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| Prep–Year 6 multi-age Media Arts Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template in a multi-age context to plan an overview or summary of the teaching, learning and assessment for multiple year levels in the Australian Curriculum: Media Arts. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

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| Context and cohort considerations (if applicable) |
| Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

| Level description — Prep | Level description — Years 1–2 | Level description — Years 3–4 | Level description — Years 5–6 |
| --- | --- | --- | --- |
| In Foundation, learning in The Arts builds on the Early Years Learning Framework and each student’s prior learning and experiences. The curriculum allows for play-based approaches that integrate arts learning experiences across the 5 Arts subjects and/or specialist teaching. There are examples in the content elaborations for each subject and examples that span across the subjects.  In Foundation, Arts learning fosters students’ understanding of how the arts enrich their lives and the lives of all people. Engagement with the arts strengthens students’ sense of wellbeing and develops their connections with the world. Arts learning involves exploration and purposeful, creative play, together with structured learning appropriate for their level of development. In The Arts, students work individually and collaboratively with peers and teachers, drawing on their imaginations, stimulus materials such as images or works of fiction, and real-life experiences.  Students explore the arts in their lives and communities. They learn that the arts are central to all cultures and explore the diversity of arts works across cultures. They build empathy and understanding that what is familiar to one person can be new to somebody else. Students use arts knowledge and skills to make arts works that represent their ideas about the world and share their work with peers in informal settings. They experience being an audience. As they make and respond, students learn about safe practices in the arts.  In Foundation, learning in Media Arts can involve students:   * using available technologies to capture and sequence images, sounds and text * learning to use available equipment such as cameras or materials for constructing print media * exploring ways to construct representations that communicate ideas and stories * discovering how they and others can use media to communicate feelings and understandings. | In this band, learning in The Arts builds on each student’s prior learning and experiences. Students continue to learn through purposeful and creative play in structured learning programs designed to foster a strong sense of wellbeing and develop their connection with and contribution to the world. They work individually and in collaboration with peers and teachers drawing on their imaginations, works of fiction, real-life experiences and learnings from across the curriculum to support their engagement in arts learning, as artists and as audiences.  Students explore media arts works that they experience at home, school or through family and community events. They connect with media artists who live and work in the community; for example, by visiting arts spaces or exploring media arts works and experiences such as in-person or online screenings, exhibitions and presentations. They use stimulus materials such as images, events, texts, questions and/or observations as inspiration for their own media arts works. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value media arts works and practices from across cultures, communities and/or other contexts.  In this band, the focus is on students:   1. exploring and responding to  * media arts works and media arts practices they experience across cultures, communities and/or other contexts * examples of media arts works created by First Nations Australians  1. developing critical and creative practices and skills  * creative practices for using media languages and available technologies * critical practices for observing, reflecting on and responding to media they experience (including their own media arts works)  1. creating media arts works by selecting and combining images, sounds, text and/or interactive elements to construct representations 2. presenting/sharing media arts works they have created in informal settings such as classroom presentations. | In this band, learning in The Arts builds on each student’s prior learning and experiences. Arts learning in this band continues to use purposeful and creative play-based activities that foster development of students’ identity and wellbeing, and their connection with and contribution to the world. Students further develop their capability and confidence in using subject-specific skills and creative and critical practices. They work individually and in collaboration with peers and teachers.  Students continue to explore media arts works that they experience at home, school or through family and community events. They connect with media artists who live and work in the community; for example, by visiting arts spaces or exploring media arts and experiences such as in-person or online screenings, exhibitions and presentations. They use stimulus materials such as images, events, texts, questions and observations as inspiration for their own media arts works. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices across cultures, times, places and/or other contexts such as countries or cultures in Asia.  In this band, the focus is on students:   1. exploring and responding to  * works and experiences that showcase where, why and how media is created and used across cultures, times, places and/or other contexts * examples of media arts created by First Nations Australians that communicate connection to and responsibility for Country/Place  1. developing critical and creative practices and skills  * creative practices for using media arts concepts, visual, audio and/or interactive elements to construct representations * critical practices for observing, reflecting on and responding to media they experience, including their own media arts works  1. creating (producing) media arts works in a range of forms to communicate ideas to audiences using media technologies and media languages 2. presenting media arts works they have created in informal settings such as spaces within the school. | In this band, students continue to learn in and through the practices of The Arts subjects, building on their prior learning and experiences. They work creatively and purposefully, and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.  Students engage with media arts works, artists and practices across cultures, times, places and/or other contexts; for example, exploring arts works and practices in their local area, state/territory and/or a country or region of Asia. They take opportunities to engage with living media artists and their works; for example, by exploring media arts works and experiences such as in-person or online exhibitions, presentations and screenings. They continue to use stimulus materials, such as images, events, texts, questions and observations, as inspiration for their own media arts works. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains and to value media arts works and practices from diverse cultures.  In this band, the focus is on students:   1. exploring and responding to  * media from local, regional, national and global cultures, times, places and/or other contexts that show ways media arts works can be used to communicate ideas, perspectives and/or meaning, and engage audiences * media arts works that showcase ways First Nations Australians are continuing and revitalising cultures  1. developing critical and creative practices and skills  * creative practices, using media technologies and media languages * critical practices by observing, reflecting on and responding to media they experience (including their own media arts works)  1. creating (producing) media arts works that communicate ideas using stand-alone media arts forms or creating media elements for use in multi-arts works 2. presenting/screening/exhibiting/distributing media arts works they have created and sharing ideas about the work with audiences. |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the bands.

|  | Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- | --- |
|  | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
|  | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |
| Prep | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 1–2 | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 3–4 | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 5–6 | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |

# Prep

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.  Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. | | By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.  Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. | | By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.  Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. | | By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.  Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Unit | | | | Content descriptions | Unit | | | | Content descriptions | Unit | | | | Content descriptions | Unit | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Exploring and responding | 1 | 2 | 3 | 4 | Developing practices and skills | 1 | 2 | 3 | 4 | Creating and making | 1 | 2 | 3 | 4 | Presenting and performing | 1 | 2 | 3 | 4 |
| explore how and why the arts are important for people and communities  AC9AMAFE01 |  |  |  |  | use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas  AC9AMAFD01 |  |  |  |  | create arts works that communicate ideas  AC9AMAFC01 |  |  |  |  | share their arts works with audiences  AC9AMAFP01 |  |  |  |  |

# Years 1–2

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievemenet standard is provided if a multi-arts subject is offered.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 2, students identify where they experience media arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience media arts.  Students use media languages and media technologies to construct representations in media arts works. They share their work with audiences safely and in informal ways. | | By the end of Year 2, students identify where they experience media arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience media arts.  Students use media languages and media technologies to construct representations in media arts works. They share their work with audiences safely and in informal ways. | | By the end of Year 2, students identify where they experience media arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience media arts.  Students use media languages and media technologies to construct representations in media arts works. They share their work with audiences safely and in informal ways. | | By the end of Year 2, students identify where they experience media arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience media arts.  Students use media languages and media technologies to construct representations in media arts works. They share their work with audiences safely and in informal ways. | |
| Learning area achievement standard | By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.  Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. [They share their work in informal settings.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) | | By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.  Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. [They share their work in informal settings.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) | | By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.  Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. [They share their work in informal settings.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) | | By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.  Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. [They share their work in informal settings.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Unit | | | | Content descriptions | Unit | | | | Content descriptions | Unit | | | | Content descriptions | Unit | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Exploring and responding | 1 | 2 | 3 | 4 | Developing practices and skills | 1 | 2 | 3 | 4 | Creating and making | 1 | 2 | 3 | 4 | Presenting and performing | 1 | 2 | 3 | 4 |
| explore where, why and how people across cultures, communities and/or other contexts experience media arts  AC9AMA2E01 |  |  |  |  | explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements  AC9AMA2D01 |  |  |  |  | use media languages and media technologies to construct representations  AC9AMA2C01 |  |  |  |  | share media arts works with audiences in informal settings  AC9AMA2P01 |  |  |  |  |
| explore examples of media arts produced and/or distributed by First Nations Australians  AC9AMA2E02 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# Years 3–4

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievemenet standard is provided if a multi-arts subject is offered.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| 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. | | 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. | | 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. | | 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. | |
| Learning area achievement standard | By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.  Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. | | By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.  Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. | | By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.  Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. | | By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.  Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Unit | | | | Content descriptions | Unit | | | | Content descriptions | Unit | | | | Content descriptions | Unit | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Exploring and responding | 1 | 2 | 3 | 4 | Developing practices and skills | 1 | 2 | 3 | 4 | Creating and making | 1 | 2 | 3 | 4 | Presenting and performing | 1 | 2 | 3 | 4 |
| explore where, why and how media arts is created and/or distributed across cultures, times, places and/or other contexts  AC9AMA4E01 |  |  |  |  | develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or interactive elements  AC9AMA4D01 |  |  |  |  | use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning  AC9AMA4C01 |  |  |  |  | share media arts works in informal settings considering responsible media practice  AC9AMA4P01 |  |  |  |  |
| explore how First Nations Australians use media arts to communicate their connection to and responsibility for Country/Place  AC9AMA4E02 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# Years 5–6

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievemenet standard is provided if a multi-arts subject is offered.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 6, students explain how media languages and media technologies are used in media arts works they construct and/or experience. They describe how media arts works created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe how media arts are used to continue and revitalise cultures.  Students use media languages, and media technologies and production processes to construct representations in media arts works for specific purposes and audiences. They present their work in informal and/or formal settings using responsible media practice. | | By the end of Year 6, students explain how media languages and media technologies are used in media arts works they construct and/or experience. They describe how media arts works created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe how media arts are used to continue and revitalise cultures.  Students use media languages, and media technologies and production processes to construct representations in media arts works for specific purposes and audiences. They present their work in informal and/or formal settings using responsible media practice. | | By the end of Year 6, students explain how media languages and media technologies are used in media arts works they construct and/or experience. They describe how media arts works created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe how media arts are used to continue and revitalise cultures.  Students use media languages, and media technologies and production processes to construct representations in media arts works for specific purposes and audiences. They present their work in informal and/or formal settings using responsible media practice. | | By the end of Year 6, students explain how media languages and media technologies are used in media arts works they construct and/or experience. They describe how media arts works created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe how media arts are used to continue and revitalise cultures.  Students use media languages, and media technologies and production processes to construct representations in media arts works for specific purposes and audiences. They present their work in informal and/or formal settings using responsible media practice. | |
| Learning area achievement standard | By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.  Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. | | By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.  Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. | | By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.  Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. | | By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.  Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Unit | | | | Content descriptions | Unit | | | | Content descriptions | Unit | | | | Content descriptions | Unit | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Exploring and responding | 1 | 2 | 3 | 4 | Developing practices and skills | 1 | 2 | 3 | 4 | Creating and making | 1 | 2 | 3 | 4 | Presenting and performing | 1 | 2 | 3 | 4 |
| explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts  AC9AMA6E01 |  |  |  |  | develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies  AC9AMA6D01 |  |  |  |  | use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences  AC9AMA6C01 |  |  |  |  | present media arts works in informal and/or formal settings using responsible media practice  AC9AMA6P01 |  |  |  |  |
| explore ways First Nations Australians use media arts to continue and revitalise cultures  AC9AMA6E02 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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