

**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.

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

**Learning Area The Arts: Foundation to Year 2 Achievement Standard**

By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks.

Students use the elements and processes of arts subjects to make and share artworks that represent ideas.

**Media Arts: Foundation to year 2 Achievement Standard**

By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.

Students make and share media artworks using story principles, composition, sound and technologies.

**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 F–2**

Students bring to school diverse backgrounds and a range of experiences in the arts. They are curious about their personal world and are interested in exploring it. In Foundation to Year 2, the Australian Curriculum: The Arts builds on the Early Years Learning Framework and its key learning outcomes, namely: children have a strong sense of identity; children are connected with, and contribute to, their world; children have a strong sense of wellbeing; children are confident and involved learners; and children are effective communicators. The Arts in Foundation to Year 2 builds on these as rich resources for further learning about each of the art forms.

In the early years, play is important in how children learn; it provides engagement, then purpose and form. In the Arts, students have opportunities to learn through purposeful play and to develop their sensory, cognitive and affective appreciation of the world around them through exploratory, imaginative and creative learning. Purposeful play engages students in structured activities that can be repeated and extended. This repetition is a form of practicing and supports the sequential development of skills in the Arts. Students will learn about and experience connections between the art forms.

The arts in the local community includes the arts of all the cultural groups represented in that community and is the initial focus for learning in the Arts at school. 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 have a strong identity, in which respect for Country and Place continues to grow. They learn that Aboriginal and Torres Strait Islander storytelling is history which can be oral or told through paintings, dance or music. 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.

**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 F–2 Level Description: Media Arts

In Foundation to Year 2, students explore media arts. They learn how media artworks can represent the world and that they can make media artworks to represent their ideas about the world. They share their media artworks with peers and experience media artworks as audiences.

In Foundation to Year 2, learning in Media Arts builds on the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students' connection with and contribution to the world.

Students become aware of structure, intent, character and settings as they explore ideas and construct stories. They learn about composition, sound and technologies. They learn about different audience groups and identify that they are an audience.

In the Foundation Year, students undertake media arts suitable to their level of development.

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. While media arts in the local community should be the initial focus for learning, young students are also aware of and interested in media arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that Aboriginal and Torres Strait Islander representation of stories is presented in different ways through media arts.

As they make and respond to media artworks, students explore meaning and interpretation, forms and elements and social and cultural contexts of media arts. They make simple evaluations of media artworks expressing what they like and why.

Students learn about safety in using technologies and in interaction with others. They experience the role of artist and they respond to feedback in their media arts making. As an audience they learn to focus their attention on the media artwork and to respond at the end of the viewing.

### Years F–2: 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* - representing experience through the construction of stories and ideas

*Intent* - communicating ideas from their imagination or experience

*Character* - the characteristics of fictional and non-fictional people such as story characters, newsreaders, presenters, actors

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

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

*Composition* - the selection and arrangement of images, sounds and text to highlight and organize important features of an idea or story, for example, by deciding what is in the frame, audio sequence or layout

*Sound* - loudness, softness, background noise

#### Technologies

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

#### Audience

- identifying themselves as an audience

- recognising different audience groups

- recognising how meaning is made for and by an audience.

### Years F–2 : 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 Year F–2

Considering viewpoints:

- *Forms and elements*: For example – What images will represent my story or the ideas in the song?
- *Elements, content*: For example – What images will I keep or delete? Which image interests me and why?
- *Societies and cultures*: For example – What images will I use to tell my traditional story?
- *Societies and cultures*: For example – What story is this media artwork telling? Who made this media artwork? Where is this media artwork from?

### Years F–2 Content Descriptions: Media Arts

2.1 Explore ideas, characters and settings in the community through stories in images, sounds and text

2.2 Use media technologies to capture and edit images, sounds and text for a purpose

2.3 Create and present media artworks that communicate ideas and stories to an audience

2.4 Respond to media artworks and consider where and why people make media artworks, starting with media from 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