

Years 3–4 Media Arts

Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>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.</p> <p>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.</p> <p>In this band, the focus is on students:</p> <ol style="list-style-type: none"> 1. exploring and responding to <ul style="list-style-type: none"> • 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 2. developing critical and creative practices and skills <ul style="list-style-type: none"> • 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 3. creating (producing) media arts works in a range of forms to communicate ideas to audiences using media technologies and media languages 4. presenting media arts works they have created in informal settings such as spaces within the school. 	<p>Across Years 3–4, students study Media Arts for one lesson per week.</p> <p>The semester units are sequential and build on the knowledge and skills learnt in previous units.</p> <p>The school has access to digital technology (e.g. laptops and digital cameras) to facilitate Media Arts projects.</p> <p>The Media Arts subject-specific achievement standard is used as Media Arts is the only Arts subject offered across the band.</p>

Unit 1 — Postcards of your future	Unit 2 — On your marks, get set ... Foley!	Unit 3 — Change makers	Unit 4 — Choosing your pathway
<p>Timing: Year 3, Semester 1 Duration: 20 weeks</p>	<p>Timing: Year 3, Semester 2 Duration: 20 weeks</p>	<p>Timing: Year 4, Semester 1 Duration: 20 weeks</p>	<p>Timing: Year 4, Semester 2 Duration: 20 weeks</p>
<p>Viewpoint question: How might I imagine my future using Media Arts?</p> <p>Students engage with a range of children's books featuring mail, including postcards. They explore the purpose and features of postcards and view examples to observe the variety of imagery used to represent people and places.</p> <p>Students investigate the ways that locations in postcards are represented from different points of view, exploring composition and shot choices. They develop intercultural understanding as they view photographs to explore how people from different cultures represent significant places. They also explore how Aboriginal peoples' and Torres Strait Islander peoples' cultural practices, values, and storytelling methods reflect ongoing connection to, and responsibility for, Country/Place. Students experiment with how to represent places of significance to them using photography and available digital tools. Students explore camera angles, composition, gesture and expression, using equipment responsibly as they experiment.</p> <p>Students brainstorm ideas about the adventures they might have when they grow up, places they might visit or live, and what those places might look like. They enhance their digital literacy as they use teacher-selected online sites to locate copyright-free photographs of places as possible backgrounds for their photos. Students decide on their favourite idea to produce as a postcard that features an image of their future self.</p> <p>Students use verbal and non-verbal communication skills and develop perseverance as they collaborate to perform designated roles within groups. They photograph each other for their postcard vision, in appropriate costumes and poses for the backgrounds chosen. They discuss respectful and responsible media practice as a class and apply this understanding as they individually edit, save, and retrieve photos. Students make different versions of their postcard vision and critically reflect on which one best communicates their vision of their future self to produce as a postcard. Students share their postcard informally with their peers. In response to provided question prompts, students describe how they constructed the image of their future self.</p> <p>Note: Through consultation with local Traditional Custodians/First Nations community members, students may be guided and given consent to engage in additional Aboriginal and Torres Strait Islander cultural practices and expressions, such as language use and traditional storytelling forms. When translating Aboriginal and Torres Strait Islander stories, teachers are encouraged to approach this activity with cultural sensitivity, recognising these stories as part of Indigenous Cultural and Intellectual Property (ICIP).</p>	<p>Viewpoint question: How can sounds be manipulated to convey meaning and enhance audience experience?</p> <p>Students explore excerpts from children's films featuring storylines about competitive races between characters and/or objects. They consider how slow motion and other techniques are used to focus the action. Students revise their knowledge of media languages as they contribute to class discussions about the use of technical codes such as shot types, sound effects and slow motion. Responding to a range of texts, students explore the way Foley sounds and other sounds are used to communicate aural information and enrich the audience's experience. Students explore the basics of sound recording and work in groups to physically create Foley sounds using body percussion and available objects to enhance a scene. Students learn about the features of a voiceover and view race commentaries, e.g. animated children's movies about cars, the Olympic Games. Students explore responsible media practices, including how to use copyright-free sounds and music.</p> <p>In small groups, students generate possible ideas for a film about a competitive race featuring toys to appeal to an audience of Prep students. Students survey the Prep class to find out which toys they play with and what they would like to happen in a race. The class shares the information gathered. The teacher uses this information, and ideas discussed, to produce or source an existing short film about a race between toys.