Scope and sequence

Media arts

Year 7 to 10

V1.0
September 2020

Government
of South Australia

Department for Education

Media arts: Scope and sequence year 7 to 10

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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

Years 7 to 8	Years 9 to 10
By the end of year 8, students: • **identify** and **analyse** how representations of social values and points of view are portrayed in the media artworks they make, distribute and view • **evaluate** how they and other makers and users of media artworks from different cultures, times, and places use genre and media conventions, and technical and symbolic elements to make meaning • **identify** and **analyse** the social and ethical responsibility of the makers and users of media artworks • **produce** representations of social values and points of view in media artworks for particular audiences and contexts • **use** genre and media conventions and shape technical and symbolic elements for specific purposes and meaning • **collaborate** with others in design and production processes, and **control** equipment and technologies to achieve their intentions.	By the end of year 10, students: • **analyse** how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute • **evaluate** how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning • **evaluate** how social, institutional, and ethical issues influence the making and use of media artworks • **produce** representations that communicate alternative points of view in media artworks for different community and institutional contexts • **manipulate** genre and media conventions and **integrate** and **shape** the technical and symbolic elements for specific purposes, meaning and style • **collaboratively** apply design, production, and distribution processes.

Strand: Making

Sub-strand	Year 7	Year 8	Year 9	Year 10

Exploring ideas and improvising with ways to represent ideas	Experiment and explore the use, combining and sequencing of image, sound and text, to convey a story and points of view in a genre using selected media conventions:
	
	• **Explore** the use of established genre conventions, for example:
	  o framing in still and moving image
	  o sound in radio play or audio-visual artworks
	  o font size, shape and colour in print.
	• **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 can represent stereotypes in society.
		Experiment and explore the use, combining, and sequencing of image, sound and text, to convey a story and points of view in a genre using selected media conventions:
		
		• **Combine** established genre conventions, for example:
		  o framing in still and moving image
		  o sound in radio play or audio-visual artworks
		  o font size, shape and colour in print.
		• **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.
			Experiment with different styles of media conventions and explore how various genres represent ideas and stories. Consider structure, intent, characters, settings and viewpoints. Manipulate images, sound and text to produce new and alternative viewpoints:
			
			• **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.
			• **Construct** characters for a computer game 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 different styles of media conventions and explore how various genres represent ideas and stories. Consider structure, intent, characters, settings and viewpoints. Manipulate images, sound and text to produce new and alternative viewpoints:
				
				• **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.
				• **Construct** characters for a computer game 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.

Manipulating and applying the elements and concepts with intent	Create and develop media representations to show social and cultural values and beliefs, including those of Aboriginal or Torres Strait Islander peoples. Consider the technical and symbolic elements of media arts and a range of viewpoints: • **Explore** how media artworks **represent** diverse ideas, themes and concepts based on points of view, including those of Aboriginal peoples. • **Identify** how the creation of media arts work is influenced by targeting perceived or particular audiences. • **Experiment** with the technical and symbolic elements of media arts (composition, time, space, sound, movement and lighting) to **represent** ideas and feelings in media artworks. • **Discuss** representational choices made by students and others to **strengthen** the artist's intent in media artworks.	Create and develop media representations to show social and cultural values and beliefs, including those of Aboriginal or Torres Strait Islander peoples. Consider the technical and symbolic elements of media arts and a range of viewpoints: • **View** and **experiment** with the **representation** of cultural groups and social values in Australian film and television. • **Consider** the influence of individuals, communities or organisations that **enable** or **constrain** media production. • **Explain** how the creation of media artwork is **influenced** by targeting perceived or particular audiences. • **Manipulate** combinations of the technical and symbolic elements of media arts to **represent** ideas and feelings in media artworks. • **Discuss** and **document** representational choices made by students and others to **strengthen** the artist's intent in media artworks. **Use** to inform the development of own work.	Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal or Torres Strait Islander peoples. Consider the technical and symbolic elements, structures and conventions of media arts to inform the development of own media representations: • **Explore** cultural, social and environmental issues **represented** in the media, including those of Aboriginal peoples. **Use** this to **inform** the **representation** of own viewpoint and opinion. • **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. • **Consider** how the technical and symbolic elements in a media artwork can **evoke** a personal response. • **Explore** different ways of **constructing** images, sound and text to **represent** a current social or cultural issue. • **Identify** and **discuss** the communication of cultural and social values in Australian media artworks, for example, in music videos by Aboriginal artists, such as Thelma Plumb or Yothu Yindi. **Use** to inform own work.	Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal or Torres Strait Islander peoples. Consider the technical and symbolic elements, structures and conventions of media arts to inform the development of own media representations: • **Explore** cultural, social and environmental issues **represented** in the media, including those of Aboriginal peoples. **Deconstruct** the technical and symbolic elements, **re-imagining** and **remixing** alternate versions to **present** a variety of viewpoints, including own opinion. • **Use** the manipulation of technical and symbolic elements of media arts to **change** the meaning of a well-known media artwork. **Use** this process to **build** meaning and intent in own original media artwork. • **Manipulate** the technical and symbolic elements in a media artwork to **evoke** a personal response from a specific audience. • **Experiment** with images, sounds and text to **develop** representations of current social or cultural issues, from multiple viewpoints. • **Examine** and **discuss** the communication and representation of cultural and social values in Australian media artworks, such as those by Aboriginal filmmakers, Rachel Perkins or Wayne Blaire. **Use** to inform own work.

