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|  | Prep Year to Year 2 band plan — Australian Curriculum: Media ArtsOverview for planning with the Australian Curriculum: The Arts |

This band plan has been developed in consultation with the Curriculum into the Classroom project team.

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| School name:  |
| Australian Curriculum: The Arts Band: Prep Year–Year 2 Arts subject: Media Arts |
| Identify curriculum[[1]](#footnote-1) | **Course organisation** | The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.The Australian Curriculum: The Arts covers each of the five Arts subjects — Dance, Drama, Media Arts, Music and Visual Arts — across bands of year levels:* Foundation to Year 2[[2]](#footnote-2)
* Years 3 and 4
* Years 5 and 6
* Years 7 and 8
* Years 9 and 10.

Each subject focuses on its own practices, terminology and unique ways of looking at the world. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.In addition to the overarching aims for the Australian Curriculum: The Arts — Media Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:* enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
* creative and critical thinking, and exploring perspectives in media as producers and consumers
* aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences
* knowledge and understanding of their active participation in existing and evolving local and global media cultures. The Australian Curriculum: The Arts Foundation to Year 10 enables exploration of the dynamic relationships between Arts subjects. This can involve students making and responding to artworks in traditional, contemporary and emerging forms, using materials, techniques and technologies from one Arts subject to support learning in another. In this twenty-first century Arts curriculum, students explore innovative and hybrid art forms which extend and challenge art making and combine practices of two or more art forms.

Content descriptions in each Arts subject reflect the interrelated strands of Making and Responding. * *Making* includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
* *Responding* includes exploring, responding to, analysing and interpreting artworks.

In the Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices. Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world. The Arts band plans are organised to:* align with the Australian Curriculum: The Arts
* identify opportunities for teaching, learning, assessment and feedback, organised in units according to band levels, and developed using the Australian Curriculum: Media Arts content descriptions and achievement standards.

The Arts band plans provide flexibility to:* make decisions about how the subject will be implemented, based on the local context and needs of students in schools
* implement each of the Australian Curriculum: The Arts subjects at least once per band.
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| **Phase curriculum focus** | Curriculum focus: Prep Year to Year 2 Students bring to school diverse backgrounds and a range of experiences in the arts. They are curious about their personal world and are interested in exploring it. In Foundation to Year 2, the Australian Curriculum: The Arts builds on the Early Years Learning Framework and its key learning outcomes, namely: children have a strong sense of identity; children are connected with, and contribute to, their world; children have a strong sense of wellbeing; children are confident and involved learners; and children are effective communicators. The Arts in Foundation to Year 2 builds on these as rich resources for further learning about each of the art forms. |
|  |  | In the early years, play is important in how children learn; it provides engagement, then purpose and form. In the Arts, students have opportunities to learn through purposeful play[[3]](#footnote-3) and to develop their sensory, cognitive and affective appreciation of the world around them through exploratory, imaginative and creative learning. Purposeful play engages students in structured activities that can be repeated and extended. This repetition is a form of practising and supports the sequential development of skills in the Arts. Students will learn about and experience connections between the art forms.The arts in the local community includes the arts of all the cultural groups represented in that community and is the initial focus for learning in the Arts at school. Students are also aware of and interested in arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students learn that Aboriginal and Torres Strait Islander Peoples have a strong identity, in which respect for Country and Place continues to grow. They learn that Aboriginal and Torres Strait Islander storytelling is history which can be oral or told through paintings, dance or music. Students have opportunities to participate in a variety of Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation in their community. Students may also extend their cultural expression with appropriate community consultation and endorsement.  |
| **Band description** | In Foundation to Year 2, students explore media arts. They learn how media artworks can represent the world and that they can make media artworks to represent their ideas about the world. They share their media artworks with peers and experience media artworks as audiences.In Foundation to Year 2, learning in Media Arts builds on the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students’ connection with and contribution to the world.Students become aware of structure, intent, character and settings as they explore ideas and construct stories. They learn about composition, sound and technologies. They learn about different audience groups and identify that they are an audience.In the Foundation Year, students undertake media arts suitable to their level of development.As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. While media arts in the local community should be the initial focus for learning, young students are also aware of and interested in media arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that Aboriginal and Torres Strait Islander representation of stories is presented in different ways through media arts.As they make and respond to media artworks, students explore meaning and interpretation, forms and elements and social and cultural contexts of media arts. They make simple evaluations of media artworks expressing what they like and why.Students learn about safety in using technologies and in interaction with others. They experience the role of artist and they respond to feedback in their media arts making. As an audience they learn to focus their attention on the media artwork and to respond at the end of the viewing. |
| **Achievement standard** | By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.Students make and share media artworks using story principles, composition, sound and technologies. |
| **Content descriptions** | For each unit:* Explore ideas, characters and settings in the community through stories in images, sounds and text [(ACAMAM054)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM054)
* Use media [technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=technologies) to capture and edit images, sounds and text for a purpose [(ACAMAM055)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM055)
* Create and present media artworks that communicate ideas and stories to an [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=audience) [(ACAMAM056)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM056)
* Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples [(ACAMAR057)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAR057)
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| Teaching and learning | **Viewpoints[[4]](#footnote-4)** 👁 | The Australian Curriculum: The Arts outlines a range of viewpoints — a collection of perspectives, lenses or frames through which artworks can be explored and interpreted. These perspectives, lenses and frames include the contexts, knowledge and evaluations students consider when both making and responding to artworks. Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, both individually and collaboratively. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.In both Making and Responding, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique media artworks as producers and consumers of media arts, they may ask and answer questions to interrogate the producers’ meanings and the consumers’ interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of how elements, materials, skills and processes are used. These questions provide the basis for making informed critical judgments about their own media artworks and the media artworks they see, hear, interact with and consume as audiences. The complexity and sophistication of such questions will change across Foundation to Year 10. In the later years, students will consider the interests and concerns of artists and audiences regarding philosophies and ideologies, critical theories, institutions and psychology.  |
| Key questions: Prep Year to Year 2* Context as artist and audience:
* What are the characters like in the story?
* What is the community like where the story is set?
 | * Knowledge as artist and audience:
* What media technologies have been used?
* How does the artist use media language to communicate their ideas and stories to the audience?
 | * Evaluations as artist and audience:
* Why was the media artwork made?
* Where was the media artwork made?
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|  | Unit overviews The Australian Curriculum assumes that all students will study the five Arts subjects from Foundation to the end of Year 6. Schools decide which units of study per subject to complete, and how and when. This band plan provides five potential units. | Unit 1 — Family stories | Unit 2 — Is it real? | Unit 3 — Family portraits | Unit 4 — Self | Unit 5 — What can you hear? |
| Children create media artworks to present a story about their family. Children will:* explore how visual and oral representations can communicate meaning to an audience using recorded audio of students telling their story with accompanying drawings
* experiment with images, sound and narrative structure of beginning, middle and end to communicate personal and possibly changed interpretation of a shared story
* present stories in digital form to communicate ideas
* describe and discuss the narratives of other students and artists, starting with media from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples to respond to meaning and visual language.

