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| Year 10 Media Arts curriculum and assessment plan  Example |

# Curriculum overview

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| Band description | Cohort description |
| In Media Arts, students:   * refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions * extend the use of time, space, sound, movement and lighting as they use technologies * analyse the way in which audiences make meaning and how audiences interact with and share media artworks * draw on media arts from a range of cultures, times and locations as they experience media arts * explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples and of the Asia region * learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies * learn that over time there has been further development of different traditional and contemporary styles as they explore media forms * explore the representation of relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia and how these may influence their own artistic intentions in making media artworks * explore meaning and interpretation, forms and elements, and social, cultural and historical influences of media arts as they make and respond to media artworks * consider the local, global, social and cultural contexts that shape purpose and processes in production of media artworks * evaluate the social and ethical implications of media arts * maintain safety in use of technologies and in interaction with others, including the use of images and works of others * maintain ethical practices and consider regulatory issues when using technology * build on their understanding from previous bands of the roles of artists and audiences as students engage with more diverse media artworks. | This year level plan has not been developed with a specific cohort in mind. It is provided as an example of the intent of the Australian Curriculum: Media Arts, and reflective of QCAA advice and resources. |
| Course organisation |
| This year level plan is written with the consideration that all school scenarios for delivery of Media Arts are unique. It is written to:   * offer units of work that could be adapted to suit multiple contexts as required by the school, including allocated time and resources * consider different types of assessment that are suitable for Media Arts * provide examples for schools to adapt to their own contexts.   **Senior pathways**  Senior Media Arts pathways are diverse. Consideration of these pathways is necessary when designing a course of work — opportunities to develop the knowledge and skills necessary to succeed in these pathways should be evident across a course of study.  Senior pathways include: Film, Television & New Media and Media Arts in Practice. |

# Unit overview

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| Semester 1 | Semester 2 |
| Unit 1 — Couch potato | Unit 2 — Brand power |
| Viewpoint: How does the television industry draw its audience into a 'bingefest'?  Students will learn that television (TV) show consumption has changed over time since the introduction of TV box sets and, more recently, streaming on-demand services. They will understand that increased access enables audiences to view episodes and even seasons of shows in one sitting and on a range of devices. Students will consider that the flood of content available through streaming services makes it challenging and important for services to remain competitive and sustainable, and to retain viewership by offering original and appealing storylines and character arcs.  Students will learn that the Australian television landscape portrays original and diverse stories through genres such as mockumentary, children’s animation, dramedy, drama and soap operas. Focusing on the Australian industry, students will evaluate how local content produces storylines and characters that retain viewership. Students will apply this understanding to their own work, to inform their original concepts and produce a scene using the conventions. | Viewpoint: How and why do organisations or individuals pivot their branding to align with alternative views or adhere to the status quo?  Students will learn that technologies and platforms have shifted the way in which consumers interact with advertisements. They will understand that organisations and individuals with a significant digital presence are consciously developing their brand identity to align with alternative views or adhere to the status quo and are breaking boundaries in the way they advertise their products across platforms to appeal to a target audience.  In consultation with cultural connections in the community, students will learn how culture and ethical considerations can be communicated through brands. Students will analyse advertisements and infographics related to social media influencers and evaluate the use of symbolic and technical codes in communicating meaning and appealing to the intended audience/s. Students will apply this knowledge to their own work, to design and produce an advertisement or campaign that represents a person, community group, business or school for a social media platform. |

