

# Years 7–8 Media Arts

## Curriculum and assessment plan

### Example A

Level description	Context and cohort considerations
<p>In this band, learning in Media Arts builds on each student's prior learning and experiences. Students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representation, audience, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artist and as audiences. They work individually and in collaboration with peers and teachers.</p> <p>Students explore media arts in local, regional, national and global contexts such as media produced in countries or regions of Asia, and/or in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with living media arts practitioners and expand their awareness of diverse media arts practices, genres, styles and forms.</p> <p>In this band, the focus is on students:</p> <ol style="list-style-type: none"> <li>1. exploring and responding to <ul style="list-style-type: none"> <li>• media arts works, practices and contexts from across cultures, times, places and/or other contexts; for example, through analysis of their own media arts work or work associated with selected institutions</li> <li>• the diversity of media arts created by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights</li> </ul> </li> <li>2. developing practices and skills <ul style="list-style-type: none"> <li>• creative practices for producing media arts using media languages (technical and symbolic codes and conventions) relevant to selected forms and/or styles through available media technologies</li> <li>• critical practices by taking opportunities to reflect, evaluate or respond to their own work and/or the work of others; for example, documenting ideas and intentions for media productions, evaluating audience responses to media works (including their own work) and considering relationships</li> </ul> </li> <li>3. create (producing) media arts works in forms such as print, screen/moving image, audio and/or hybrid/trans-disciplinary forms using production processes</li> <li>4. presenting/screening/distributing media arts works they have produced to audiences; for example, for a specific target audience.</li> </ol>	<p>Students are introduced to the Media Arts concepts through a term unit in Year 7 and a semester unit in Year 8. These units are designed to build on the knowledge from one unit to the next and provide a solid foundation for more in-depth study once Media Arts can be studied as an elective in Years 9 and 10.</p> <p>All students have and access to shared equipment for film purposes.</p> <p>Celebrating diversity is a focus in the school's strategic plan, which aims to build student capacity for understanding and engaging with a range of cultures. Responding to artists and artworks made and/or produced by Aboriginal Peoples and Torres Strait Islander Peoples is included in the program, as this aligns with mandated content in the subject and provides an opportunity to build student capacity for empathy and cultural awareness.</p>

Unit 1 — Producing a portrait	Unit 2 — Everyone's a critic
<p><b>Timing: Year 7</b> <b>Duration: 10 weeks</b></p>	<p><b>Timing: Year 8</b> <b>Duration: 20 weeks</b></p>
<p>Viewpoint question: How can media arts concepts be used to create representations of people?</p> <p>Students interact with media representations of people everyday. Understanding how concepts are used to represent people in media encourages students to be conscious media consumers. This unit provides an opportunity for students to become aware of the intentional choices made by media producers.</p> <p>Students explore media artworks from diverse contexts and examine how languages (technical and symbolic codes and conventions) and technologies can be selected and manipulated to construct representations of people in media artworks in a variety of genres and forms (e.g. film posters, short films, social media posts, animations, magazine covers, video portraits). They consider how meaning, ideas or perspectives can be communicated to audiences and consider the way languages can be used to construct stereotypical representations of people in media artworks from across cultures, times and places respectfully.</p> <p>Students explore the genre conventions of video portraits (e.g. voiceover, shot size, camera angle, camera movement, music, editing transitions, text). They examine their purpose and function and apply their understanding to plan and produce a video portrait celebrating a significant person in their life. Through class activities and workshops to consider possibilities, students select and manipulate languages and technologies to construct a positive and respectful representation of their chosen person. They develop capacity to generate and experiment with ideas and work through the pre-production, production and post-production processes to produce a video portrait for a class exhibition.</p>	<p>Viewpoint question: How do media arts products communicate ideas, meanings and/or perspectives?</p> <p>In this unit, students view short films and analyse and evaluate the use of media arts concepts that communicate ideas, perspectives and/or meaning about people and places. They will then work through the processes of pre-production, production and post-production to analyse a short film and construct a representation of themselves as a 'vlogger'. They produce a vlog for a target audience of their peers to communicate their ideas and opinion about their chosen short film.</p> <p>Students explore a range of short films to analyse how language codes and conventions and technologies are used, particularly mise en scène, audio (vocal qualities, music), camera work (framing and composition), editing (b-roll, transitions) and distribution processes and platforms. From a selection of perspectives (e.g. costume designer, cinematographer, writer, director), students evaluate a short film as part of a panel.</p> <p>Examining vlog examples from a range of contexts, students identify the audience and purpose and evaluate the decisions the vlogger has made with regards to the selection and manipulation of language codes and conventions to communicate ideas, meanings and/or perspectives. Students identify key scenes from a chosen short and, using the conventions of a vlog, devise a voiceover that analyses and evaluates the use of languages and technologies that communicate meaning. They develop their critical and creative capacity through drawing conclusions and making choices using evidence from the short film to support their analysis. Considering the role of a vlogger, students select and manipulate generic codes and conventions to plan their intended use of languages and technologies for their own vlog for an audience of their choice. They export/distribute their film, using technologies, for a chosen platform.</p>

