ideas about the work with audiences. |
| **Media Arts Achievement standard** |
| By the end of Year 6, students explain how media languages and media technologies are used in media arts works they construct and/or experience. They describe how media arts works created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe how media arts are used to continue and revitalise cultures.  Students use media languages, and media technologies and production processes to construct representations in media arts works for specific purposes and audiences. They present their work in informal and/or formal settings using responsible media practice. |

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| **Learning area Achievement standard** |
| By the end of Year 6, students explain the use of elements, concepts and conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.  Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. |

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| **Strand: Exploring and responding** | | **Years 5–6** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts  AC9AMA6E01 | * 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 * exploring status, such as power relationships, and showing different perspectives of character by using framing, colour and costume to create a hero or villain character * 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?” * 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 cultures  AC9AMA6E02 | * 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?” | |

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| **Strand: Developing practices and skills** | | **Years 5–6** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| 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 technologies  AC9AMA6D01 | * 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 * 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 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 | |
| **Strand: Creating and making** | | **Years 5–6** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences  AC9AMA6C01 | * 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 * considering the codes and conventions of music videos to create their own section of a music video that brings together their learning in music, dance and media arts * 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?” | |

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| **Strand: Presenting and performing** | | **Years 5–6** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| present media arts works in informal and/or formal settings using responsible media practice  AC9AMA6P01 | * applying responsible media practices relating to the media arts works they are creating, such as legal, ethical and moral considerations * 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 * considering protocols for representing community or cultural stories in media arts works * reflecting on how and why understandings of culture were used within their media arts works, and their effect on the audience | |