

Prep Media Arts Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>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.</p> <p>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.</p> <p>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.</p> <p>In Foundation, learning in Media Arts can involve students:</p> <ul style="list-style-type: none"> • 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. 	<p>In Prep, Media Arts is studied for one lesson a week for the whole year. The units are sequential and introduce students to fundamental Media Arts knowledge and skills.</p> <p>The students have access to a range of shared digital devices including cameras, tripods, microphones, applications on digital devices and a cardboard green screen to facilitate Media Arts projects.</p> <p>Students participate in an excursion to a farm which provides a stimulus and context for teaching and learning activities in Unit 2.</p>

Unit 1 — Let's give it a shot	Unit 2 — Tell me more
<p>Timing: Semester 1 Duration: 20 weeks</p> <p>Viewpoint question: How can shot types communicate meaning?</p> <p>In this unit, students explore shot types and processes associated with imagery. Students view and respond to excerpts from a range of familiar moving image texts, such as animated children's stories and TV shows, to explore different shot types and their importance in storytelling. Students learn to recognise fundamental shot types and respond to teacher questions to describe different ideas that can be communicated by each shot type, e.g. a character's emotions, a setting.</p> <p>Students' literacy, specifically comprehension of texts, is enhanced as they practise describing obvious cause and effect relationships between shot types and images in response to questions posed by the teacher, e.g. to explain why an extreme close-up is used to depict a worried expression. They participate in games to learn the names of fundamental shot types, e.g. close-up, mid shot and long shot. Students explore and practise how to use devices to take photographs in preparation for the next phase of the unit.</p> <p>Students extend their critical and creative thinking as they work in small groups, using their imaginations to play and create possibilities for short scenes or still poses/gestures from topics explored in other learning areas, such as a focus text, e.g. setting, a character entering a room. They take it in turns to photograph each other, demonstrating their understanding of shot types explored. They consider alternative poses or gestures to try out new ways to capture the shot types. They put their ideas into action through trial and error.</p>	<p>Timing: Semester 2 Duration: 20 weeks</p> <p>Viewpoint question: What do TV interviewers do?</p> <p>Throughout the unit, students explore sound and moving image Media Arts examples featuring different children being interviewed. They build on their learning from the previous unit, focusing on how shot choices (technical codes) and costume and set (symbolic codes) communicate meaning. Students explore excerpts of interview examples (e.g. children's television shows, children's news shows) to consider and discuss the way interviews are conducted (e.g. the use of microphones, shot types, interactions, listening and responding). Students describe their observations, ideas and feelings in response to interview examples and participate in group discussions to explore how and why interviews are important to communicate ideas and perspectives.</p> <p>Students respond to prompts provided by the teacher to practise asking and answering questions in pairs, with an emphasis on listening to each other. They extend their critical and creative thinking as they develop questions to ask a partner to discuss their favourite food, subject and animal. Students experiment with interview protocols, such as acknowledging the other person (e.g. eye contact) and vocal qualities to engage an audience (e.g. expression, pace). They use provided play microphones to practise holding and speaking into them and present their interviews to the class. Students build greater confidence with their public speaking and learn to adapt and keep trying when they find a task challenging.</p> <p>Students learn how to use and be responsible for audiovisual equipment (e.g. cameras/digital devices) through activities such as interviews about a familiar story, person or place (e.g. characters from a book explored in English). Students experiment with camera framing and composition and set up the interviews using a two-shot so that both interviewer and interviewee are equal in the shot and their facial expressions can be seen. In response to the annual class excursion to a farm, students create a show about their experience. Students take on multiple roles throughout the creative process, e.g. interviewer, interviewee, director and camera operator. Through play, they explore interview questions and answers guided by the teacher. Students use shot types and framing (technical codes), as well as available digital devices (technologies), to film their interview as a celebration of their learning. With teacher assistance, interviews are edited into a whole class response to the farm excursion, which is shared in the school newsletter.</p>

Unit 1— Let’s give it a shot		Unit 2 — Tell me more	
Assessment 1 — Let’s give it a shot project		Timing/ week	Assessment 2 — Tell me more short response
Timing/ week			Timing/ week
Assessment	Description: Students use their photography knowledge and skills to take three photographs that demonstrate their understanding of shot types explored in the unit (close-up, mid shot, long shot).	Term 2, Weeks 4–8	Description: Throughout the term, students participate in group discussions, share feelings and responses to teacher questions to describe experiences, observations, ideas and/or feelings about Media Arts texts (e.g. short videos or excerpts) they view in class.
	Technique: Project — Produce media Mode: Multimodal Conditions: • 3 images • completed over several lessons		Technique: Short response Mode: Spoken/signed Conditions: • up to 30 seconds • completed over several lessons
Learning area 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.	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.	Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.	
Moderation	Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.		

Content descriptions	Unit		Content descriptions	Unit		Content descriptions	Unit		Content descriptions	Unit	
Exploring and responding	1	2	Developing practices and skills	1	2	Creating and making	1	2	Presenting and performing	1	2
explore how and why the arts are important for people and communities AC9AMAFE01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9AMAFD01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	create arts works that communicate ideas AC9AMAFD01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	share their arts works with audiences AC9AMAFP01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

General capabilities	Units	
	1	2
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Units	
	1	2
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Australia’s engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>

