

Scope and sequence

# Media arts

Reception to year 6

V1.0

September 2020



Government  
of South Australia

Department for Education



# Media arts: Scope and sequence reception to year 6

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## Context statement

In Media Arts, students learn to engage with communications 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 artworks that respond to diverse cultural, social and organisational influences. 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 diverse 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 making and responding strands** inform and support each other. They are intrinsically connected and should be integrated when designing learning experiences.

- As students make media artworks, they actively respond to their own developing media artworks and the media artworks of others.
- As students respond to media artwork they draw on the knowledge, understanding and skills acquired through their experiences in making media art.

This document is structured around the shared arts sub-strands to clarify the explicit learning required. As with the strands, the sub-strands should be combined when planning teaching and learning activities, they are not designed to be addressed as isolated activities.

### **Five Key Concepts of Media Arts:**

- the media languages used to tell stories
- the technologies which are essential for producing, accessing and distributing media
- the various institutions that enable and constrain media production and use
- the audiences for whom media arts products are made and who respond as consumers, citizens and creative individuals
- the constructed representations of the world, which rely on shared social values and beliefs.

**The technical and symbolic elements of media arts are fundamental to all learning in this subject: composition, space, time, movement, sound and lighting.**

**The elements of media arts** are combined and shaped using **story principles**: structure, intent, characters, settings, points of view and genre conventions.

### **These documents have been designed to:**

- Provide clarity and context, for teaching and learning in South Australia, in alignment with the Australian Curriculum content descriptions
- 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 to year 2	Years 3 to 4	Years 5 to 6
<p>By the end of year 2, students:</p> <ul style="list-style-type: none"> <li>• <b>communicate</b> about media artworks they make and view, and where and why media artworks are made</li> <li>• <b>make</b> and <b>share</b> media artworks using story principles, composition, sound and technologies.</li> </ul>	<p>By the end of year 4, students:</p> <ul style="list-style-type: none"> <li>• <b>describe</b> and <b>discuss</b> similarities and differences between media artworks they make and view</li> <li>• <b>discuss</b> how and why they and others use images, sound and text to make and present media artworks</li> <li>• <b>collaborate to use</b> story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.</li> </ul>	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> <li>• <b>explain</b> how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view</li> <li>• <b>explain</b> the purposes and audiences for media artworks made in different cultures, times and places</li> <li>• <b>work collaboratively</b> using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.</li> </ul>

