# Reception to year 6

# The Arts

## Media arts

## Scope and sequence

Revised to align with the Australian Curriculum Version 9.0 (2022)

V2.0

# The Arts – Media arts: Reception to year 6

## Contents

# Context statement

In media arts, students learn to engage with technologies and cross-disciplinary art forms to design, produce, distribute, and interact with a range of print, audio, screen-based, or hybrid artworks. Students engage their senses, imagination, and intellect through media arts works that respond to diverse cultural, social, and organisational influences on media practices. They explore, view, analyse, and participate in media culture from a range of viewpoints and contexts, as a maker and consumer of media arts. Students make critical judgements about their own media artworks and the media artworks they see, hear, interact with, and consume as audiences. Students 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.

Teachers are advised to use their professional judgement when selecting a range of media artworks and artists on which to focus the delivery of this curriculum. Choices should reflect accessibility and student needs and interests. Where examples are given, these are suggestions and are by no means exhaustive or mandated. The use of local media artworks and artists is strongly encouraged.

The **Achievement** standards have the verbs in bold text, are aligned with the content descriptions, and must be considered when designing assessment activities, collecting evidence of student learning, and assessing student work.

This document is organised in the 4 interrelated strands of The Arts:

- **Exploring and responding**
- **Developing practices and skills**
- **Creating and making**
- **Presenting and performing**.

Each strand has one or more content descriptions, followed by dot pointed content clarifiers that describe the explicit learning required.

The strands and content descriptions should be combined when planning teaching and learning activities; they are not designed to be addressed as isolated activities.

**Making and responding** and **viewpoints** are key considerations embedded in The Arts curriculum. They are intrinsically connected and should be integrated when designing teaching and learning experiences.

- As students make media arts works, they actively respond to their own developing media arts works and the media arts works of others.
- As students respond to media arts works, they draw on the knowledge, understanding, and skills acquired through their experiences in making media art.
- Students learn from media arts works they experience, and they are an audience for their own media arts works.
- Students consider media arts works from multiple viewpoints, as artists, consumers, and audience.

**Six key concepts of media arts:**

- **Media languages** used to tell stories and create meaning
- **Media technologies** which are essential for creating, producing, accessing, and distributing media
- **Institutions** that enable and constrain media production, they may be local, national, or global, owned or controlled individually by corporations or governments
- **Audiences** for whom media arts products are made and who respond as consumers, citizens, and creative individuals
- **Representations** of the world, which are constructed and rely on shared social values and beliefs, over time and across contexts
- **Relationships** created within, through, and as a result of engagement with various media forms.

The media arts **codes** (technical and symbolic elements) and **conventions** (the way technical and symbolic elements or codes are used) are fundamental to all learning in this subject.

These documents have been designed to:

- provide clarity and context for teaching and learning in South Australia in alignment with the Australian Curriculum: The Arts
- identify the discipline specific and transferable knowledge, skills, and understandings required at each year level
- enable rigour, engagement, and discipline specific skill development.

# Achievement standards

| Reception | Year 1 to 2 | Year 3 to 4 | Year 5 to 6 |
|---|---|---|---|
| By the end of reception, students: | By the end of year 2, students: | By the end of year 4, students: | By the end of year 6, students: |
| • **describe** experiences, observations, ideas, and/or feelings about artworks they encounter at school, home, and/or in the community<br><br>• **use** play, imagination, arts knowledge, processes, and/or skills to **create** and **share** artworks in different forms. | • **identify** where they experience media arts<br><br>• **describe** where, why, and/or how people from a range of cultures, communities, and/or contexts experience media arts<br><br>• **use** media languages and media technologies to **construct** representations in media arts works<br><br>• **share** their work with audiences safely and in informal ways. | • **describe** the use of media languages and media technologies to construct representations in media arts works they experience and/or produce<br><br>• **describe** where, why, and/or how media arts works are created and/or distributed across cultures, times, places, and/or other contexts<br><br>• **use** media languages and media technologies and production processes to **construct** representations in media arts works<br><br>• **share** their work in informal settings using responsible media practice. | • **explain** the use of elements, concepts, and conventions in arts works they create and/or experience<br><br>• **describe** how media arts works communicate ideas, perspectives, and/or meaning across cultures, times, places, and/or other contexts<br><br>• **describe** how media arts are used to continue and revitalise cultures<br><br>• **use** subject-specific knowledge, elements, concepts, conventions, materials, skills, and/or processes to create arts works that communicate ideas, perspectives, and/or meaning<br><br>• **demonstrate** safe practices<br><br>• **present** and **perform** their arts works in formal and/or informal settings. |

