

Years 7–8 Media Arts Curriculum and assessment plan

Example B

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"> 1. exploring and responding to <ul style="list-style-type: none"> • 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 • the diversity of media arts created by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights 2. developing practices and skills <ul style="list-style-type: none"> • 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 • 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 3. create (producing) media arts works in forms such as print, screen/moving image, audio and/or hybrid/trans-disciplinary forms using production processes 4. presenting/screening/distributing media arts works they have produced to audiences; for example, for a specific target audience. 	<p>Students are introduced to the Media Arts concepts through a semester unit in Year 8 for 2 lessons a week. This unit provides a solid foundation for more in-depth study once Media Arts can be studied as an elective in Years 9 and 10.</p> <p>Students have access to shared equipment for film or video purposes.</p> <p>Focussing on school values is a focus for middle years and informs the content for this unit. 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 also provides an opportunity to build student capacity for appreciating diversity and multiple perspectives in artworks.</p>

Unit 1 — 24 frame focus
<p>Timing: Year 8 Duration: 20 weeks</p> <p>Viewpoint question: How do languages and representations communicate meaning and engage a specific audience?</p> <p>As part of the social-media generation, teenagers are active media consumers and contributors. Educating students on the choices media artists make to engage them as a target audience will help empower students to be more conscious and critical media consumers.</p> <p>In this unit, students explore the way representations have been constructed in media artworks through the selection and manipulation of languages (technical and symbolic codes) in a range of stimuli (including animation). Students examine how animation has developed throughout history, and how the purposeful use of languages (technical and symbolic codes) and narrative elements are used to tell stories. They experiment with sequencing still images to create their own design for a stop-motion animation and work collaboratively to produce an animation that communicates a school value to a school community audience.</p> <p>Through deconstructing an animation, students discuss protocols and describe respectful practices used when creating and producing First Nations Australian moving-image media. Students explore and develop an understanding of their responsibilities as media consumers and producers by discussing social media policies regarding age restrictions and the need to report inappropriate or offensive content. Students describe the relationship between their role as an individual, and community values, rights and responsibilities and ethical norms when responding to ethical issues relevant to their context. Students analyse mise-en-scène in animation stills and sequences, and analyse how a theme has been addressed through technical and symbolic choices. Students respond to a range of stimulus to analyse and evaluate media artworks through multiple choice, short and extended responses in an unseen exam.</p> <p>Students then construct a storyboard for a short stop-motion animation that addresses a value supported by a day of action at school as the theme (e.g. R U OK Day? World Environment Day, Harmony Week). They then collaboratively produce a stop-motion animation communicating their chosen school value to position a school community audience to align to the school value, taking on specific production roles throughout the process. Students develop collaboration and problem-solving skills, and become aware of adhering to responsible media practices. Students plan where and how they could distribute their stop-motion animation to a school community audience and evaluate their stop-motion animation in communicating a value to the target audience.</p>

Unit 1 — 24 frame focus		
Assessment	<p>Assessment 1 — 24 frame focus examination</p> <p>Description: Students respond to a range of stimulus and analyse and evaluate how symbolic and technical codes have been used to communicate meaning. Reflecting on scenarios provided, students also describe respectful approaches to responding to media artworks.</p> <p>Technique: Examination</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • short, extended and combination responses 200–400 words in total • previously seen stimulus • supervised conditions over multiple lessons • individual response 	Term 1, Week 7
	<p>Assessment 2 — Animation project</p> <p>Description: Students select and manipulate media languages and technologies to produce a storyboard for an animation for a school community audience, which communicates a value supported by a day of action at school (e.g. R U OK Day?). In groups, choosing one student's storyboard, students take on specific roles, to produce the animation, including planning where and how they could distribute the animation and explain the use of responsible media approaches in their choices. Students reflect on and evaluate their final product in communicating the chosen value to a school community audience.</p> <p>Technique: Project</p> <p>Part A</p> <p>Mode: Practical or multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 2 frames (key moments) • individual response <p>Part B</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 50–150 words • individual response <p>Part C</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> • moving image media up to 1.5 minutes • submitted as .mp4, .avi or .mov format • produced as part of a group • assessed individually 	Term 1, Week 9 Term 2, Week 6 Term 2, Week 9
	<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 — 24 frame focus

Moderation

Calibration:

Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.

Content descriptions	Units	Content descriptions	Units	Content descriptions	Units	Content descriptions	Units
Exploring and responding	1	Developing practices and skills	1	Creating and making	1	Presenting and performing	1
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"/>	develop media production skills throughout the production process to construct representations using media languages and media technologies AC9AMA8D01	<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"/>	present media arts works, using responsible media practices and considering potential relationships the work could create with audiences AC9AMA8P01	<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"/>	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"/>	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"/>		

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

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

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