## Strand: Making

Sub-strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring ideas and improvising with ways to represent ideas</b>	See English and HASS content descriptors for contextual examples, where students can experience exploring ideas, characters and settings in images, sounds and text.	See English and HASS content descriptors for contextual examples, where students can experience exploring ideas, characters and settings in images, sounds and text.	See English and HASS content descriptors for contextual examples, where students can experience exploring ideas, characters and settings in images, sounds and text.	See English and HASS content descriptors for contextual examples, where students can apply structuring ideas, characters and settings in images, sounds and text.	See English and HASS content descriptors for contextual examples, where students can apply structuring ideas, characters and settings in images, sounds and text.	See English, HASS and Drama content descriptors for contextual examples, where students can explore and apply their representations for characters, characterisations and points of view in different settings, images, sounds and text.	See English, HASS and Drama content descriptors for contextual examples, where students can explore and apply their representations for characters, characterisations and points of view in different settings, images, sounds and text.
<b>Developing understanding of practices</b>	<p>Explore media technologies (hardware – digital cameras, video recorder, iPad or electronic device and software – editing tools such as Microsoft word, Adobe, Windows Movie Maker and apps), to capture and edit images, sounds and text:</p> <ul style="list-style-type: none"> <li>With support, <b>explore</b> and experiment safely managing a digital camera, iPad or electronic device to capture still images.</li> <li>With support, <b>review</b> the images they took to delete unwanted images.</li> <li>With support, <b>explore</b> using computer software to arrange images and text.</li> </ul>	<p>Explore media technologies (hardware – digital cameras, video recorder, iPad or electronic device and software – editing tools such as Microsoft word, Adobe, Windows Movie Maker and apps), to capture and edit images, sounds and text:</p> <ul style="list-style-type: none"> <li>With guidance, safely <b>manage</b> and <b>experiment</b> with a digital camera to capture still and moving images.</li> <li>With guidance, <b>experiment</b> with zooming in and out and <b>review</b> captured images to delete unwanted images.</li> <li>With guidance, <b>practise</b> using computer software to arrange images, and add captions to enhance meaning in a photo story.</li> </ul>	<p>Explore media technologies (hardware – digital cameras, video recorder, iPad or electronic device and software – editing tools such as Microsoft word, Adobe, Windows Movie Maker and apps), to capture and edit images, sounds and text:</p> <ul style="list-style-type: none"> <li><b>Use</b> a digital camera and video recording device safely to capture a variety of images for a purpose.</li> <li><b>Consider</b> the elements (composition, space, time, movement, sound and lighting), when reviewing the photos and content they take – what images will they keep or delete and why, which images interest them and why.</li> <li><b>Use</b> computer software to trial the arrangement of images, sounds and captions to express an idea or story.</li> </ul>	<p>Use media technologies (hardware – digital cameras, video recorder, iPad and software – editing tools such as Microsoft word, Adobe, Windows Movie Maker and apps), to tell stories. Use the concepts of time (order, duration and depiction of ideas and events), and space (distance and relationship between objects, sounds or text and the depiction of their place), to manipulate images, sounds and text to help tell stories:</p> <ul style="list-style-type: none"> <li><b>Experiment</b> with a camera to develop skills. For example, use basic shot types and frame the subject.</li> <li><b>Experiment</b> with ways of formatting their work. For example, applying text to accompany still or moving images.</li> <li><b>Practise</b> recording sound on a variety of devices to explore volume.</li> </ul>	<p>Use media technologies (hardware – digital cameras, video recorder, iPad and software – editing tools such as Microsoft word, Adobe, Windows Movie Maker and apps), to tell stories. Use the concepts of time (order, duration and depiction of ideas and events), and space (distance and relationship between objects, sounds or text and the depiction of their place), to manipulate images, sounds and text to help tell stories:</p> <ul style="list-style-type: none"> <li><b>Apply</b> elements of framing to the subject matter, using basic shot types, angles and lighting to control picture space.</li> <li><b>Format</b> their work considering appropriate text conventions. For example, selecting fonts, colour and suitable length of time for a display to match the purpose of the artwork.</li> <li><b>Use</b> sound on a variety of devices to create a sense of environment through appropriate volume and layering of voice.</li> </ul>	<p>Use media technologies (hardware – digital cameras, video recorder, iPad and software – editing tools such as Microsoft word, Adobe, Windows Movie Maker and apps), to develop skills in shaping space, time, movement and lighting within images, sounds and text:</p> <ul style="list-style-type: none"> <li><b>Create</b> a short digital sequence that uses camera angles, such as close-ups and medium close-ups.</li> <li><b>Edit</b> a chase sequence, adding music to heighten the action and tension and <b>consider</b> viewpoints in improving and responding to their work. For example, using music to heighten the action and tension.</li> <li><b>Design and create</b> an animated sequence that personifies inanimate objects by attaching human attributes and emotions to them.</li> <li><b>Consider</b> viewpoints in improving and responding to work. For example, changing the meaning of the story by adding a different soundtrack to images.</li> <li><b>Identify</b> the conventions and layout of web page design.</li> </ul>	<p>Use media technologies (hardware – digital cameras, video recorder, iPad and software – editing tools such as Microsoft word, Adobe, Windows Movie Maker and apps), to develop skills in shaping space, time, movement and lighting within images, sounds and text:</p> <ul style="list-style-type: none"> <li><b>Create</b> a short digital sequence that uses camera angles, such as close-ups and medium close-ups, to focus on character relationships, power or mood.</li> <li><b>Design and create</b> an animated sequence that personifies inanimate objects and creates smooth action.</li> <li><b>Consider</b> viewpoints in improving and responding to work, for example changing the meaning of the story by adding a different sound track to images or using different framing and angles to express different power relationships.</li> <li><b>Identify and apply</b> the conventions and layout of web page design to engage and interact with a particular audience.</li> </ul>