</p> <p>Students watch the short film/s provided by the teacher and use a digital booklet to record ideas for Foley sound and voice. They work in pairs to perform designated roles and learn to respect others' contributions to the project. Students share ideas with the class and experiment with sounds and voiceover ideas for feedback. Students expand on their digital literacy skills as they create and record Foley and voiceover commentary and include copyright-free music.</p>	<p>Viewpoint question: How can I create media artworks to inspire change?</p> <p>Students explore posters that inspire positive change, including wildlife photography and photocomics. They consider how Australian First Nations photographers reflect storytelling traditions that embody ecological and spiritual knowledge and communicate their respect for, connection to and responsibility for Country/Place. They examine photographs as well as posters that highlight the importance of cultural heritage and environmental stewardship. Students respond to a range of posters to discuss and explore ways to structure media works, focusing on composition and text to communicate ideas to audiences. They discuss ways to communicate and appeal to a primary school audience and respond to examples provided. In response to poster examples, students revise technical codes (e.g. camera angles, shot types, composition) and symbolic codes (e.g. colour, gesture) to discuss how meaning is communicated.</p> <p>Students then individually choose an endangered Australian animal and research its life cycle, habitat, and reasons for its endangered status. Where possible, they engage with First Nations peoples' cultural and ecological knowledge of the animal and discuss the importance of respecting cultural protocols. Using their research findings, students generate ideas for a poster and text to communicate an awareness or an action that primary school-aged children could do to protect the animal and/or its habitat. Students experiment with images and text on available digital devices to pre-produce ideas. They respond to feedback from peers to decide which idea they will produce as a poster.</p> <p>In the production phase, students edit and digitally produce their poster using available digital devices. Students consider composition, text and audience as they produce their poster. They develop their digital literacy as they use available technology to save and access files. Their posters are shared at the school community's Conservation Day.</p> <p>Note: Through consultation with local Traditional Custodians/First Nations community members, students may be guided and given consent to engage in additional Aboriginal and Torres Strait Islander cultural practices and expressions, such as language use, traditional storytelling forms, and dance. When translating Aboriginal and Torres Strait Islander stories, teachers are encouraged to approach this activity with cultural sensitivity, recognising these stories as part of Indigenous Cultural and Intellectual Property (ICIP).</p>	<p>Viewpoint question: How can non-linear structures enrich narratives?</p> <p>Students explore age-appropriate interactive media arts works with non-linear structures, including online learning games. They explore how learning games engage an audience using technologies, images, sounds, dialogue, or text and/or interactive elements. Students explore teacher-selected games to learn how pathways can be chosen by a player during gameplay, resulting in different experiences. Students examine short sections of games to consider features such as user choice and the language used by characters when decision-making takes place. As they consider decision-making processes, students learn about and reflect on ethical perspectives and values, e.g. choices and consequences of behaviour at school. They develop literacy skills by learning vocabulary for talking and writing about gaming, and they respond to a game in a short response.</p> <p>Students then transfer this learning to pre-produce ideas for a non-linear video game. They work in small groups and create possibilities for educating a Year 2 audience about an aspect of school (e.g. locations, facilities) using gaming. Students develop their collaboration skills by performing designated roles and learning to respect each other's contributions to a video game design folio. They extend on their knowledge of game structures and imagine possible ways to represent the school setting, mise en scène and characters in their game. They create a non-linear structure that requires game players to make choices and meet challenges to proceed. Students decide how the game will be played, and they put their ideas into action by trialling options for how their characters will proceed without using violence, e.g. by solving puzzles or jumping over obstacles. They assess the effectiveness of their options and make decisions to inform the storyboard of their video game, using simple digital or analog image-making tools.</p> <p>In the production phase, students individually use accessible digital technologies (e.g. slideshow with hyperlinked slides and animations) to create a brief section of one of the possible pathways in the game. Students invite the Year 2 class to a special red-carpet event, where they display their storyboards, describe their game concepts, and share their pathways digitally.</p>

