

# Prep to Year 2 standard elaborations — Australian Curriculum: Media Arts

**Purpose** The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. These can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student work
- developing task-specific standards for individual assessment tasks.

**Structure** The SEs are developed using the **Australian Curriculum achievement standard**. The Arts: Media Arts achievement standard describes the learning expected of students at each band in the two valued features for Australian Curriculum Arts — *responding* and *making*. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

In Queensland the achievement standard represents the **working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a **matrix**. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.

## Prep\* to Year 2 Australian Curriculum: Media Arts 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.

Source Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 The Arts: Media Arts*, [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/media-arts](http://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/media-arts)

\* Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June.

# Prep to Year 2 Media Arts standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
<b>The folio of a student's work has the following characteristics:</b>					
<b>Responding</b>	<u>clear and informed</u> communication about: <ul style="list-style-type: none"> <li>media artworks made and viewed</li> <li>where and why media artworks are made</li> </ul>	<u>informed</u> communication about: <ul style="list-style-type: none"> <li>media artworks made and viewed</li> <li>where and why media artworks are made</li> </ul>	communication about: <ul style="list-style-type: none"> <li>media artworks made and viewed</li> <li>where and why media artworks are made</li> </ul>	<u>guided</u> communication about: <ul style="list-style-type: none"> <li>media artworks made and viewed</li> <li>where and why media artworks are made</li> </ul>	<u>directed statements</u> about: <ul style="list-style-type: none"> <li>media artworks made and viewed</li> <li>where and why media artworks are made</li> </ul>
<b>Making</b>	making and sharing of media artworks demonstrating <u>skilful and effective</u> use of: <ul style="list-style-type: none"> <li>composition</li> <li>sound</li> <li>story principles</li> <li>technologies</li> </ul>	making and sharing of media artworks demonstrating <u>effective</u> use of: <ul style="list-style-type: none"> <li>composition</li> <li>sound</li> <li>story principles</li> <li>technologies</li> </ul>	making and sharing of media artworks demonstrating use of: <ul style="list-style-type: none"> <li>composition</li> <li>sound</li> <li>story principles</li> <li>technologies</li> </ul>	making and sharing of media artworks demonstrating <u>guided</u> use of <u>aspects of</u> : <ul style="list-style-type: none"> <li>composition</li> <li>sound</li> <li>story principles</li> <li>technologies</li> </ul>	making and sharing of media artworks demonstrating <u>directed</u> use of <u>aspects of</u> : <ul style="list-style-type: none"> <li>composition</li> <li>sound</li> <li>story principles</li> <li>technologies</li> </ul>

<b>Key</b>	<u>shading</u> emphasises the <u>qualities that discriminate between the AP-BA descriptors</u>
<b>AP</b>	applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations
<b>MC</b>	makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations
<b>WW</b>	works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
<b>EX</b>	exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
<b>BA</b>	becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them

# Notes

## Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standard — understanding and skills.

Dimension	Description
<b>understanding</b>	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
<b>skills</b>	the specific techniques, strategies and processes in a learning area

## Terms used in Prep to Year 2 Media Arts standard elaborations

These terms clarify the descriptors in the Prep to Year 2 Media Arts SEs. Descriptions are drawn from:

- ACARA Australian Curriculum: The Arts glossary, [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary](http://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary)
- ACARA The Arts: Media Arts > Examples of knowledge and skills > Foundation to Year 2, [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/media-arts/example-of-knowledge-and-skills](http://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/media-arts/example-of-knowledge-and-skills)
- other sources, to ensure consistent understanding.

Term	Description
<b>artist</b>	generic term for the maker of an artwork in each of the five arts subjects; <i>artists</i> include actors, choreographers, composers, dancers, directors, editors, filmmakers, instrumental musicians, painters, scriptwriters, sculptors, singers; also includes artists who make <a href="#">hybrid artworks</a>
<b>artwork</b>	generic term for a performance or an artwork in each of the five arts subjects; when referred to generically this curriculum uses the term <i>artwork</i> ; within each arts subject, the subject-specific terms are used; artworks are also frequently described with reference to forms or styles; <i>artworks</i> include performances such as a dance, dramatic play or song and artefacts such as a film or painting; also includes <a href="#">hybrid artworks</a>
<b>aspects</b>	particular parts or features
<b>audience; audiences</b>	individuals or groups of people who experience the arts in a range of settings and contexts (formal, informal, virtual or interactive) through intellectual, emotional and social engagement; the artist is audience to their own artwork; in Media Arts, one of the five <a href="#">key concepts</a>
<b>character</b>	identification and portrayal of a person's values, attitudes, intentions and actions as imagined relationships, situations and ideas in dramatic action see also <a href="#">representation and story principles examples</a>
<b>clear</b>	easy to perceive, understand, or interpret; without ambiguity
<b>communication</b>	in The Arts, <i>communication</i> means sharing of learnings, ideas, thoughts and feelings through the viewpoints of the artist and/or the audience

