Year 7 to 10

The Arts

Media arts

Scope and sequence

Revised to align with the Australian Curriculum V9.0 (2022)

V2.0

Government
of South Australia

Department for Education

The Arts – Media arts: Year 7 to 10

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 a range of 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 media arts works and the media arts works 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 a range of cultural and communications practices.

Teachers are advised to use their professional judgement when selecting a range of media arts works 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 arts works 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 when assessing student work**.**

The 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 1 or more content descriptions, followed by dot pointed content clarifiers which describe the explicit learning required.

The strands and content descriptions should be combined when planning teaching and learning; 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 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 the technical and symbolic elements or codes are used) are fundamental to 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

Years 7 to 8	Years 9 to 10
By the end of Year 8, students: • **analyse** the use of media arts concepts to construct representations that communicate ideas, perspectives and/or meaning in media arts works they produce and/or experience. • **evaluate** use of media arts concepts in media arts works from across cultures, times, places and/or other contexts. • **describe** respectful approaches to creating and/or responding to media arts works. • **select** and **manipulate** media languages, and media technologies, and **use** production processes to construct representations. • **produce** media arts works that communicate ideas, perspectives and/or meaning. • **present** their work to an audience. • **plan** where and how they could distribute their work using responsible media practice.	By the end of Year 10, students: • **analyse** how and why media arts concepts are manipulated to construct representations in media arts works they produce and/or experience. • **evaluate** how and why media artists across cultures, times, places and/or other contexts use media arts concepts to represent and/or challenge ideas, perspectives and/or meaning. • **evaluate** how media arts are used to celebrate and challenge perspectives of Australian identity. • **use** media arts concepts to construct representations and communicate ideas, perspectives and/or meaning. • **use** responsible media practice and production processes to **create** media arts works in a range of genres/styles and/or forms, for specific audiences. • **present** their work to an audience/s. • **plan** where and how they could distribute their work and the relationships they could develop with their audiences using responsible media practice.

Scope and sequence

Subject: Media arts				
Strands:	**Year 7**	**Year 8**	**Year 9**	**Year 10**
Exploring and responding	Investigate the ways that media arts concepts are used in media arts works and practices across cultures, times, places, or other contexts.		Investigate the ways that media artists and producers use media arts concepts to construct representations in media arts works and practices from across cultures, times, places, or other contexts.	
	• **Discuss** the processes and choices involved in distributing media arts works for an audience, considering a range of cultural groups. • **Investigate** the use of cultural and societal stereotypes in media arts works across different times. • **Explore** how media can influence meaning. For example, images representing a range of cultural groups or ethnicities in Australian society. • **Explore** the role of media artists and arts works in communicating cultural information and creating awareness of contemporary social issues, such as climate change. • **Consider** how an image may be interpreted differently when viewed in a range of historical, geographical, or cultural contexts.	• **Make** and **justify** choices for the distribution of own and others' media arts works for a particular audience, considering a range of cultural groups. • **Identify** and **discuss** how and why media arts works use cultural and societal stereotypes. For example, **identify** which features in a stereotype have been omitted or exaggerated and for what purpose. • **Explain** how media can influence meaning. For example, examining past and contemporary images representing a range of cultural groups or ethnicities in Australian society. • **Analyse** and **discuss** the role and responsibilities of media artists and arts works in communicating cultural information and in creating awareness of contemporary social issues. • **Evaluate** the effectiveness of an image and its construction to communicate meaning in a range of historical, geographical, or cultural contexts.	• **Explore** different ways of constructing images, sound, and text to represent a current social or cultural issue. • **Investigate** considerations that need to be made when sharing and displaying media arts works in a range of contexts, including ethical issues and cultural protocols. • **Explore** the role of media artists in challenging predominant views on issues of contemporary relevance, now and in the past. For example, social or cultural issues presented in Australian film, print media, or television. • **Explore** cultural, social, and environmental issues represented in the media, across a range of contexts. **Use** this to inform the representation of own viewpoint and opinion.	• **Experiment** with images, sounds, and text to develop representations of current social or cultural issues, from multiple viewpoints. • **Organise** and **curate** a school, local community, or online media arts festival or display, applying consideration of ethical issues and cultural protocols. • **Analyse** and **discuss** the role of media artists in challenging predominant views on issues of contemporary relevance, now and in the past. For example, social and cultural issues presented in Australian and international film, print media, or television. • **Analyse** and **evaluate** how cultural, social, and environmental issues are represented in the media, across a range of contexts. **Deconstruct** the technical and symbolic elements, reimagining, and remixing alternate versions to present a variety of viewpoints, including own opinion.