# Scope and sequence

## Subject: Media arts

| Strand: | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Exploring and responding** | Explore how and why The Arts are important for people and communities. | Explore where, why, and how people across cultures, communities, and other contexts experience media arts. | | Explore where, why, and how media arts is created and distributed across cultures, times, places, and/or other contexts. | | Explore ways that media languages and media technologies are used in media arts practices across cultures, times, places, and/or other contexts. | |
| | • With support, **explore** and **describe** where they might experience media arts works in their lives. For example, in animations, computer games or screen-based work.<br><br>• **Explore** why media arts works are important for people and communities.<br><br>• With support, **describe** their preferences for the media arts works they make and view.<br><br>• **Listen** to First Nations Australians Peoples talk about the importance of the media arts for connecting people, culture, and Country/Place. For example, use resources created or co-created by First Nations Australians. | • **Explore** the emotions and thoughts that are provoked when watching media arts works from across cultures and communities.<br><br>• With guidance, **describe** the role of the media artist.<br><br>• With guidance, **identify** where and when they might view or make media arts works and why people make media arts works in their community.<br><br>• With guidance, **describe** preferences for the media arts works they create and watch, using appropriate language to discuss their place as a consumer. | • **Explore** and **consider** the emotions and thoughts provoked when viewing media arts works from across cultures, communities, and contexts, and notice features like sounds and text.<br><br>• **Describe** preferences for media arts works they create and view from the perspective of a consumer and a creative individual.<br><br>• **Explore** what the shots long, mid, and close-up tell the audience about the story.<br><br>• **Explore** where and when they might view or make media arts works and why people make media arts works in their community. | • **Explore** and **describe** the meaning and purpose of media arts works across cultures, times, places, and contexts.<br><br>• **Use** their own words to **communicate** the meaning of the media arts works they have created or viewed across cultures, times, places, and contexts.<br><br>• **Explore** and **consider** media arts works made for different purposes using appropriate language.<br><br>• **Explore** media arts works in their community and **consider** how these and other artworks represent people in a range of times and cultures. | • **Discuss** the meaning and **describe** representations in media arts works from a range of social, cultural, or historical contexts. Focus on the different ways traditional stories are retold using media technologies.<br><br>• **Discuss** and **describe** the media arts works in their community and compare these to other artworks representing people from a range of times and cultures. Focus on the meaning of the media arts work.<br><br>• **Explore** media arts works made for different purposes and audiences. | • **Explore** and **discuss** the role of media arts works in sharing cultural information about a group of people.<br><br>• **Explore** and **describe** historical and contemporary media representations and explain how context influences the characters, stories, and values in media arts works.<br><br>• **Discuss** and **describe** protocols about acceptable and unacceptable use of borrowed material in making and publishing media arts works.<br><br>• **Investigate** and **discuss** characters from games or film and consider issues such as stereotyping in various genres of popular culture. | • **Explore** ways story structures and technical and symbolic elements are used in media arts works they create and view. Focus on shot type, sound quality, lighting, or setting, and how these communicate meaning.<br><br>• **Explore and discuss** the purpose of media arts works in sharing cultural information about a group of people. Focus on the value placed upon people and the environment through the technical elements.<br><br>• **Explore** and **discuss** historical and contemporary media representations.<br><br>• **Explore** issues around safety and sensitivity in relation to acceptable and unacceptable use or reference to personal and cultural images, |

| Strand: | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | | | | | | | sounds, and texts when making and publishing media arts works. |
| | | **Explore examples of media arts produced and/or distributed by First Nations Australians.** | | **Explore how First Nations Australians use media arts to communicate their connection to and responsibility for Country/Place.** | | **Explore ways First Nations Australians use media arts to continue and revitalise culture.** | |
| | | • **Explore** and **view** media arts works created or co-created by First Nations Australians that communicate cultural narratives.<br>• **Observe** how visual, audio, and interactive elements are used in media arts works created by First Nations Australians. For example, explore the colours, patterns, and symbols used. | • **Explore** and **identify** where and how First Nations Australians use media arts works to share knowledge about their cultures; for example, during celebrations such as Reconciliation Week and the acknowledgement of significant occasions including Sorry Day.<br>• **Explore** children's television programs, animations, and child-focused print media, (such as an advertisement that encourages people to adopt a healthy lifestyle), created and distributed by First Nations Australians. | • **Explore** and **share** how, through media arts, First Nations Australians' cultural expressions communicates connection to and responsibility for Country/Place, such as naming the Country and Traditional Owners, showing respect to the Traditional Owners and the land, sea, sky, and waterways, or singing or speaking in language.<br>• **Explore** how First Nations Australians use media arts to express connection to and responsibility for Country/Place, such as communicating knowledge about the local seasons, and using screen-based storytelling to maintain language and unique ways of life. | • **Explore** 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, or stories of how First Nations Australians perceive themselves and their environment.<br>• **View** media arts works that include images, sound, and text, and that communicate the diversity of First Nations Australians' cultures, such as an interactive map of First Nations. | • **Explore** (for example, by talking with First Nations Australians or accessing published resources accredited by First Nations Australian organisations) how, where, and why cultural expressions and media arts works are critical for sharing, maintaining, continuing, and revitalising cultures.<br>• **Identify** examples of storytelling that illustrate how cultural expressions change. Use contemporary resources published by First Nations Australian communities and organisations. | • **Explore** and **investigate** the ways that First Nations Australian media artists embed themselves and their communities in media arts works in a range of representative forms of identity, storytelling, and resilience. For example, explore representations of First Nations Australians as superheroes in comics, popular culture, and television.<br>• **Use** viewpoints to develop questions that explore understandings about themes or issues in media arts works and consider how the media arts works helped to continue and revitalise culture. |

