RATIONALE: MEDIA ARTS

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. Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

Media Arts: Years 9 and 10 Achievement Standard

By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.

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 7–10

As students move into adolescence, they undergo a range of important physical, cognitive, emotional and social changes. Students often begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they begin to develop concerns about wider issues. Students in this age range increasingly look for and value learning that is perceived to be relevant, is consistent with personal goals, and/or leads to important outcomes. Increasingly they are able to work with more abstract concepts and consider increasingly complex ideas. They are keen to explore the nature of evidence and the contestability of ideas, debating alternative answers and interpretations.

In these years, learning in the Arts enables students to explore and question their own immediate experience and their understanding of the wider world. Learning through and about the Arts enables students to build on their own experiences and dispositions. Students explore and engage with artworks made by others. They make their own artworks drawing on their developing knowledge, understanding and skills. Students' understanding of sustainability is progressively developed. They explore how the Arts are used to communicate about sustainability and also learn about sustainability of practices in the Arts. Students learn that Aboriginal and Torres Strait Islander Peoples have converted oral records to other technologies. As they explore forms, students learn that over time there has been development of different traditional and contemporary styles. Students explore 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. They identify and explore the social relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia, reflected in developments of forms and styles in the Arts. Through the Australian Curriculum: The Arts, students in Years 7 to 10 pursue broad questions such as: What meaning is intended in an artwork? What does the audience understand from this artwork? What is the cultural context of the artwork and of the audience engaging with it? What key beliefs and values are reflected in artworks and how did artists influence societies of their time? How do audiences perceive and understand artworks? What does the advancement of technology mean to the presentation of, and audience engagement with, different artworks? This curriculum also provides opportunities to engage students through contexts that are meaningful and relevant to them and through exploration of past and present debates.

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

Years 9–10 Level Description: Media Arts

In Years 9 and 10, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently and in small groups, and with their teachers and communities. They explore media arts as an art form through representation, manipulation of genre and media conventions and analysis of media artworks. Students refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions. They extend the use of time, space, sound, movement and lighting as they use technologies. They analyse the way in which audiences make meaning and how audiences interact with and share 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 from Asia. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore media forms, students learn that over time there has been further development of different traditional and contemporary styles. They explore the representation of relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia and how these may influence their own artistic intentions in making media artworks.

As they make and respond to media artworks, students explore meaning and interpretation, forms and elements and social, cultural and historical influences of media arts. They consider the local, global, social and cultural contexts that shape purpose and processes in production of media artworks. They evaluate the social and ethical implications of media arts.

Students maintain safety in use of technologies and in interaction with others, including the use of images and works of others. They maintain ethical practices and consider regulatory issues when using technology. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse media artworks.

Years 9–10: 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 -developing ideas and story structures through the manipulation of media and genre conventions for a specific audience experience and expectation

Intent -constructing and communicating ideas, beliefs and values through representations in a personal, social and cultural context for a specific purpose

Character -the characteristics and motivations of fictional and non-fictional identities portrayed through the manipulation of physicality, voice, costumes and props and using direction, design or actuality

Settings -the chosen or constructed environment and the impact of that environment on situations and characters

Genre conventions -the established and accepted system for constructing and deconstructing meaning in a particular form or style

Points of view - perceiving and constructing stories and ideas from an alternative, objective or subjective perspective

Media conventions - manipulating techniques within established media forms to create new and hybrid media artworks

Languages: elements of media arts (technical and symbolic)

Composition - the manipulation and combination of the technical and symbolic elements in images, sounds and text to affect audience expectation and experience through the control of production

Time -the manipulation of the experience and perception of time through the ordering, duration and depiction of actions, ideas and events

Space -the depiction of place and environment through the manipulation of subjects, objects, sounds or text and the surrounding or negative space in a two- or three-dimensional context

Sound - manipulation of sounds, voice, dialogue, music and motifs for impact and effect

Movement -the expression, perception and depiction of moving action and rhythm or design flow for effect
- the design of navigation and interaction with images and text
- the creation of movement through sound, continuity and rhythm

Lighting - intensity and quality of light, shadow and colour to create surface, perspective, highlighting and atmosphere

Technologies - designing, manipulating, editing and producing images, sounds and text or a combination of these using selected media technologies, processes and equipment

Audience -analyse the ways audiences make meaning and how a range of audiences engage, interact and share different media artworks

Institutions: individuals, communities and organisations
- the social and cultural contexts, both locally and globally, shaping purpose and processes to produce media artworks
- the social and ethical role and behaviour of individuals, communities and organisations making, using and sharing media artworks, and the associated regulatory issues in a networked culture

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Years 9–10: 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 9-10

Considering viewpoints:
- *Forms and elements*: For example – What genres and styles can I edit together to create a new genre or style?
- *Evaluations:* For example – How do the technical and symbolic elements in an artwork evoke a personal response? How can I change meaning through 'culture jamming'?
- *Societies and cultures*: For example – What social or cultural issue can I represent in my computer game?
- *Critical theories*: For example – What are the social and ethical implications of a viral marketing campaign?

Years 9–10 Content Descriptions: Media Arts

10.1 Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text

10.2 Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples

10.3 Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style

10.4 Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes

10.5 Produce and distribute media artworks for a range of community and institutional contexts, and consider social, ethical and regulatory issues

10.6 Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences

10.7 Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks

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.