Strands:	Year 7	Year 8	Year 9	Year 10
	Investigate the diversity of First Nations Australians' media arts works and practices considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights.		Investigate the ways First Nations Australian media artists or producers celebrate and challenge multiple perspectives of Australian identity through media arts.	
	• **Discuss** cultural sensitivity, respect, and appreciation of media arts works created by or representing First Nations Australians. • **Identify** culturally appropriate responses and permissions when interacting with media arts works created by or representing First Nations Peoples. • **Recognise** how media arts works represent diverse ideas, themes, and concepts based on points of view of First Nations Peoples.	• **Develop** cultural sensitivity, respect, and appreciation of media arts works created by or representing First Nations Australians. • **Discuss** and **reflect** upon the need for respect, appropriate permissions, and avoidance of cultural appropriation when interacting with media arts works created by or representing a diverse range of First Nations Peoples. • **View** and **analyse** the representation of First Nations Peoples and social values in Australian film and television. • **Explore** and **discuss** Indigenous Cultural Intellectual Property rights in relation to the artist and the media.	• **Consider** and **discuss** the communication of cultural and social values in Australian media by First Nations artists, for example, in music videos by artists such as Baker Boy, Thelma Plum, or Yothu Yindi. **Use** to inform own work. • **Discuss** intended meanings and representation of identity in media arts work created or produced by First Nations Australians. **Consider** meanings from the different perspectives of artist and audience. • **Analyse** the work of First Nations filmmakers such as Wayne Barker or Beck Cole and **identify** how those artists have explored, represented, or challenged concepts and histories of Australia and Australian identity. • **Deconstruct** film or television work that includes representation of First Nations Australians and **identify** how the work uses the technical and symbolic elements of media arts.	• **Examine** and **discuss** the communication and representation of cultural and social values in Australian media arts works by First Nations filmmakers such as Rachel Perkins or Wayne Blair. **Use** to inform own work. • **Analyse** and **interpret** the intended meanings and representation of identity in media arts work created or produced by First Nations Australians. **Consider** how these may be interpreted differently from different cultural or societal viewpoints. • **Explore** how the viewpoints of First Nations Peoples are represented by examining NITV (National Indigenous TV) news, current affairs, and sports programs, and **analyse** how they create and challenge views in mainstream stories. • **Analyse** film or television work that includes representation of First Nations Australians and **evaluate** how the work uses the technical and symbolic elements of media arts.
Developing practices and skills	Develop media production skills throughout the production process to construct representations using media languages and media technologies.		Experiment with ways to construct representations that reflect ideas, perspectives, or meaning and use of media conventions, media languages, and media technologies.	
	• **Explore** the use of established genre conventions, for example: o framing in still and moving images o sound in radio play or audiovisual artworks o font size, shape, and colour in print.	• **Combine** established genre conventions, for example: o framing in still and moving image o sound in radio play or audiovisual artworks o font size, shape, and colour in print.	• **Explore** different genres and styles in media, for example, film trailers. **Identify** how each genre and style uses the technical and symbolic elements of media arts.	• **Experiment** with editing and integrating existing media of different genres and styles to create a new genre or style, for example, combining different film trailers from different genres or styles to create own media arts product.

