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|  | Years 3 and 4 band plan — Australian Curriculum: Media Arts  Overview 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: Years 3–4 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. | | |
| **Phase curriculum focus** | Curriculum focus: Years 3 to 6  Through the primary years, students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationships with others. In Years 3 to 6, learning in the Arts occurs both through integrated curriculum and The Arts subject-specific approaches. Some of the instinct to play evident in the early years becomes formalised into both experimentation and artistic practice. Students in these years increasingly recognise the connections between the Arts and other learning areas.  While arts in the local community continues to be the initial focus for learning in the Arts, 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 tell history through combinations of art forms. They learn that particular Aboriginal and Torres Strait Islander histories have been recorded and will explore the meanings of stories and styles in which they are told. 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.  Students also study artworks which represent Australia’s connections with other places, the effects of these interconnections and the factors that affect people’s knowledge and opinions of other places.  During these years of schooling, students’ thought processes become more logical and consistent, and they gradually become more independent as learners. Students talk about changes in their own thinking, performance or making, giving reasons for their actions and explaining and demonstrating their organisation of ideas. They begin to recognise, appreciate and value the different ways in which others think, act and respond to artworks and consider how practices in the Arts may be enacted and sustained. | | |
| **Band description** | In Years 3 and 4, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently and collaboratively with their classmates and teachers.  Students extend their understanding of structure, intent, character and settings. They use composition, sound and technologies. They consider themselves as audiences and explore other audience groups. They explore institutions (individuals, communities and organisations) to understand purpose and process when producing media artworks.  As they make and respond to media artworks, students explore meaning and interpretation, and forms and elements including structure, intent, character, settings, composition, time, space and sound. They explore social and cultural contexts of media arts. They make personal evaluations of their own and others’ media artworks.  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. Students learn about media arts in their community. They also learn about media arts from more distant locations that may be represented in their community. Students learn that Aboriginal and Torres Strait Islander people represent themselves, their stories and locations through media arts in different ways.  Students maintain safety in using technologies and in interaction with others. They recognise appropriate and inappropriate use of other people’s images and work in the making of media artworks. Their understanding of the role of the artist and of the audience builds upon their experience from the previous band. As an audience, students focus their attention on the media artwork and respond to the media artwork. They consider why and how audiences respond. | | |
| **Achievement standard** | By the end of Year 4, students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Discuss) similarities and differences between media artworks they make and view. They [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=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. | | |
| **Content descriptions** | For each unit:   * Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text [(ACAMAM058)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM058) * Use media [technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=technologies) to create time and space through the manipulation of images, sounds and text to tell stories [(ACAMAM059)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM059) * Plan, create and present media artworks for specific purposes with awareness of responsible media practice [(ACAMAM060)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM060) * Identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia including media artworks of Aboriginal and Torres Strait Islander Peoples [(ACAMAR061)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAR061) | | |
| Teaching and learning | Viewpoints**[[3]](#footnote-3)**  👁 | 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: Years 3 and 4   * Context as artist and audience: * How do the setting, ideas and story structure provide clues for the representation of the characters in the media artwork? * How do the media arts key concepts contribute to the communication of meaning in the media artwork? * How should media artworks be created and used to represent people responsibly? * Knowledge as artist and audience: * How can images, sounds and text be manipulated by the media artist to suit an audience? * How has time and space been created and controlled in the media artwork? * Evaluations and judgments as artist and audience: * How are these media artworks similar and different? * How and why do media artists collaborate and take on different roles? * What does the media artwork say about the community? | | |
| **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 three potential units. | Unit 1 — Persuade to protect | Unit 2 — Animated poetry | **Unit 3 — On the cover** |
| Students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on the moving image genre.  Students will:   * explore television advertising and devise representations using specific characterisations, settings and ideas to persuade a targeted audience to a place * experiment with media technology and collaborative production processes (script, storyboard, film and edit, use a green screen if available) to create a television-style media production * present productions in digital form to share and discuss similarities and differences in content, structure and genre conventions, and targeting approaches * describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander Peoples.   This unit could complement the concepts taught in the Year 3 Geography unit *Investigating feelings and views about the protection of places* in the Geography exemplar Year plan by exploring the delivery of information to explain significance of local places and the need for protection. See: [www.qcaa.qld. edu.au/downloads/p\_10/ac\_geog\_yr3\_plan.docx](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr3_plan.docx). | Students create a character animation to deliver an audio recording of a short, humorous poem.  Students will:   * explore representations of people from their community (including self) to develop animated characters considering animation forms, mouth shapes, facial expression, character development, composition, text and sound in media delivery to engage audience * experiment with media technology, collaborative production processes (script, storyboard, photograph and edit as a slideshow) to create a lip-synched animation * present productions in digital form to share and discuss similarities and differences in content, structure and animation approaches * describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples.   This unit could complement the concepts taught in the Year 4 English unit *Playing with words* in the English exemplar Year plan by exploring animation and character expression to deliver poetry in media art forms. See: [www.qcaa.qld.edu.au/ downloads/p\_10/ac\_english\_yr4\_plan.docx](http://www.qcaa.qld.edu.au/downloads/p_10/ac_english_yr4_plan.docx). | Students explore magazine cover design through representation and characterisation of people in their community, including themselves, and compare the digitisation of magazines on the internet.  Students will:   * cover design and devise representations of classmates to depict specific characterisations, settings and ideas * experiment with design (layout, text, colour, image composition) and media technologies (desktop publishing, photography, image manipulation) to appeal to target audience * present productions in digital or print form to share and discuss similarities and differences in content, structure and design approaches * describe and discuss intended purposes and audience of print and online media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples. |
| **General capabilities** | Literacy    ICT capability    Critical and creative thinking    Personal and social capability     Intercultural understanding   Ethical understanding | | |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures | | |
| Develop assessment | **Assessment**  The *Year 3 to Year 6 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\_yr3-6.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_arts_yr3-6.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 Years 3 and 4 achievement standard. Students 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 their ability to:   * use story principles to make and share media artworks * use time, space and technologies to make and share media artworks * discuss how and why they and others use images, sound and text to make media artworks * discuss how and why they and others use images, sound and text to present media artworks * make and share media artworks that communicate ideas to an audience * describe and discuss similarities and differences between media artworks they make and view. | | |
| 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. | | |

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. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* *— Media Arts: Rationale* and *Learning in Media Arts,* <http://www.australiancurriculum.edu.au/the-arts/media-arts/rationale>. [↑](#footnote-ref-3)