	Unit 1 — Postcards of your future		Unit 2 — On your marks, get set ... Foley!		Unit 3 — Change makers		Unit 4 — Choosing your pathway	
	Assessment 1 — Postcards of your future project	Timing/ week	Assessment 2 — On your marks, get set ... Foley! project	Timing/ week	Assessment 3 — Change makers project	Timing/ week	Assessment 4 — Choosing your pathway short response	Timing/ week
Assessment	<p>Description: Students use media languages and technologies to construct ideas for their future life, including its location, and ways they could represent their future life on a postcard. They produce one of their ideas as a postcard, using responsible media practices. As part of a class discussion, students share their postcard and in response to questions, describe how they used media languages and technologies to construct an image of their future life.</p> <p>Technique: Project Part A: Pre-produce media Mode: Multimodal Conditions:</p> <ul style="list-style-type: none"> • folio of up to 4 × A4 pages or digital equivalent, e.g. annotated images, experiments • broken into components and completed over multiple lessons <p>Part B: Produce media and short response Mode: Multimodal Conditions:</p> <ul style="list-style-type: none"> • 1 postcard • spoken/signed responses up to 30 seconds (describing choices) 	Term 2, Week 8	<p>Description: Working in small groups, students produce the sound design (Foley sound, music and voiceover) for a short film about a competitive race between toys for an audience of Prep students. Students use responsible media practices to produce the sound design. Students share their work with Prep students.</p> <p>Technique: Project — Produce media Mode: Practical Conditions:</p> <ul style="list-style-type: none"> • moving image up to 45 seconds • practical mode observed by the teacher during class time • roles and contributions are allocated, and students are individually assessed • broken into components and completed over multiple lessons 	Term 4, Week 8	<p>Description: Students pre-produce ideas for a poster to communicate an awareness or an action to protect an endangered Australian animal of their choice for a primary school audience. They produce their poster using responsible media practices and share their poster at the school community’s Conservation Day.</p> <p>Technique: Project Part A: Pre-produce media Mode: Multimodal Conditions:</p> <ul style="list-style-type: none"> • folio up to 4 × A4 pages or digital equivalent • broken into components and completed over multiple lessons <p>Part B: Produce media Mode: Multimodal Conditions:</p> <ul style="list-style-type: none"> • 1 still image • poster text up to 100 words • broken into components and completed over multiple lessons 	Term 2, Week 8	<p>Description: Students review an online game of their choice (as studied in class). They answer questions in a digital booklet to describe why and/or how the game is created for school-aged children.</p> <p>Technique: Short response Mode: Multimodal Conditions:</p> <ul style="list-style-type: none"> • up to 30 seconds per item or up to 1 minute for a folio 	Term 3, Week 6
							<p>Assessment 5 — Choosing your narrative project</p> <p>Description: In small groups, students create a design folio (pre-production) for an interactive non-linear video game about an aspect of school to educate a Year 2 audience. Using responsible media practices, students individually produce a brief section of one game pathway from their group’s design folio (moving image or animated and/or hyperlinked slides) and share this with a Year 2 audience.</p> <p>Technique: Project Part A: Pre-produce media Mode: Multimodal Conditions:</p> <ul style="list-style-type: none"> • folio up to 4 × A4 pages or digital equivalent • broken into components and completed over multiple lessons <p>Part B: Produce media Conditions:</p> <ul style="list-style-type: none"> • moving image up to 45 seconds • broken into components and completed over multiple lessons 	Term 4, Week 8
Achievement standard	<p>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.</p> <p>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.</p>		<p>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.</p> <p>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.</p>		<p>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.</p> <p>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.</p>		<p>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.</p> <p>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.</p>	

	Unit 1 — Postcards of your future	Unit 2 — On your marks, get set ... Foley!	Unit 3 — Change makers	Unit 4 — Choosing your pathway
Moderation	Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.			

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units								
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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or interactive elements AC9AMA4D01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning AC9AMA4C01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	share media arts works in informal settings considering responsible media practice AC9AMA4P01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
explore how First Nations Australians use media arts to communicate their connection to and responsibility for Country/Place AC9AMA4E02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>															

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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