Strands:	Year 7	Year 8	Year 9	Year 10
	• **Identify** the media arts elements in a specific genre and **use** to inform own media artwork. • **Create** multiple representations of the same person or place from different viewpoints through media choice and conventions. • **Identify** how the elements of media arts contribute to the representation of stereotypes in society. • **Experiment** with the technical and symbolic elements of media arts to represent ideas and emotions in media arts works. • **Explore** the use of image manipulation software to manipulate contrast, correct colour, and add filters or text to an image to enhance the mood and purpose of own media arts works.	• **Explore** how image, sound, and framing can represent mood and setting. • **Create** multiple representations of the same person, place, or concept in different media, for different intentions. • **Experiment** with the elements of media arts to challenge stereotypes in society. • **Select** and **manipulate** combinations of technical and symbolic elements to represent ideas and emotions in media arts works. • **Apply** image manipulation software to manipulate contrast, correct colour, and add filters or text to an image to strengthen a point of view in own media arts works.	• **Construct** characters for a computer game or other media platform for a specific audience and purpose. • **Use** images, sound, and text to convey an idea or tell a story in a media arts genre. • **Examine** different ways of representing ideas, issues, people, or stories in contemporary media and in past times. **Include** discussion of the social values they represent. • **Experiment** with the application of different technical elements and techniques, for example, lenses, exposure, or aperture, to capture photographic and film images in different lighting conditions. • **Use** a range of software to create print and online media artwork. **Consider** fonts, colours, titles, images, and text content.	• **Construct** characters for a computer game or other media platform that appeal to diverse audiences and can be used for different purposes. • **Use** images, sound, and text to convey an idea or tell a story in a range of media arts genre. • **Explore** different ways of representing ideas, issues, people, or stories in contemporary media and in past times. **Include** discussion of the social values they represent or challenge. • **Create** media arts works that reflect a refined understanding of different technical elements, techniques, and processes, for example, to capture photographic and film images in different spaces, places, and lighting conditions. • **Refine** the use of a range of software to create print and online media artwork.
	Reflect on their own and others' media arts works and practices to inform choices they make during the production process.		**Reflect on their own or other media arts works and practices to refine and inform choices they make during stages of the production process.**	
	• **Discuss** representational choices made by students and others to strengthen the artist's intent in media art. • **Explore** a range of media arts genres, for example, a documentary, a photo story, or a television commercial to inform own media arts works. • **Analyse** the artistic choices including structure, style, conventions, and genre made in several different media arts works by self and others. For example, in the discussion of works by specific media artists, such as Jason Naylor, drawing animator Aistè Stancikaitè, or high-speed photographer Alberto Seveso.	• **Describe** and **document** representational choices made by students and others to strengthen the artist's intent in media arts works. **Use** to inform the development of own work. • **Compare** different media, for example, compare a news story in print media with the content, structure, and delivery of an online news story. **Use** to inform own media arts works. • **Analyse** and **evaluate** the artistic choices including structure, style, conventions, and genre in a variety of media arts works by self and others. For example, in works such as the combo	• **Consider** how the technical and symbolic elements in a media artwork can evoke a personal response. • **Maintain** a record of, **reflect** on, and **evaluate** own processes of planning and creating media arts works using a journal, blog, video or audio recording, or multimodal presentation. • **Discuss** film work by students and others to **identify** how technical and symbolic elements, such as camera techniques, editing, sound, and mise-en-scène, communicate meaning, emotion, or opinion.	• **Manipulate** the technical and symbolic elements in a media artwork to evoke a personal response from a specific audience. • **Maintain** a record of, **reflect** on, **analyse,** and **evaluate** own processes of planning and creating media arts works using a journal, blog, video or audio recording, or multimodal presentation. • **Analyse** and **discuss** film work by students and others, for a broad range of platforms and audiences, to **identify** and **explain** how technical and symbolic elements can: ○ evoke a personal emotional response

