

YEARS  
3–4

V 8.3

MEDIA ARTS

**RATIONALE: MEDIA ARTS**

This rationale complements and extends the rationale for The Arts learning area.

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, both individually and collaboratively. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

**Learning Area The Arts: Years 3 and 4 Achievement Standard**

By the end of Year 4, students describe and discuss similarities and differences between artworks they make and those to which they respond. They discuss how they and others organise the elements and processes in artworks.

Students collaborate to plan and make artworks that communicate ideas.

**Media Arts: Year 3 and 4 Achievement Standard**

By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks.

**AIMS**

In addition to the overarching aims for the Australian Curriculum: The Arts, Media Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

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

**Organisation and Content Structure**

In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

The Australian Curriculum: The Arts Foundation to Year 10 enables exploration of the dynamic relationships between Arts subjects. This can involve students making and responding to artworks in traditional, contemporary and emerging forms, using materials, techniques and technologies from one Arts subject to support learning in another. In this twenty-first century Arts curriculum, students explore innovative and hybrid art forms which extend and challenge art making and combine practices of two or more art forms.

Within all Arts subjects, design facilitates the creative and practical realisation of ideas. Design thinking is a fundamental strategy in the experimentation, refinement and resolution of an artwork and takes into account logical, critical and aesthetic considerations. Many different words describe design within the Arts such as choreographing, narrating, devising, constructing, composing and sculpting. Design connects the different art forms so that they inform each other, providing possibilities for students to create innovative and hybrid forms of art.

**Strands** - Content descriptions in each Arts subject reflect the interrelated strands of *Making and Responding*.

- *Making* includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- *Responding* includes exploring, responding to, analysing and interpreting artworks.

**Relationship between the strands:** *Making and Responding* are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students' skills in critical and creative thinking. As students make artworks they actively respond to their developing artwork and the artworks of others; as students respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

**Viewpoints** - In both making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for developing students' knowledge, understanding and inquiry skills.

In **Media Arts**, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

**Knowledge and skills of Media Arts**

In Media Arts, students learn to clarify, intensify and interpret human experience through representations in images, sounds and text. By creating media artworks they engage the senses, the imagination and the intellect, and they learn to express and challenge constructs of the world. Through creative and critical use of language and technology, students develop aesthetic control that allows them to communicate with clarity and impact through the media they both create and consume.

In Media Arts, both technical and symbolic elements work together within established and emerging media conventions and technologies to inform, persuade, entertain and educate through story structures and ideas.

In the experience of making and responding to media artworks, students develop identity and learn to understand themselves and others through aesthetic processes that promote critical perception, personal expression and collaboration. Designing and creating media artworks involves the development of technical, physical and communication skills.

The development of aesthetic knowledge in Media Arts rewards students' curiosity and creative exploits. This development increases their engagement with and understanding of how images, sounds and text create experiences consumers recognise and respond to physically, emotionally and intellectually.

**The Arts across Foundation to Year 10: Years 3–6**

Through the primary years, students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationships with others. In Years 3 to 6, learning in the Arts occurs both through integrated curriculum and The Arts subject-specific approaches. Some of the instinct to play evident in the early years becomes formalised into both experimentation and artistic practice. Students in these years increasingly recognise the connections between the Arts and other learning areas.

While arts in the local community continues to be the initial focus for learning in the Arts, students are also aware of and interested in arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students learn that Aboriginal and Torres Strait Islander Peoples tell history through combinations of art forms. They learn that particular Aboriginal and Torres Strait Islander histories have been recorded and will explore the meanings of stories and styles in which they are told. Students have opportunities to participate in a variety of Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation in their community. Students may also extend their cultural expression with appropriate community consultation and endorsement.

Students also study artworks which represent Australia's connections with other places, the effects of these interconnections and the factors that affect people's knowledge and opinions of other places.

During these years of schooling, students' thought processes become more logical and consistent, and they gradually become more independent as learners. Students talk about changes in their own thinking, performance or making, giving reasons for their actions and explaining and demonstrating their organisation of ideas. They begin to recognise, appreciate and value the different ways in which others think, act and respond to artworks and consider how practices in the Arts may be enacted and sustained.

**Content descriptions in each Arts subject focus on similar concepts and skills that, across the bands, present a developmental sequence of knowledge, understanding and skills.** The focus of each content description in Foundation to Year 6 expands into more specific content descriptions for Years 7 to 10 as presented in the table below. For transition purposes from primary to secondary in Years 7–8 and consistency state-wide, generalist primary teachers at Year 7 could focus on the four initial similar concepts and skills eg, the 1st, 3rd, 5th and 6th Content Descriptions, with the deeper and expanded concepts being the focus in year 8, eg, the 2nd, 4th, 5th, and 7th Content Descriptions. E.g. The focus in Year 7 could then be on: 8.1, 8.3, 8.5 and 8.6, and in Year 8: 8.2, 8.4, 8.5 and 8.7.

