

Years 3–4 standard elaborations — Australian Curriculum v9.0: Media Arts

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Media Arts describes what students are expected to know and be able to do at the end of each year/band. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



Years 3–4 Australian Curriculum: Media Arts achievement standard

By the end of Year 4, students describe the use of media languages and media technologies to construct representations in media arts works they experience and/or produce. They describe where, why and/or how media arts works are created and/or distributed across cultures, times, places and/or other contexts.

Students use media languages, and media technologies and production processes to construct representations in media arts works. They share their work in informal settings using responsible media practice.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Media Arts for Foundation–10*
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/media-arts/year-4?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>

Years 3–4 Media Arts standard elaborations

	A	B	C	D	E
	The folio of student work contains evidence of the following:				
Exploring and responding	<p><u>discerning</u> description of:</p> <ul style="list-style-type: none"> the use of media languages and media technologies to construct representations in media arts works they experience and/or produce where, why and/or how media arts works are created and/or distributed across cultures, times, places and/or other contexts 	<p><u>informed</u> description of:</p> <ul style="list-style-type: none"> the use of media languages and media technologies to construct representations in media arts works they experience and/or produce where, why and/or how media arts works are created and/or distributed across cultures, times, places and/or other contexts 	<p>description of:</p> <ul style="list-style-type: none"> the use of media languages and media technologies to construct representations in media arts works they experience and/or produce where, why and/or how media arts works are created and/or distributed across cultures, times, places and/or other contexts 	<p><u>identification</u> of:</p> <ul style="list-style-type: none"> media languages <u>and/or</u> media technologies in media arts works they experience and/or produce where, why and/or how media arts works are created and/or distributed across cultures, times, places and/or other contexts 	<p><u>identification</u> of:</p> <ul style="list-style-type: none"> media <u>language/s</u> and/or media <u>technology/technologies</u> in media arts works they experience and/or produce media arts works created and/or distributed across cultures, times, places and/or other contexts

	A	B	C	D	E
Creating and making	<u>discerning</u> use of media languages, media technologies and production processes to construct representations in media arts works	<u>informed</u> use of media languages, media technologies and production processes to construct representations in media arts works	use of media languages, media technologies and production processes to construct representations in media arts works	<u>variable</u> use of media languages, media technologies <u>and/or</u> production processes to construct representations in media arts works	<u>fragmented</u> use of media languages, media technologies and/or production processes in media arts works
Presenting and performing	<u>discerning</u> [use of media languages, media technologies and production processes to] share their work in informal settings using responsible media practice.	<u>informed</u> [use of media languages, media technologies and production processes to] share their work in informal settings using responsible media practice.	[use of media languages, media technologies and production processes to] share their work in informal settings using responsible media practice.	<u>variable</u> [use of media languages, media technologies <u>and/or</u> production processes to] share <u>aspects of</u> their work in informal settings using responsible media practice.	<u>fragmented</u> [use of media languages, media technologies and/or production processes to] share aspects of their work in informal settings using responsible media practice, <u>with direction</u> .

Note: Words in the square brackets are not part of the achievement standard. However, they have been included to clarify that using media languages, media technologies and production processes are used to assess this aspect of the achievement standard.

Key	<u>shading</u> emphasises the <u>qualities that discriminate between the A–E descriptors</u>
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