| Strand: | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Developing practices and skills** | **Use play, imagination, arts knowledge, processes, and/or skills to discover possibilities and develop ideas.** | **Explore ways of using media technologies responsibly to capture and organise images, sounds, text, and/or interactive elements.** | | **Develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text, and/or interactive elements.** | | **Develop media production skills to communicate ideas, perspectives, and meaning through manipulation of media languages, including images, sounds, texts, and interactive elements, and media technologies.** | |
| | • With support, **use** and **experiment** safely managing an iPad or digital device to capture still images.<br><br>• With support, **review** the images captured to delete unwanted images.<br><br>• With support, **play** with and **use** computer software to arrange images and text. | • With guidance, safely **use** and **experiment** with an iPad or digital device to capture still and moving images.<br><br>• With guidance, **experiment** with zooming in and out and identify captured images to delete.<br><br>• With guidance, **use** computer software to arrange images and add captions to enhance meaning in a photo story. | • **Experiment** with the concept of storyboarding through developing a short sequence, for example, introducing a character.<br><br>• With guidance, **experiment** with the roles of audience and creative individual, by using focus and attention. Consider the viewpoints of the story the media arts work is telling, who made it, and where it was made.<br><br>• **Practise** seeking permission to take photos of class members to document a class excursion. | • **Experiment** with a digital device to develop production skills. For example, use basic shot types and frame the subject.<br><br>• **Experiment** with ways of formatting their media arts work. For example, use text to accompany still or moving images.<br><br>• **Practise** recording sound on a variety of devices to explore volume.<br><br>• **Experiment** with and **develop** different ways of using colour, shot type, and editing in the media arts works they create. | • **Explore** and **display** images by framing the subject matter using basic shot types, angles, and lighting to control the picture space.<br><br>• **Format** their work and **consider** appropriate text conventions. For example, select fonts, colour, and a suitable length of time for a display to match the purpose of the artwork.<br><br>• **Devise** and **use** sound on a variety of devices to create a sense of environment through appropriate volume and layering of voice and sound. | • **Consider** and **develop** how point of view can be controlled by production and use of media technologies.<br><br>• **Consider** viewpoints when improving and responding to work. For example, change the meaning of the story by adding a different soundtrack to images.<br><br>• **Develop** and **use** the layout conventions of web page design to engage and interact with a particular audience.<br><br>• **Identify** story structures used in media arts works that contribute to the communication of ideas.<br><br>• **Experiment** with shot type, sound quality, lighting, and setting when planning their media artworks. | • **Edit** a sequence, adding music to change the perspective and meaning, and **consider** viewpoints to improve and respond to their work.<br><br>• **Design** and **create** an animated sequence that personifies inanimate objects by attaching human attributes and emotions to them.<br><br>• **Develop** and **apply** how point of view can be controlled by production and use of media technologies.<br><br>• **Develop** and **apply** the conventions and layout of web page design to engage and interact with a particular audience.<br><br>• **Work** collaboratively using technologies to make media arts works for specific audiences and purposes. For example, create a public service announcement on social media use for under 13s. |