Content description	Foundation– Yr 6	Content description	Yrs 7–10
1 <sup>st</sup>	Exploring ideas and improvising with ways to represent ideas	1 <sup>st</sup>	Exploring ideas and improvising with ways to represent ideas
		2 <sup>nd</sup>	Manipulating and applying the elements/concepts with intent
2 <sup>nd</sup>	Developing understanding of practices	3 <sup>rd</sup>	Developing and refining understanding of skills and techniques
		4 <sup>th</sup>	Structuring and organising ideas into form
3 <sup>rd</sup>	Sharing artworks through performance, presentation or display	5 <sup>th</sup>	Sharing artworks through performance, presentation or display
4 <sup>th</sup>	Responding to and interpreting artworks	6 <sup>th</sup>	Analysing and reflecting upon intentions
		7 <sup>th</sup>	Responding to and interpreting artworks

### Years 3–4 Band Level Description: Media Arts

In Years 3 and 4, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently and collaboratively with their...

Read full description

In Years 3 and 4, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently and collaboratively with their classmates and teachers.

Students extend their understanding of structure, intent, character and settings. They use composition, sound and technologies. They consider themselves as audiences and explore other audience groups. They explore institutions (individuals, communities and organisations) to understand purpose and process when producing media artworks.

As they make and respond to media artworks, students explore meaning and interpretation, and forms and elements including structure, intent, character, settings, composition, time, space and sound. They explore social and cultural contexts of media arts. They make personal evaluations of their own and others' media artworks.

As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn about media arts in their community. They also learn about media arts from more distant locations that may be represented in their community. Students learn that Aboriginal and Torres Strait Islander people represent themselves, their stories and locations through media arts in different ways.

Students maintain safety in using technologies and in interaction with others. They recognise appropriate and inappropriate use of other people's images and work in the making of media artworks. Their understanding of the role of the artist and of the audience builds upon their experience from the previous band. As an audience, students focus their attention on the media artwork and respond to the media artwork. They consider why and how audiences respond.

### Years 3–4 Band: Examples of knowledge and skills in Media Arts

Students discover and explore the key concepts and elements of media arts, applying story principles and making and responding to media arts in various forms. The skills, techniques and processes to create media artworks are developed through the three stages of production: pre-production (including scriptwriting, storyboarding, sketching designs, planning, research); production (including capturing, recording, directing); and post-production (including mixing, editing, assembling, laying out, distributing).

#### Examples of knowledge and skills in Media Arts

The following information serves to articulate the main parts of the broader conceptual areas of Knowledge and Skills. These are not an exclusive, exhaustive list, but an indication of the breadth of study within Media Arts. In this band students develop their knowledge of how ideas and intentions are communicated in and through media arts. They build on and refine their knowledge, understanding and skills through media arts practices focusing on:

#### Representation and story principles

*Structure* - using story structures and organising ideas to make clear meaning for an audience

*Intent* - conveying ideas about self, others and stereotypes

*Character* - the characteristics and portrayal of self and others in fictional and non-fictional roles, for example, being identified through physicality, voice, costumes and props

*Settings* - familiar, local and imagined environments and situations for characters

#### Languages: elements of media arts (technical and symbolic)

*Composition* - the arrangement and sequence of images and text to organise events in stories

- creating relationships between ideas and focusing on important features using framing, editing and layout

*Time* - the order and duration of ideas and events

*Space* - the distance between objects, sounds or text

- the depiction of place

*Sound* - loudness, softness

- background noise

- sound effects

- music

#### Technologies

- editing images, sounds and text or a combination of these with available technology

#### Audience

- identifying themselves as a target audience group

- recognising the different interests of audience groups

- recognising how meaning is made for audiences

#### Institutions: individuals, communities and organisations

- understanding purposes and processes for producing media artworks

- recognising appropriate and inappropriate use of other people's images and works in the making of media artworks

### Years 3–4 Band: Considering viewpoints in Media Arts

In both *Making* and *Responding*, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique media artworks as producers and consumers of media arts, they may ask and answer questions to interrogate the producers' meanings and the consumers' interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of how elements, materials, skills and processes are used. These questions provide the basis for making informed critical judgments about their own media artworks and the media artworks they see, hear, interact with and consume as audiences. The complexity and sophistication of such questions will change across Foundation to Year 10. In the later years, students will consider the interests and concerns of artists and audiences regarding philosophies and ideologies, critical theories, institutions and psychology.

### Examples of viewpoints and questions within the Media Arts Content Elaborations Years 3–4

Considering viewpoints:

- *Forms and elements*: For example – What images will I use and in what order?
- *Societies and cultures*: For example – What school event could I make an advertisement for?
- *Evaluations*: For example – What is similar or different to my school/home in a television representation of school/home?

### Years 3–4 Band Content Descriptions: Media Arts

4.1 Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text

4.2 Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories

4.3 Plan, create and present media artworks for specific purposes with awareness of responsible media practice

4.4 Identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples

NB: It is advised that the 'Learning in Media Arts' two page introduction (Subject, structure) is used along with this 'explorer' paper. Download it from the Australian Curriculum website.

Source: [www.australiancurriculum.edu.au/](http://www.australiancurriculum.edu.au/) accessed 22/02/2017