Unit 1 — Producing a portrait		Unit 2 — Everyone’s a critic		
Assessment 1 — Video portrait project	Term/week	Assessment 2 — Evaluation panel	Term/week	
<p><b>Description:</b> Students use media concepts (languages and technologies), to produce a video portrait that represents a significant person of their choice for a class exhibition. They plan how they select and manipulate technical and symbolic codes to construct a representation of their subject respectfully. Students describe how their choices will honour their intention.</p> <p><b>Technique:</b> Project</p> <p><b>Part A</b></p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• three-column script up to 1.5 minutes of production (approx. 1.5 pages)</li> <li>• individual response</li> </ul> <p><b>Part B</b></p> <p><b>Mode:</b> Written or spoken/signed</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 50-150 words or approximately 1-2 minutes spoken</li> <li>• individual response</li> </ul> <p><b>Part C</b></p> <p><b>Mode:</b> Multimodal</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• moving media</li> <li>• up to 1.5 minutes</li> <li>• submitted as .mp4, avi or .mov format</li> <li>• individual response</li> </ul>	Term 1, Week 4	<p><b>Description:</b> Students choose a perspective to evaluate a short film as part of a group panel discussion. Options of short films are provided by the teacher.</p> <p><b>Technique:</b> Spoken/signed</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 1-2 minutes</li> <li>• individual response as part of a group</li> </ul>	Term 1, Week 8	
	Term 1, Week 8	<p><b>Assessment 3 — Vlog project</b></p> <p><b>Description:</b> Students plan and produce a vlog (video blog) which analyses the manipulation of media concepts (languages and technologies) in a short film from a selection provided. The vlog includes selected clips from the chosen short film and voice-over/commentary and students produce their planned vlog for a specific platform, appealing to an audience of their choice.</p>	Term/week	
	Term 1, Week 9	<p><b>Technique:</b> Project</p> <p><b>Part A</b></p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 50–150 words</li> <li>• individual response</li> </ul> <p><b>Part B</b></p> <p><b>Mode:</b> Multimodal</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• storyboard 4 to 6 frames or three-column script up to 2 minutes of production (approximately 2 pages)</li> <li>• individual response</li> </ul> <p><b>Part C</b></p> <p><b>Mode:</b> Practical</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• moving image</li> <li>• up to 1.5 minutes submitted as .mp4, .avi or .mov format</li> <li>• individual response</li> </ul>	Term 2, Week 2  Term 2, Week 5  Term 2, Week 9	
<p><b>Achievement standard</b></p>	<p>By the end of Year 8, students analyse the use of media arts concepts to construct representations that communicate ideas, perspectives and/or meaning in media arts works they produce and/or experience. They evaluate use of media arts concepts in media arts works from across cultures, times, places and/or other contexts. They describe respectful approaches to creating and/or responding to media arts works.</p> <p>Students select and manipulate media languages and media technologies, and use production processes to construct representations. They produce media arts works that communicate ideas, perspectives and/or meaning. They present their work to an audience. They plan where and how they could distribute their work using responsible media practice.</p>		<p>By the end of Year 8, students analyse the use of media arts concepts to construct representations that communicate ideas, perspectives and/or meaning in media arts works they produce and/or experience. They evaluate use of media arts concepts in media arts works from across cultures, times, places and/or other contexts. They describe respectful approaches to creating and/or responding to media arts works.</p> <p>Students select and manipulate media languages and media technologies, and use production processes to construct representations. They produce media arts works that communicate ideas, perspectives and/or meaning. They present their work to an audience. They plan where and how they could distribute their work using responsible media practice.</p>	

	Unit 1 — Producing a portrait	Unit 2 — Everyone's a critic
<b>Moderation</b>	<b>Calibration:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.	<b>Consensus:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.

Content descriptions	Unit		Content descriptions	Unit		Content descriptions	Unit		Content descriptions	Unit	
	1	2		1	2		1	2		1	2
<b>Exploring and responding</b>			<b>Developing practices and skills</b>			<b>Creating and making</b>			<b>Presenting and performing</b>		
investigate the ways that media arts concepts are used in media arts works and practices across cultures, times, places and/or other contexts AC9AMA8E01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	develop media production skills throughout the production process to construct representations using media languages and media technologies AC9AMA8D01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	design and structure media arts works to communicate ideas, perspectives and meaning for an intended audience AC9AMA8C01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	present media arts works, using responsible media practices and considering potential relationships the work could create with audiences AC9AMA8P01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
investigate the diversity of First Nations Australians' media arts works and practices, considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights AC9AMA8E02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	reflect on their own and others' media arts works and practices to inform choices they make during the production process AC9AMA8D02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and/or meaning for specific audiences using responsible media practice AC9AMA8C02	<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 type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input 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 checked="" 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"/>

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