Sub-strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Sharing artworks through performance, presentation or display</b></p>	<p>Create media artworks (print, audio or screen-based), that communicate ideas and stories and present them to an audience:</p> <ul style="list-style-type: none"> <li>With support, <b>explore</b> and <b>experiment</b> capturing images for the purpose of telling, or retelling a familiar or traditional story and share with the class.</li> </ul>	<p>Create media artworks (print, audio or screen-based), that communicate ideas and stories and present them to an audience:</p> <ul style="list-style-type: none"> <li>With guidance, <b>capture</b> and <b>sequence</b> images and text to retell familiar and traditional stories and share with the class.</li> <li>With guidance, <b>create</b> and <b>record</b> a radio play.</li> <li>With guidance, <b>create</b> and <b>present</b> a media artwork for a particular purpose. For example, creating an advertisement that recommends appropriate behaviour when using cameras in the room.</li> </ul>	<p>Create media artworks (print, audio or screen-based), that communicate ideas and stories and present them to an audience:</p> <ul style="list-style-type: none"> <li><b>Capture</b> and <b>sequence</b> images and text to retell familiar and traditional stories and share with the class.</li> <li><b>Create, rehearse</b> and <b>record</b> a radio play and seek permission to share it with another class.</li> <li><b>Produce</b> and <b>present</b> a media artwork for a particular purpose, with focus on using viewpoints to refine their work.</li> </ul>	<p>Plan and create media artworks (print, audio or screen-based), to present to an audience (each other, the class, school or community), for a specific purpose. Explore and consider the responsible media practices that need to be considered. For example, seeking permission for taking photos and referencing materials that are not their own:</p> <ul style="list-style-type: none"> <li><b>Experiment</b> with the concept of storyboarding through developing a short sequence that shows a conflict.</li> <li><b>Experiment</b> with planning and scripting a radio advertisement for a school event.</li> <li><b>Practise</b> seeking permission to take photos of class members, to document a school excursion.</li> </ul>	<p>Plan and create media artworks (print, audio or screen-based), to present to an audience (each other, the class, school or community), for a specific purpose. Explore and consider the responsible media practices that need to be considered. For example, seeking permission for taking photos and referencing materials that are not their own:</p> <ul style="list-style-type: none"> <li><b>Experiment</b> with the concept of storyboarding for film, through developing a short sequence that shows a conflict. Uses camera angles, lighting and costume to convey meaning without dialogue.</li> <li><b>Experiment</b> with planning and scripting a radio advertisement for a school event with respect to the values and image the school seeks to promote.</li> <li><b>Seek</b> permission to take photos of class members to document a school class excursion (or whole school activity), for publication on the school intranet.</li> </ul>	<p>Plan, create and produce media artworks (print, audio or screen-based), to present to an audience (each other, the class, school or community), for a specific purpose. Explore and consider the responsible media practices that need to be considered. For example, seeking permission for taking photos and referencing materials that are not their own:</p> <ul style="list-style-type: none"> <li><b>Create</b> a storyboard that reflects a key scene in a sequence.</li> <li><b>Create</b> a navigational plan for a game, using multiple levels and obstacles.</li> <li><b>Create</b> a script for a radio production and document the appropriate permissions required for music and voice talents if it were to be aired on a community radio station.</li> </ul>	<p>Plan, create and produce media artworks (print, audio or screen-based), to present to an audience (each other, the class, school or community), for a specific purpose. Explore and consider the responsible media practices that need to be considered. For example, seeking permission for taking photos and referencing materials that are not their own:</p> <ul style="list-style-type: none"> <li><b>Design</b> and <b>create</b> a storyboard that reflects a key scene in a sequence. For example, an opening scene of a film that shows the important camera angles, transitions, edits, voice and soundtrack.</li> <li><b>Design</b> and <b>create</b> a navigational plan for a game, using multiple levels and obstacles; for problems to be solved in order to progress to a new level.</li> <li><b>Create, design</b> and <b>present</b> a media artwork using internet-based technologies, including social media. Students should consider the viewpoint – what cultural images can or cannot be used when making and publishing the work?</li> </ul>

