

# Years 3 and 4 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 **C 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.

## Years 3 and 4 Australian Curriculum: Media Arts achievement standard

By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks.

Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.

**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)

## Years 3 and 4 Media Arts standard elaborations

	A	B	C	D	E
<b>The folio of a student’s work has the following characteristics:</b>					
<b>Responding</b>	<u>thorough</u> description and <u>thorough</u> discussion of similarities and differences between media artworks made and viewed	<u>informed</u> description and <u>informed</u> discussion of similarities and differences between media artworks made and viewed	description and discussion of similarities and differences between media artworks made and viewed	<u>identification</u> of similarities and differences between media artworks made and viewed	<u>statements about</u> similarities and differences between media artworks
	<u>thorough</u> discussion of how and why they and others use images, sound and text to make and present media artworks	<u>informed</u> discussion of how and why they and others use images, sound and text to make and present media artworks	discussion of how and why they and others use images, sound and text to make and present media artworks	<u>identification</u> of the images, sound and text they and others use to make and present media artworks	<u>statements about</u> the use of images, sound and text to make and present media artworks
<b>Making</b>	<u>skilful and effective</u> use of story principles, time, space and technologies to make and share media artworks that <u>clearly and effectively</u> communicate ideas to an audience	<u>informed</u> use of story principles, time, space and technologies to make and share media artworks that <u>effectively</u> communicate ideas to an audience	use of story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience	<u>guided</u> use of story principles, time, space and technologies to make and share <u>aspects of</u> media artworks that communicate <u>aspects of</u> ideas to an audience	<u>directed</u> use of story principles, time, space and technologies to make and share <u>fragmented</u> media artworks
<b>Key</b>	<u>shading</u> emphasises the <u>qualities that discriminate between the A–E descriptors</u>				

# 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 Years 3 and 4 Media Arts standard elaborations

These terms clarify the descriptors in the Years 3 and 4 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 > Years 3 and 4, [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>collaborate; collaborating</b>	to work jointly on an activity or project; in Years 3 and 4 Media Arts, students must be given opportunities to collaborate to use story principles, time, space and technologies to make and share media artworks

Term	Description
<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
<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>discussion; discuss</b>	talk or write about a topic, taking in to account different issues or ideas
<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> <p>also known as <i>languages: elements of media arts (technical and symbolic) or technical and symbolic elements</i></p> <p>in Years 3 and 4 Media Arts, examples for the <i>elements of media arts</i> include:</p> <ul style="list-style-type: none"> <li>• composition <ul style="list-style-type: none"> <li>– the arrangement and sequence of images and text to organise events in stories</li> <li>– creating relationships between ideas and focusing on important features using framing, editing and layout</li> </ul> </li> <li>• time <ul style="list-style-type: none"> <li>– the order and duration of ideas and events</li> </ul> </li> <li>• space <ul style="list-style-type: none"> <li>– the distance and relationship between objects, sounds or text or the depiction of place</li> </ul> </li> <li>• sound <ul style="list-style-type: none"> <li>– loudness, softness</li> <li>– background noise</li> <li>– sound effects</li> <li>– music</li> </ul> </li> </ul>
<b>fragmented</b>	disjointed, incomplete or isolated
<b>hybrid artwork</b>	the combination of more than one art form within an artwork
<b>identification</b>	establish or indicate who or what someone or something is
<b>image; imagery</b>	a use of figurative language to represent objects, actions and ideas in such a way that they appeal to the senses of the reader or viewer

Term	Description
<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>	<p>in Media Arts:</p> <ul style="list-style-type: none"> <li>• languages: 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>• technologies: the tools and processes which are essential for producing, accessing and distributing media</li> <li>• institutions: 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 respond as consumers, citizens and creative individuals; audiences engage and interact based on expectation and experience</li> <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 Years 3 and 4 Media Arts, examples for <i>key concepts</i> include:</p> <ul style="list-style-type: none"> <li>• technologies <ul style="list-style-type: none"> <li>– editing images, sounds and text or a combination of these with available technology</li> </ul> </li> <li>• institutions <ul style="list-style-type: none"> <li>– understanding purposes and processes for producing media artworks</li> <li>– recognising appropriate and inappropriate use of other people’s images and works in the making of media artworks</li> </ul> </li> <li>• audience <ul style="list-style-type: none"> <li>– identifying themselves as a target audience group</li> <li>– recognising the different interests of audience groups</li> <li>– recognising how meaning is made for audiences</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>multimodal texts</b>	<i>multimodal texts</i> combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media
<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>

Term	Description
<b>representation</b>	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; in Media Arts, one of the five <a href="#">key concepts</a> ; see also <a href="#">representation and story principles examples</a>
<b>representation and story principles examples</b>	in Years 3 and 4, examples for <i>representation and story principles</i> include: <ul style="list-style-type: none"> <li>• structure — using story structures and organising ideas to make clear meaning for an audience</li> <li>• intent — conveying ideas about self, others and stereotypes</li> <li>• character — the characteristics and portrayal of self and others in fictional and non-fictional roles, for example, being identified through physicality, voice, costumes and props</li> <li>• settings — familiar, local and imagined environments and situations for characters;</li> </ul> see also <a href="#">representation, story principles</a>
<b>responding</b>	includes exploring, responding to, analysing and interpreting artworks
<b>skilful</b>	in Media Arts, in the context of: <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>	loudness, softness; background noise
<b>sound</b>	see <a href="#">elements of media arts</a>
<b>space</b>	see <a href="#">elements of media arts</a>
<b>sporadic</b>	appearing, happening now and again or at intervals; irregular or occasional
<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 in Media Arts, see <a href="#">representation and story principles</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>text</b>	a means for communication; their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes; <i>texts</i> can be written, spoken or <a href="#">multimodal</a> and in print or digital/online forms;
<b>thorough</b>	demonstrating depth and breadth, inclusive of relevant detail; in Media Arts, <i>thorough</i> means demonstrating depth and breadth of media arts knowledge and skills
<b>time</b>	see <a href="#">elements of media arts</a>