Strands:	Year 7	Year 8	Year 9	Year 10
	• **Document** own process of planning and creating media arts works using a journal, blog, video or audio recording, or multimodal presentation. • **Identify** the elements that define a specific genre or style of media arts. For example, discuss a still image, considering photographic composition, digital and non-digital effects, and framing. • **Use** technical vocabulary in discussion.	photography of Stephen McMennamy, the websites, videos, and virtual realities of Sara Ludy, or the animations of Sean Charmatz. • **Discuss** and **document** own process of planning and creating media arts works using a journal, blog, video or audio recording, or multimodal presentation. • **Discuss** and **apply** the elements of media arts to communicate in a genre or style. For example, **analyse**, **reflect** on, and **create** a still image considering photographic composition, digital and non-digital effects, and framing. • **Use** technical vocabulary in discussion and explanation.	• **Use** technical vocabulary in discussion and reflection.	○ suggest an opinion ○ communicate an issue or tell a story. • **Use** technical vocabulary in discussion, analysis, evaluation, and reflection.
Creating and making	**Design and structure media arts works to communicate ideas, perspectives, or meaning for an intended audience.**		**Design and structure media arts works that examine and communicate ideas, perspectives, and meaning.**	
	• **Create** media arts works with a specific purpose and meaning, considering structure, development, and resolution. • **Explore** and **experiment** with narrative structure and experimental media styles when creating and making own media arts works with a specific meaning. • **Explore** the use of media arts elements including sound and lighting to **create** mood and setting. • **Select**, **edit**, and **sequence** images or footage to emphasise an idea or communicate a specific meaning. • **Deconstruct** a print media image, for example, a magazine cover. Look at components such as font, title, and positioning of imagery. **Describe** the	• **Create** media arts works for a specific audience and purpose considering structure, development, and resolution. • **Experiment** with narrative structure and a range of media styles when creating, making, and refining own media arts works for a specific purpose. • **Manipulate** media arts elements, camera angles, and image framing to **create** mood and setting. • **Manipulate** video footage using editing techniques and **apply** sound functions that develop pace, mood, and style for a purpose. • **Deconstruct** a print media image, for example, a magazine cover. **Explain** how components such as font, title, and positioning of imagery contribute	• **Develop** production skills by working collaboratively to fulfil specified expectations or a 'brief', for example, developed by in-school (internal) or community (external) clients. • **Design** media arts works to communicate to a particular audience, for example, applying genre conventions or refining the composition, sound, or lighting. • **Explore** media arts works in a variety of genre, identifying the processes and media arts elements that have been used to produce each artwork. **Use** these to inform the making of own artwork.	• **Refine** production skills by working collaboratively to fulfill specified expectations or a 'brief', for example, developed by internal or external clients. • **Design** media arts works to communicate to an audience and for a specific purpose, refining the use of the technical and symbolic elements of media arts. • **Experiment** with creating media artwork in a range of specific genre, using particular production processes. **Justify** the choice of production processes in relation to the intended purpose and audience response. • **Create** own 'mashups' or remixes of existing video games or other media, to target a new audience. **Consider** the

Strands:	Year 7	Year 8	Year 9	Year 10
	relationship of each component to the overall meaning or intent. • **Investigate** how film is adapted across media platforms to reach different audiences, for example, game players, social media users, or television viewers.	to the overall communication of meaning or intent. • **Analyse** how a specific mainstream film has been adapted across media platforms to reach different audiences, for example, game players, social media users, or television viewers. **Consider** how elements of media arts are used differently when the purpose or platform is altered.	• **Explore** video games or other existing media to **identify** social or political comment and target audiences. • **Create** media arts works in a style that is designed and constructed to meet or challenge the expectations of an audience. • **Review** a media artwork considering the technical and symbolic elements of media arts and how they are used to convey meaning.	social or political comment conveyed by the new product or artwork. • **Create** media arts works in a style that is designed and constructed to manipulate the expectations of an audience. • **Analyse and evaluate** a media artwork that adds to, challenges, or supports the opinions expressed by another source.
	Apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives, or meaning for specific audiences, using responsible media practice.		Apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives, and meaning and confirm or challenge the expectations of specific audiences.	
	• **Identify** how the creation of media arts work is influenced by targeting specific audiences. • **Identify** and **discuss** appropriate rights and permissions to upload artwork to the internet. • **Identify** and **discuss** bias in 1 or more media platform. **Consider** the techniques used to influence and persuade audience or consumer perspectives. • **Use** safe and ethical media practice in online spaces. • **Discuss** safe and ethical media practice in online spaces, from a personal viewpoint as well as the viewpoint of the general consumer and the media artist.	• **Describe** how the creation of media arts work is influenced by targeting perceived or specific audiences. • **Research** appropriate rights and permissions to upload artwork to the internet. • **Reflect** on and **apply** production techniques aimed to persuade the audience or consumer of a specific perspective in own media arts work. • **Use** safe, ethical, and responsible media practices. • **Debate** an ethical issue such as the media's intrusion on the individual's right to privacy.	• **Examine** how the media can influence or change meaning through the manipulation of the technical and symbolic elements of media arts, for example, in advertising. • **Explore** different layouts, designs, and platforms for a website or virtual world, keeping the content consistent with the expectations of the end user and with an awareness of appropriate internet protocols. • **Create** safe and suitable media arts works designed for specific social media sharing sites. **Determine** what makes a posting safe and suitable. • **Identify** the social, ethical, and legal responsibilities of an online marketing campaign designed for a specific audience, for example, school-aged teenagers. • **Define** a viral marketing campaign. **Identify** the social and ethical implications of different platforms as drivers of distribution.	• **Manipulate** the technical and symbolic elements of a well-known media artwork to change its meaning. **Use** this process to **develop** meaning and intent in own original media artwork. • **Experiment** with and **refine** different layouts, designs, and platforms for a website or virtual world. Keep the content consistent with the expectations of the end user and appropriate internet protocols. • **Create** and **produce** media arts works for safe posting on suitable social media sharing sites. **Apply** social, ethical, and legal responsibilities. • **Design** an online marketing campaign for a target audience. **Employ** social, ethical, and legal considerations in the design and creation of the marketing campaign. • **Research** viral marketing campaigns. **Examine** the social and ethical implications when choosing different platforms as drivers of distribution.