This unit could complement the concepts taught in the Prep Year History unit *Exploring my family history* in the History exemplar Year plan, by exploring spoken narratives shared verbally among family members. See: [www.qcaa.qld.edu.au/downloads/aust\_curric/ac\_prep\_history\_year\_plan.docx](http://www.qcaa.qld.edu.au/downloads/aust_curric/ac_prep_history_year_plan.docx). | Children explore the manipulation and representation of self.Children will:* explore self-portrait representations which change reality and the ability of technology to manipulate and present new realities
* experiment with manipulation of still or moving images to present alternate character representations (costume and props; special effects or video effects)
* present manipulated images in digital or print form to share understanding of generational relationships
* describe and discuss what is real and not real in digitally manipulated images in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples.

This unit could complement the concepts taught in the Year 2 History Unit *Investigating changes to technology* in the History exemplar Year plan, by exploring how media technologies can be used to change reality in media arts forms. See[www.qcaa.qld.edu.au/downloads/aust\_curric/ac\_yr2\_history\_year\_plan.docx](http://www.qcaa.qld.edu.au/downloads/aust_curric/ac_yr2_history_year_plan.docx).  | Children explore the use of digital manipulation to present alternative representations of family portraiture.Children will:* explore contemporary family portrait representations in the form of digital collage, combining photographs of family members to communicate relationships
* experiment with abstraction and media technology (cropping; selecting; repeating; moving; resizing; colour variation, text) to manipulate existing images
* present manipulated images in digital or print form to share understanding of generational relationships
* describe and discuss the representation of family relationships in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples to respond to meaning and visual language.

This unit could complement the concepts taught in Year 1 History Unit *Changes in family life* in the History exemplar Year plan, by exploring generational similarities and differences. See:[www.qcaa.qld.edu.au/downloads/aust\_curric/ac\_yr1\_history\_year\_plan.docx](http://www.qcaa.qld.edu.au/downloads/aust_curric/ac_yr1_history_year_plan.docx).  | Children create alternative representations of self, using media art forms.Children will:* explore representations of self through digital forms and presentations of self in media art forms
* experiment with images, sound and text
* present representations in digital or print form to communicate ideas
* describe and discuss the representation of self in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples to respond to meaning and visual language.
 | Children explore the existence and impact of sound as a representation of settings and characters in the community.Children will:* explore soundscapes through capturing audio from their community and using media technologies to communicate ideas about where and why sounds can be heard
* experiment with audio recording and image capture to draw attention to sounds in the community
* present soundscapes which may offer alternative interpretations, e.g. matching game; sounds with different images
* describe and discuss sound effects and audio in media artworks of other students and artists, starting with media from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples.
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|  | **General capabilities**  |  Literacy     ICT capability    Critical and creative thinking    Personal and social capability     Intercultural understanding  |
|  | **Cross‑curriculum priorities**  |  Aboriginal and Torres Strait Islander histories and cultures    |
| Develop assessment | **Assessment**The *Prep Year to Year 2 The Arts: Australian Curriculum in Queensland — assessment and reporting advice and guidelines* brings together advice about assessment, making judgments and reporting in a single document: [www.qcaa.qld.edu.au/downloads/p\_10/ac\_arts\_p2.pdf](https://www.qcaa.qld.edu.au/downloads/p_10/ac_arts_p2.pdf). | The assessment for each unit provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Media Arts Foundation to Year 2 achievement standard. Children should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard. It will gather evidence of children’s ability to: * communicate about media artworks they make
* communicate about media artworks they view
* communicate about where and why media artworks are made
* make and share media artworks using story principles, composition, sound and technologies.
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| Make judgments and use feedback | **Consistency of teacher judgments** | * Make judgments of student achievements using the relevant achievement standards and task-specific standards.
* Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency.
* Make consistent and comparable judgments by matching characteristics of the student work and qualities in the achievement standards.
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1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* —[www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1](http://www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1). [↑](#footnote-ref-1)
2. Prep Year in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January are required to be five years of age by 30 June. [↑](#footnote-ref-2)
3. Purposeful play is a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations (*Early Years Learning Framework*). [↑](#footnote-ref-3)
4. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts — Media Arts: Rationale and Learning in Media Arts*,[www.australiancurriculum.edu.au/the-arts/media-arts/rationale](http://www.australiancurriculum.edu.au/the-arts/media-arts/rationale). [↑](#footnote-ref-4)