## Strand: Responding

Sub-strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Responding to and interpreting artworks</b>	<p>Respond to media artworks (print, audio or screen- based), as a consumer and a creative individual. Consider why and where people make media artworks, including works of Aboriginal peoples:</p> <ul style="list-style-type: none"> <li>With support and prompting, <b>express</b> preferences for the media artworks they make and view.</li> <li>With support, <b>identify</b> where they might experience media artworks in their lives.</li> <li>With support, <b>identify</b> audience skills and practice appropriate reactions (listen and applaud).</li> </ul>	<p>Respond to media artworks (print, audio or screen- based), as a consumer and a creative individual. Consider why and where people make media artworks, including works of Aboriginal peoples:</p> <ul style="list-style-type: none"> <li>With guidance, <b>describe</b> preferences for the media artworks they create and watch, using appropriate language to discuss their place as a consumer. In doing so, they <b>consider</b> the emotions and thoughts that are provoked, roles of the media artists, features and shot types (long, mid and close-up).</li> <li>With guidance, <b>identify</b> where and when they might view or make media artworks and why people make media artworks in their community.</li> <li>With guidance, <b>enact</b> the role of consumer and creative individual.</li> </ul>	<p>Respond to media artworks (print, audio or screen- based), as a consumer and a creative individual. Consider why and where people make media artworks, including works of Aboriginal peoples:</p> <ul style="list-style-type: none"> <li><b>Describe</b> and <b>discuss</b> preferences for media artworks they create from the perspective of a consumer and creative individual. In doing so, they consider the emotions and thoughts provoked, roles of media artists and features like sounds, text and shot types (long, mid and close-up). <b>Discuss</b> what the shots tell the audience about the story, and what permissions may have been needed.</li> <li>With guidance, <b>identify</b> where and when they might view or make media artworks and why people make media artworks in their community and consider how media artworks sustain and communicate cultural knowledge.</li> <li>With guidance, <b>enact</b> the roles of consumer and creative individual with focus and attention, considering the viewpoints of what story the media artwork is telling, who made it and where it was made.</li> </ul>	<p>Identify intended purposes and meanings of media artworks (print, audio or screen-based), including works by Aboriginal peoples. Use the media arts key concepts of media language, technologies, institutions, audience and representations, to discuss the meaning and purpose of the artwork:</p> <ul style="list-style-type: none"> <li><b>Identify</b> meaning and <b>describe</b> representations in media artworks from different social, cultural or historical contexts.</li> <li><b>Compare</b> media artworks made for different purposes using appropriate language.</li> <li><b>Examine</b> media artworks in their community and <b>compare</b> these to other artworks commemorating different people, times and cultures.</li> </ul>	<p>Identify intended purposes and meanings of media artworks (print, audio or screen-based), including works by Aboriginal peoples. Use the media arts key concepts of media language, technologies, institutions, audience and representations, to discuss the meaning and purpose of the artwork:</p> <ul style="list-style-type: none"> <li><b>Identify, discuss</b> the meaning and <b>describe</b> representations in media artworks from different social, cultural or historical contexts. Focus on the different ways traditional stories are retold using media technologies.</li> <li><b>Discuss</b> and <b>compare</b> media artworks made for different purposes, using appropriate language to identify possible differences in audiences' interpretations.</li> <li><b>Examine, discuss</b> and <b>write</b> about media artworks in their community and <b>compare</b> these to other artworks commemorating different people, times and cultures. Focus on the meaning of the media artwork.</li> </ul>	<p>Use the media arts key concepts of media language, technologies, institutions, audience and representations, to explain how meaning, purpose and story principles are communicated in a variety of print, audio or screen-based artworks, from different cultures, times and traditional Aboriginal peoples:</p> <ul style="list-style-type: none"> <li><b>Identify</b> story structures, and technical and symbolic elements used in media artworks created and viewed.</li> <li><b>Discuss</b> the role of media artworks in sharing cultural information about a group of people.</li> <li><b>Discuss</b> and <b>compare</b> historical and contemporary media representations and explain how context influences the characters, stories and values in media artworks.</li> <li><b>Discuss</b> and <b>describe</b> protocols about acceptable and unacceptable use of borrowed material in making and publishing media artworks.</li> </ul>	<p>Use the media arts key concepts of media language, technologies, institutions, audience and representations, to explain how meaning, purpose and story principles are communicated in a variety of print, audio or screen-based artworks, from different cultures, times and traditional Aboriginal peoples:</p> <ul style="list-style-type: none"> <li><b>Identify</b> and <b>discuss</b> story structures, and technical and symbolic elements used in media artworks created and viewed. Focus on shot type, sound quality, lighting or setting, and how these contribute to portraying meaning.</li> <li><b>Explain</b> the role of media artworks in sharing cultural information about a group of people. Focus on value the placed upon people and environment through the techniques used.</li> <li><b>Research, discuss</b> and <b>compare</b> historical and contemporary media representations. <b>Explain</b> how context influences characters, stories and values in media artworks, such as comparing TV representations of family.</li> <li><b>Discuss</b> and <b>describe</b> protocols about acceptable and unacceptable use of borrowed material in making and publishing media artworks, and consider the viewpoints of how values are demonstrated in their representation.</li> </ul>



Sub-strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							<ul style="list-style-type: none"><li>• <b>Explore</b> issues around safety and sensitivity in relation to acceptable and unacceptable use or reference to personal and cultural images, sounds and texts, when making and publishing media artworks.</li></ul>