Strands:	Year 7	Year 8	Year 9	Year 10
Presenting and performing	**Present media arts works using responsible media practices and considering potential relationships the work could create with audiences.**		**Present media arts works to audiences and plan approaches for creating relationships with audiences if or when media arts works are distributed in selected personal, community, and institutional contexts using responsible media practice.**	

	• **Create, plan,** and **develop** media arts works designed for a specific context or audience.
	• **Consider** the relationship between media arts works and the audience or user, when creating and presenting own work.
	• **Create, make,** and **present** a media arts work to promote a school or community event. When planning, **consider** time, technological access, and ethical and economic constraints.
	• **Identify** the differences between the programming of public sector and private sector television.
	• **Compare** media artwork, for example, photography or an animated film from a specific independent artist with one from an international organisation.
		• **Describe** the influence of individuals, communities, or organisations that enable or constrain media production.
		• **Explain** how own media arts works have been designed to engage a specific audience or user cohort.
		• **Create, make,** and **present** artworks to promote an event through different media and online platforms. When planning, **consider** time, technological access, and ethical and economic constraints.
		• **Examine** the programming of public sector and private sector television. **Discuss** the different features and purposes and the reasons these differences occur.
		• **Compare** and **discuss** media arts works, for example, photography or an animated film from a specific independent artist with one from an international organisation, identifying key differences.
			• **Investigate** the social, ethical, and legal issues associated with the sharing and presentation of media arts works on a range of platforms.
			• **Produce** and **distribute** media arts works in print, online, or another format. **Consider** the relationship between the intended audience and the media arts work that is created.
			• **Develop** timelines when planning, producing, and presenting media artwork.
			• **Investigate** Australia's classification system and its relationship to the audience. **Discuss** how it affects the students.
			• **Examine** television news, current affairs, and sports programs to **explore** how they represent, create, and challenge different viewpoints and perspectives. **Use** to inform the development and presentation of own media arts works.
			• **Identify** a variety of ways in which media can be produced, including through:
			  o sole digital producers
			  o cross-media organisations
			  o public and private sector
			  o multinational organisations.
				• **Consider** the intended publication style, platform, social, ethical, and legal responsibilities, audience, and purpose when justifying choices made in the creation and presentation of media arts works.
				• **Produce** and **distribute** media arts works in a range of formats, considering the relationships created between the intended audience and the media arts works, in each format.
				• **Develop** budgets and timelines when planning, producing, and presenting media artwork.
				• **Investigate** and **analyse** the differences between government regulation and self-regulation. **Explain** how regulation affects the production and reception of media arts works, as well as students' own user choices.
				• **Analyse** the work of documentary filmmakers such as Mark Kidel (UK) or Michael Moore (USA), and Australian filmmakers such as George Miller, Gillian Armstrong, or Tracey Moffatt, to **explore** how they represent, create, communicate, and challenge different viewpoints and perspectives. **Use** to inform the development and presentation of own media arts works.
				• **Investigate** a variety of ways in which media can be produced and distributed, including through:
				  o sole digital producers
				  o cross-media organisations
				  o public and private sector
				  o multinational organisations.