Developing and refining understanding of skills and techniques	Develop and refine technical and artistic media production skills through the experimental use of symbolic, abstract and literal images, sounds and text. Use these to communicate a specific purpose, meaning or artistic intent in a range of styles and genres:	Develop and refine technical and artistic media production skills through the experimental use of symbolic, abstract and literal images, sounds and text. Use these to communicate a specific purpose, meaning or artistic intent in a range of styles and genres:	Develop practice and refine media skills and processes. Explore ways to use the technical and symbolic elements of media arts, including the integration of style, genre and conventions. Explore and manipulate images, sounds and text to communicate purpose or meaning to a specific target audience:	Develop practice and refine media skills and processes. Explore ways to use the technical and symbolic elements of media arts, including the integration of style, genre and conventions. Explore and manipulate images, sounds and text to communicate purpose or meaning to a specific target audience:
	• **Create** media artworks 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 artworks with a specific meaning. • **Explore** a range of media arts genres, for example, a documentary, a photo story or a television commercial to **inform** own media artworks. • **Analyse** the artistic choices including structure, style, conventions and genre made in several different media artworks by self and others. **Discuss** works by specific media artists, such as Jason Naylor, drawing animator, Aiste Stancikaite or high-speed photographer, Alberto Seveso. • **Document** own process of **creating** media artworks using a journal, blog, video or audio recording or multi-modal presentation.	• **Create** media artworks 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 artworks for a specific purpose. • **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 artworks. • **Evaluate** the artistic choices including structure, style, conventions and genre in a variety of different media artworks by self and others. **Analyse** works such as the combo 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 creating media artworks using a journal, blog, video or audio recording or multi-modal presentation.	• **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 artworks to **communicate** to a particular audience, for example, **applying** genre conventions or **refining** the composition, sound or lighting. • **Explore** the ways in which media arts genres and styles can be integrated or edited to **create** a new genre or style. • **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. • **Maintain** a record of, **reflect on** and **evaluate** own processes of creating media artworks using a journal, blog, video or audio recording or multi-modal presentation.	• **Refine** production skills by **working collaboratively** to fulfill specified expectations or a 'brief', for example, developed by internal or external clients. • **Design** media artworks to **communicate** to an audience and for a specific purpose, **refining** the use of the technical and symbolic elements of media arts. • **Manipulate** the technical and symbolic elements of media arts in a variety of media arts genres or styles. **Integrate** and **edit** to **create** a new genre or style for a specific purpose. • **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. • **Maintain** a record of, **reflect on**, **analyse** and **evaluate** own processes of creating media artworks using a journal, blog, video or audio recording or multi-modal presentation.
Structuring and organising ideas into form	Use the elements of media arts to plan, structure, design, create and develop artworks which engage specific audiences. Consider social and cultural context, media, and purpose:	Use the elements of media arts to plan, structure, design, create and develop artworks which engage specific audiences. Consider social and cultural context, media, and purpose:	Plan, design and create media artworks using a range of production processes in relation to purpose and media arts conventions. Explore audience expectations and how these are challenged through various media platforms:	Plan, design and create media artworks using a range of production processes in relation to purpose and media arts conventions. Explore audience expectations and how these are challenged through various media platforms:
	• **Explore** the use of media arts elements including sound and lighting to **create** mood and setting. • **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 artworks. • **Discuss** the elements that define a genre or style of media arts. • **Select, edit** and **sequence** images or footage to **emphasise** an idea or **communicate** a specific meaning. • **Use** safe and ethical media practice in online spaces.	• **Manipulate** media arts elements, camera angles, and image framing to **create** mood and setting. • **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 artworks. • **Discuss** and **apply** the elements of media arts to **communicate** in a genre or style. • **Manipulate** video footage **using** editing techniques and **apply** sound functions that **develop** pace, mood and style for a purpose. • **Use** safe, ethical and responsible media practices.	• **Explore** media artworks 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. • **Experiment** with the **application** of different technical elements and techniques, for example, lenses, exposure, 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. • **Explore** video games or other existing media to **identify** social or political comment and target audiences. • **Create** media artworks in a style that is **designed** and **constructed** to meet or challenge the expectations of an audience.	• **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** media artworks that **reflect** a refined understanding of different technical elements, techniques, and processes 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. **Consider** the intended publication style, audience and purpose when **justifying** choices made. • **Create** own 'mashups' or remixes of existing video games or other media, to target a new audience. **Consider** the social or political comment **conveyed** by the new product or artwork. • **Create** media artworks in a style that is **designed** and **constructed** to manipulate the expectations of an audience.