# Assessment overview

|  | Semester 1 | | Semester 2 | |
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|  | Unit 1 — Couch potato | Week/s | Unit 2 — Brand power | Week/s |
| Assessment | Technique: Extended response  Students will write a review or a blog post to analyse how social and cultural values and alternative points of view are portrayed in an Australian television show and evaluate how generic media conventions and technical and symbolic elements are manipulated to retain audiences’ attention.  Format: Written  Conditions: 400–500 words | Term 1  Week 6 | Technique: Examination  Students will view a seen stimulus, either an advertisement or infographic showing the social media influencer's analytics for it, the week before the examination.  Format: Written  Conditions:   * Up to 90 minutes, plus 10 minutes perusal * 200–500 words | Term 3  Week 7 |
| Technique: Practical  Part A: Students will individually develop a script that introduces an original character using genre conventions.  Part B: In a small group, students will share the scripts developed in Part A and choose one script to produce with allocated roles and responsibilities.  Format:   * Script — Part A * Moving image media — Part B   Conditions:   * 1–2 minutes — Part A * 45 seconds – 1 minute — Part B | Term 2  Week 8 | Technique: Practical  Part A: Students will individually design an advertisement or campaign for an upcoming event that represents a person, community group, business or school for a social media platform.  Part B: Students will produce the advertisement or campaign designed in Part A.  Format:   * Storyboard and treatment — Part A * Moving image media — Part B   Conditions:   * 8–12 shots and 400–500 words — Part A * 45 seconds – 1 minute — Part B | Term 4  Week 8 |
| Achievement standard | By the end of Year 10, students [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) how social, institutional and ethical issues influence the making and use of media artworks.  Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They [manipulate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Manipulate) genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) [design](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design), production and distribution processes. | | By the end of Year 10, students [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) how social, institutional and ethical issues influence the making and use of media artworks.  Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They [manipulate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Manipulate) genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) [design](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design), production and distribution processes. | |
| Moderation | Calibration: The HOD will facilitate the moderation of three samples from each class two days after the extended response has been administered. Class teachers will share the three samples and their judgments. The HOD will then facilitate professional conversations to reach consensus on the level of achievement to be awarded for each sample based on evidence in the student responses.  Conferencing: The class teacher will mark all scripts (Part A). Once marking is completed, the class teacher will select one sample for each level of achievement for review by a teaching colleague. (The HOD will selected pairs.)  Calibration: The HOD will select a sample of students (approximately 20%) from each class. The class teacher will mark sample students’ practicals (Part B — Moving image media) and then meet with teaching colleagues to discuss grading across classes. Once consensus is reached, the class teacher will grade all moving image media (Part B) applying understanding gained during the calibration process. | | Calibration: The HOD will facilitate the moderation of three samples from each class two days after the examination has been administered. Class teachers will share the three samples and their judgments. The HOD will then facilitate professional conversations to seek to reach consensus on the level of achievement to be awarded for each sample based on evidence in the student responses.  Conferencing: The class teacher will mark all practicals storyboards and treatments (Part A). Once marking is completed, the class teacher will select one sample for each level of achievement for review by a teaching colleague. (The HOD will select pairs.)  Calibration: The HOD will select a sample of students (approximately 20%) from each class. The class teacher will mark sample students’ moving image media (Part B) and then meet with teaching colleagues to discuss grading across classes. Once consensus is reached, the class teacher will grade all moving image media (Part B) applying understanding gained during the calibration process. | |

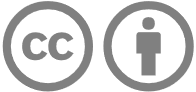
# Teaching and learning focus

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| Content descriptions | | | | | | | | | |
| Making: Pre-Production | Unit 1 | Unit 2 | Making: Production | | Unit 1 | Unit 2 | Responding | Unit 1 | Unit 2 |
| Experiment with ideas and stories that manipulate media [conventions](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=conventions) and genres to construct new and alternative points of view through images, sounds and text |  |  | Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes | |  |  | Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media [conventions](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=conventions), social beliefs and values for a range of audiences |  |  |
| Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples |  |  | Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues | |  |  | Analyse a range of media artworks from contemporary and past times to explore differing [viewpoints](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=viewpoints) and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks |  |  |
| Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and [style](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=style) |  |  |  |  | |  |  |  |  |

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| General capabilities | Year 10 | |  | Cross-curriculum priorities | Year 10 | |
| Unit | 1 | 2 |  | Unit | 1 | 2 |
| Literacy |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |
| Numeracy |  |  |  | Asia and Australia’s engagement with Asia |  |  |
| Information and communication technology |  |  |  | Sustainability |  |  |
| Critical and creative thinking |  |  |  |
| Personal and social capability |  |  |  |
| Intercultural understanding |  |  |  |
| Ethical understanding |  |  |  |

# Planning considerations

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| Prior to implementation the teaching team will consider questions such as:   * Where has prior and future learning across the year level/band been reflected in the plan? * Are there adequate opportunities for students to develop depth of conceptual understanding and sophistication of skills across the year level/band? * Does the plan ensure adequate opportunities for students to demonstrate the achievement standard/s by the end of the year level/band? * Are the timing and demands of the planned assessment appropriate in relation to assessment of other learning areas and subjects taught in this year? * Are there any Indigenous cultural and intellectual property (ICIP) rights to consider? For guidance, see <https://smartcopying.edu.au/guidelines/copyright-basics/indigenous-cultural-and-intellectual-property-rights>. * Do the assessment techniques and conditions offer a range and balance across the year/band? What strategies for authentication are included? * What moderation processes will be used? When will assessment and moderation occur? * Is the planned teaching, learning and assessment sequence appropriate for reporting purposes? * Do strategies for differentiation and reasonable adjustments complement the teaching, learning and assessment sequence? * How will planned strategies for differentiation and reasonable adjustments impact other year level/band plans? |
| Following implementation, the teaching team will consider question such as:   * Was the teaching, learning and assessment effective? * Are there opportunities to improve the effectiveness of the teaching, learning and assessment? If so, what? * Were there any common student misconceptions that need, or needed, to be clarified? * How do student outcomes in this year of learning impact on the planning of subsequent year level level/band plans? |

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