Term	Description
<b>composition</b>	in Media Arts, <i>composition</i> is the arrangement and sequence of images and text to support the purpose of communicating ideas or stories from different points of view using framing, editing and layout; includes the visual arrangement of object and space within the frame; see also <a href="#">elements of media arts</a>
<b>description; describe</b>	give an account of characteristics or features
<b>directed</b>	following the instructions of the facilitator
<b>effective</b>	meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result; in Media Arts, <i>effective</i> includes meeting the purpose by producing a strong impression
<b>elements of media arts</b>	<ul style="list-style-type: none"> <li>• composition</li> <li>• time</li> <li>• space</li> <li>• sound</li> <li>• movement</li> <li>• lighting;</li> </ul> also known as <i>languages: elements of media arts (technical and symbolic) or technical and symbolic elements</i>  in Prep to Year 2 Media Arts, examples for the <i>elements of media arts</i> include: <ul style="list-style-type: none"> <li>• composition               <ul style="list-style-type: none"> <li>– the selection and arrangement of images, sounds and text to highlight and organise important features of an idea or story, for example, by deciding what is in the frame, audio sequence or layout</li> </ul> </li> <li>• sound               <ul style="list-style-type: none"> <li>– loudness, softness</li> <li>– background noise</li> </ul> </li> </ul>
<b>guided</b>	visual and/or verbal prompts to facilitate or support independent action
<b>hybrid artwork</b>	the combination of more than one art form within an artwork
<b>informed</b>	having relevant knowledge; being conversant with the topic; in Media Arts, <i>informed</i> includes how the knowledge and skills (representation and story principles, technical and symbolic elements of media arts) work together to communicate meaning or intent in and through media arts
<b>institutions</b>	in Media Arts, one of the five <a href="#">key concepts</a>
<b>key concepts</b>	in Media Arts: <ul style="list-style-type: none"> <li>• <b>languages</b>: the system of signs or symbols that media artworks use to communicate ideas and stories; the language system is a combination of symbolic codes and the technical form of media arts technologies; the language systems of media artworks use and control technical and symbolic elements to communicate meaning; see also <a href="#">elements of media arts</a></li> <li>• <b>technologies</b>: the tools and processes which are essential for producing, accessing and distributing media</li> <li>• <b>institutions</b>: the individuals, communities and organisations that influence, enable and constrain media production and use; institutions are framed by the social, historical and cultural context</li> <li>• <b>audiences</b>: the individuals or groups for whom media artworks are made and who</li> </ul>

Term	Description
	<p>respond as consumers, citizens and creative individuals; audiences engage and interact based on expectation and experience</p> <ul style="list-style-type: none"> <li>• <b>representation</b>: the act of representing people, places and times, shared social values and beliefs through images, sounds and text, or a combination of these; the representations are a constructed reality</li> </ul> <p>in Prep to Year 2, examples for <i>key concepts</i> include:</p> <ul style="list-style-type: none"> <li>• technologies <ul style="list-style-type: none"> <li>– capturing and combining images, sounds and text or a combination of these with available technology</li> </ul> </li> <li>• audience <ul style="list-style-type: none"> <li>– identifying themselves as an audience</li> <li>– recognising different audience groups</li> <li>– recognising how meaning is made for and by an audience</li> </ul> </li> </ul>
<b>languages</b>	in Media Arts, one of the five <a href="#">key concepts</a>
<b>lighting</b>	see <a href="#">elements of media arts</a>
<b>making</b>	includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions
<b>movement</b>	see <a href="#">elements of media arts</a>
<b>points of view</b>	in Media Arts, the perspective of who tells the stories or constructs the ideas
<b>production processes; production stages</b>	<p>the skills, techniques and processes to create media artworks are developed through the three stages of production:</p> <ul style="list-style-type: none"> <li>• pre-production (including scriptwriting, storyboarding, sketching designs, planning, research)</li> <li>• production (including capturing, recording, directing)</li> <li>• post-production (including mixing, editing, assembling, lay out, distributing)</li> </ul>
<b>representation</b>	<p>the expression or designation of a character, place, idea, image or information by some other term, character, symbol, diagram, image, sound or combination of visual and aural expression, based on shared social values and beliefs;</p> <p>in Media Arts, one of the five <a href="#">key concepts</a>;</p> <p>see also <a href="#">representation and story principles examples</a></p>
<b>representation and story principles examples</b>	<p>in Prep to Year 2, examples for <i>representation and story principles</i> include:</p> <ul style="list-style-type: none"> <li>• structure — representing experience through the construction of stories and ideas</li> <li>• intent — communicating ideas from their imagination or experience</li> <li>• character — the characteristics of fictional and non-fictional people such as story characters, newsreaders, presenters, actors</li> <li>• settings — familiar, local and imagined environments and situations</li> </ul> <p>see also <a href="#">representation</a>, <a href="#">story principles</a></p>
<b>responding</b>	includes exploring, responding to, analysing and interpreting artworks
<b>skilful</b>	<p>in Media Arts, in the context of:</p> <ul style="list-style-type: none"> <li>• <i>creating artworks</i>, this includes considered selection, management and application of the <a href="#">elements of media arts</a>;</li> <li>• <i>sharing artworks</i>, this includes a high degree of proficiency and polish</li> </ul>
<b>sound</b>	see <a href="#">elements of media arts</a>

Term	Description
<b>space</b>	see <a href="#">elements of media arts</a>
<b>statement; state</b>	a sentence or assertion
<b>story principles</b>	in Media Arts, selecting and organising the elements of structure, intent, characters, settings and points of view within the conventions of a genre, such as a Hollywood love story that follows a pattern of boy meets girl, boy loses girl, boy gets girl; see also <a href="#">representation and story principles examples</a>
<b>technical and symbolic elements</b>	see <a href="#">elements of media arts</a>
<b>technologies</b>	in Media Arts, one of the five <a href="#">key concepts</a>
<b>time</b>	see <a href="#">elements of media arts</a>