| Sharing artworks through performance, presentation or display | Create and develop media artworks designed for a chosen context. Consider ethical, legal, economic and cultural influences and issues in the media artworks students view and present:

• **Discuss** the processes and choices involved in **distributing** media artworks for an audience, **considering** a range of cultural groups.
• **Design** an online media artwork to engage a specific audience. **Identify** and **discuss** appropriate rights and permissions to upload the artwork to the internet.
• **Create, make** and **present** a media artwork to promote a school or community event. **Consider** time, technological access, and ethical and economic constraints.
• **Recognise** and **discuss** Aboriginal cultural protocols when using images of people. | Create and develop media artworks designed for a chosen context. Consider ethical, legal, economic and cultural influences and issues in the media artworks students view and present:

• **Make** and **justify** choices for the **distribution** of own and others' media artworks, for a particular audience, **considering** a range of cultural groups.
• **Design** and **make** a media artwork to engage a specific audience, for example a music video. **Research** appropriate rights and permissions to upload to the artwork to the internet.
• **Create**, **make** and **present** artworks to promote an event through different media and online platforms. **Consider** time, technological access, and ethical and economic constraints.
• **Discuss** and **apply** Aboriginal cultural protocols when using images of people in own media artworks. | Investigate the social, ethical and legal issues associated with the sharing and display of media artworks on a range of platforms. Consider a range of audiences, contexts (including if produced independently or by a large corporation) and purposes:

• **Create** safe and suitable media artworks 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.
• **Develop** budgets and timelines when producing media artwork.
• **Investigate** considerations that need to be made when **sharing** and **displaying** media art, including ethical issues and cultural protocols. | Investigate the social, ethical and legal issues associated with the sharing and display of media artworks on a range of platforms. Consider a range of audiences, contexts (including if produced independently or by a large corporation) and purposes:

• **Create** and **produce** media artworks 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 **designing** and **creating** of the marketing campaign.
• **Investigate** budget and timeline constraints when **producing** media artwork in different contexts and for different platforms and purposes.
• **Organise** and **curate** a school, local community or online media arts festival or display, **applying** consideration of ethical issues and cultural protocols. |

Strand: Responding

Sub-strand	Year 7	Year 8	Year 9	Year 10

Analysing and reflecting upon intentions	View and analyse a variety of media artworks designed for a wide range of audiences. Identify how technical and symbolic elements are used to create artworks and to communicate and represent meaning from different viewpoints. Consider the artists, consumers and citizens and the influences of story, genre and values:
	
	• **Investigate** how media artwork **uses** cultural and societal stereotypes.
	• **Deconstruct** a print media image, for example, a magazine cover. **Look at** components such as font, title, and positioning of imagery. **Describe** the relationship of each component to the overall meaning or intent.
	• **Discuss** a still image, **considering** photographic composition, digital and non-digital effects and framing.
	• **Use** technical vocabulary in **discussion.**
	• **Explain** how media can **influence** meaning. For example, images **representing** different cultural groups or ethnicities in Australian society, including Aboriginal peoples.
		View and analyse a variety of media artworks designed for a wide range of audiences. Identify how technical and symbolic elements are used to create artworks and to communicate and represent meaning from different viewpoints. Consider the artists, consumers and citizens and the influences of story, genre and values:
		
		• **Identify** and **discuss** how and why media artworks use cultural and societal stereotypes. For example, **identify** which features of stereotype have been omitted or exaggerated and for what purpose.
		• **Deconstruct** a print media image, for example, a magazine cover. **Explain** how components such as font, title and positioning of imagery, **contribute** to the overall communication of meaning or intent.
		• **Analyse, reflect on** and **discuss** a still image considering photographic composition, digital and non-digital effects and framing.
		• **Use** technical vocabulary in **discussion** and **explanation.**
		• **Explain** how media can influence meaning. For example, past and contemporary images **representing** different cultural groups or ethnicities in Australian society, including Aboriginal peoples.
			Identify, analyse and evaluate how technical and symbolic elements of media arts are combined and manipulated to represent and challenge specific social issues, beliefs and values. Explore a range of media arts conventions, platforms and audiences:
			