| Strand: | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Creating and making** | Create artworks that communicate ideas. | Use media languages and media technologies to construct representations. | | Use media languages, media technologies, and production processes to construct representations that communicate ideas, perspectives, and meaning. | | Use media languages, media technologies, and production processes to construct media arts works that communicate ideas, perspectives, and meaning for specific audiences. | |
| | • With support, **create** and **play** with capturing images for the purpose of telling or retelling a familiar story or class text. | • With guidance, **capture** and **sequence** images and text to retell familiar and traditional stories.<br><br>• With teacher guidance, **create** and **construct** media arts works by responding to learning in other subject areas. For example, create an artwork on healthy eating or instructions for playing a game. | • **Construct** and **present** a media arts work for a particular purpose, with focus on using viewpoints to refine their work. Consider the question, 'What would I like people to feel as they experience my work?'.<br><br>• **Experiment** with planning and scripting a radio advertisement for an event, real or imagined.<br><br>• **Create**, **rehearse**, and **record** a class podcast and seek permission to share it with another class. | • **Collaborate** and **create** a soundscape to accompany a moving image or slideshow using live and recorded sounds on a device.<br><br>• **Experiment** with the concept of storyboarding and **construct** a short sequence that shows a conflict or resolution.<br><br>• **Experiment** with planning and devising a script for a promotional podcast for a school or community event. | • **Experiment** with the concept of storyboarding for film by **constructing** a short sequence that shows a relationship with a favourite place. Use camera angles, sound, and lighting to convey meaning without dialogue.<br><br>• **Experiment** with planning and scripting, in pairs, and **construct** an advertisement for a fictional toy or game to engage and entice the consumer. | • **Construct** a storyboard for an opening of a music video that shows film angles, transitions, and soundtrack choices.<br><br>• **Construct** a navigational plan for a game, using multiple levels and obstacles.<br><br>• **Create** a script for a podcast and **document** the appropriate permissions required for music and voice if it were to be aired on a community radio station.<br><br>• **Change** the meaning of a story by adding a different soundtrack to the images. **Consider** the question, 'What do I need to improve to make my intentions clear?'. | • **Construct** a short digital sequence that communicates an idea using camera angles such as close-ups and medium close-ups.<br><br>• **Construct** a storyboard that reflects a key scene in a story.<br><br>• **Devise** and **create** a navigational plan for a game, using multiple levels and obstacles. **Construct** the game for a particular age group.<br><br>• **Create** a script for a short film on a local issue and document the appropriate permissions required.<br><br>• **Plan**, **create**, and **construct** media arts works to share important information using responsible media practices. For example, online safety in social media to raise awareness of personal information safety protocols. |

| Strand: | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Presenting and performing** | Share their artwork with audiences. | Share media arts works with audiences in informal settings. | | Share media arts works in informal settings considering responsible media practice. | | Present media arts works in formal and informal settings using responsible media practice. | |
| | • With support, **present** a sequence of images for the purpose of telling or retelling a familiar or traditional story to **share** with the class.<br>• With support, **capture** images of class events, with permission of the people involved, creating an image sequence that represents the event. **Share** this with their peers. | • With guidance, **create** and **present** a media arts work for a particular purpose. For example, create an advertisement that recommends how to wash your hands.<br>• **Share** a story as a news bulletin and **present** it, with the permission of the people involved. | • **Capture** and **sequence** images and text to retell familiar and traditional stories. **Share** them with the class.<br>• **Present** a media arts work for a particular purpose.<br>• **Refine** their work with self-reflection. Consider what they enjoyed and why.<br>• **Explore** what permission means, using e-safety resources, and collaborate as a class to decide a set of rules for using and creating images, sounds, and text in their media arts works. | • **Display** technical elements, such as composition and space, to format and lay out an animation work using available software and appropriate text. **Share** with the class.<br>• **Practise** seeking permission to take photos of class members and **document** a school excursion or event. **Share** with the class or on a school platform.<br>• **Create** and **present** credits in the end sequence for a short film to **share** with the class. | • **Create** and **share** credits in a title sequence and select appropriate fonts, colour, and length of display time to accompany the screening of a series of moving images.<br>• **Demonstrate** media concepts, such as audience and relationships, when formatting and laying out a story using available software and appropriate text for a print advertisement.<br>• **Share** media arts works in various formats, using the conventional layouts for a website or newspaper. | • **Create** a short film for different audiences, using different platforms. **Present** in an informal setting, such as the classroom, and in a formal setting, such as a school assembly. Seek and **document** the appropriate permissions for the presentation.<br>• **Collaborate** to plan and **present** a short film made from uploaded images and recorded sound, sequenced and edited for sharing in an informal setting. **Consider** responsible media practice and seek audience feedback after the presentation. | • **Design** a short film using different platforms and special effects, sound, editing, and credits. **Present** to different audiences, such as younger classes and parents.<br>• **Create**, **design**, and **present** a media arts work using internet-based technologies, including social media. Consider the viewpoints of the audience.<br>• **Discuss** responsible media practices relating to the media arts works they are viewing or creating, such as legal, ethical, and moral considerations. |