			• **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.
			• **Use** technical vocabulary in **discussion** and **reflection.**
			• **Review** a media artwork **considering** the technical and symbolic elements of media arts and how they are used to **convey** meaning.
			• **Compare** two media artworks which deal with the same current news event. **Explain** how different technical and symbolic elements are used to **engage** audiences and **influence** personal viewpoints.
			• **Deconstruct** film or television work that includes **representation** of Aboriginal peoples and **identify** how the work uses the technical and symbolic elements of media arts.
				Identify, analyse and evaluate how technical and symbolic elements of media arts are combined and manipulated to represent and challenge specific social issues, beliefs and values. Explore a range of media arts conventions, platforms and audiences:
				• **Analyse** and **discuss** film work by students and others to **identify** and **explain** how technical and symbolic elements can:
				  o **evoke** a personal emotional response
				  o **suggest** an opinion
				  o **communicate** an issue or tell a story.
				Consider a broad range of platforms and audiences.
				• **Use** technical vocabulary in **discussion, analysis,** evaluation and **reflection.**
				• **Evaluate** and **review** a media artwork that **adds to, challenges,** or **supports** the opinions expressed by another source.
				• **Compare** two media artworks presented in different media, which deal with the same current news event. **Explain** how different technical and symbolic elements are used to **engage** audiences and **influence** personal viewpoints.
				• **Analyse** film or television work that includes representation of Aboriginal peoples, **evaluating** how the work uses the technical and symbolic elements of media arts.

Strand: Responding

Sub-strand	Year 7	Year 8	Year 9	Year 10

Responding to and interpreting artworks	Identify, consider and respond to the specific features and purposes of a range of media artworks from current and past times and cultures. Start with Australian media artworks, including Aboriginal and Torres Strait Islander media artworks. Explore multiple viewpoints, from a range of cultural and societal contexts and consider the perspectives of consumers, citizens and artists. Use this to inform own creation of media art:
	
	• **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.
	• **Explore** the role of media artists and artworks 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 different cultural contexts.
	• **Investigate** how film is adapted across media platforms to reach different audiences, for example, game players, social media users, television viewers.
	• **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.
		Identify, consider and respond to the specific features and purposes of a range of media artworks from current and past times and cultures. Start with Australian media artworks, including Aboriginal and Torres Strait Islander media artworks. Explore multiple viewpoints, from a range of cultural and societal contexts and consider the perspectives of consumers, citizens and artists. Use this to inform own creation of media art:
		
		• **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 artwork, for example, photography or an animated film from a specific independent artist with one from an international organisation, **identifying** key differences.
		• **Analyse** and **discuss** the role and responsibilities of media artists and artworks in **communicating** cultural information and in **creating awareness** of contemporary social issues, including those of Aboriginal people.
		• **Evaluate** the effectiveness of an image and its construction to **communicate** meaning in a variety of cultural contexts.
		• **Analyse** how a specific mainstream film has been **adapted** across media platforms to reach different audiences, for example, game players, social media users, television viewers. **Consider** how the elements of media arts are **used** differently when the purpose or platform is altered.
		• **Debate** an ethical issue such as the media's intrusion on the individual's right to privacy.
			Analyse a range of media artworks and media artists from current and past times, including media artworks in Australia, media artworks by Aboriginal or Torres Strait Islander peoples and media artwork produced in different parts of the world. Consider and examine media artworks from a range of viewpoints, including those of artist, consumer and citizen:
			
			• **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.
			• **Explore** the role and responsibilities of media artists in **challenging** predominant views on issues of contemporary relevance, for example, social and cultural issues presented in Australian film, print media or television.
			• **Examine** the work of Aboriginal filmmakers such as Wayne Barker or Beck Cole.
			• **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 multi-national organisations.
			• **Define** a viral marketing campaign. **Identify** the social and ethical implications of different platforms as drivers of distribution.
				Analyse a range of media artworks and media artists from current and past times, including media artworks in Australia, media artworks by Aboriginal or Torres Strait Islander peoples and media artwork produced in different parts of the world. Consider and examine media artworks from a range of viewpoints, including those of artist, consumer and citizen:
				
				• **Investigate** and **analyse** the differences between government regulation and self-regulation. **Explain** how regulation affects the **production** and **reception** of media artworks, as well as students' own user choices.
				• **Explore** how Aboriginal viewpoints are **represented** by examining NITV (National Indigenous TV) news, current affairs, and sports programs, and how they **create** and **challenge** views in mainstream stories.
				• **Explore** and **discuss** the role of media artists in challenging predominant views on issues of contemporary relevance, for example, social and cultural issues presented in Australian and international film, print media or television.
				• **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.
				• **Investigate** 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 multi-national organisations.
				• **Research** viral marketing campaigns. **Examine** the social and ethical implications that arise in relation to the choice of different platforms as drivers of distribution.