

Years 5 and 6 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 5 and 6 Australian Curriculum: Media Arts achievement standard

By the end of Year 6, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places. Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.

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

Years 5 and 6 Media Arts standard elaborations

	A	B	C	D	E
The folio of a student’s work has the following characteristics:					
Responding	<p>thorough explanation of:</p> <ul style="list-style-type: none"> • how points of view, ideas and stories are shaped and portrayed in media artworks made, shared and viewed • the purposes and audiences for media artworks made in different cultures, times and places 	<p>informed explanation of:</p> <ul style="list-style-type: none"> • how points of view, ideas and stories are shaped and portrayed in media artworks made, shared and viewed • the purposes and audiences for media artworks made in different cultures, times and places 	<p>explanation of:</p> <ul style="list-style-type: none"> • how points of view, ideas and stories are shaped and portrayed in media artworks made, shared and viewed • the purposes and audiences for media artworks made in different cultures, times and places 	<p>description of:</p> <ul style="list-style-type: none"> • how points of view, ideas and stories are shaped and portrayed in media artworks made, shared and viewed • the purposes and audiences for media artworks made in different cultures, times and places 	<p>statements about:</p> <ul style="list-style-type: none"> • points of view, ideas and stories in media artworks • the purposes and audiences for media artworks
Making	<p>skilful use of technologies to make media artworks for specific audiences and purposes using story principles to skilfully and effectively shape:</p> <ul style="list-style-type: none"> • points of view • genre conventions • movement • lighting 	<p>informed use of technologies to make media artworks for specific audiences and purposes using story principles to effectively shape:</p> <ul style="list-style-type: none"> • points of view • genre conventions • movement • lighting 	<p>use of technologies to make media artworks for specific audiences and purposes using story principles to shape:</p> <ul style="list-style-type: none"> • points of view • genre conventions • movement • lighting 	<p>guided use of technologies to make aspects of media artworks using story principles to shape aspects of:</p> <ul style="list-style-type: none"> • points of view • genre conventions • movement • lighting 	<p>directed use of technologies to make fragmented media artworks using aspects of:</p> <ul style="list-style-type: none"> • points of view • genre conventions • movement • lighting
Key	<p>shading emphasises the qualities that discriminate between the A–E descriptors</p>				

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
understanding	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
skills	the specific techniques, strategies and processes in a learning area

Terms used in Years 5 and 6 Media Arts standard elaborations

These terms clarify the descriptors in the Years 5 and 6 Media Arts SEs. Descriptions are drawn from:

- ACARA Australian Curriculum: The Arts glossary, www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary
- ACARA The Arts: Media Arts > Examples of knowledge and skills > Years 5 and 6, www.australiancurriculum.edu.au/f-10-curriculum/the-arts/media-arts/example-of-knowledge-and-skills
- other sources, to ensure consistent understanding.

Term	Description
artist	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 hybrid artworks
artwork	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 hybrid artworks
aspects	particular parts or features
audience; audiences	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 key concepts
character	identification and portrayal of a person's values, attitudes, intentions and actions as imagined relationships, situations and ideas in dramatic action; see also representation and story principles examples
clear	easy to perceive, understand, or interpret; without ambiguity
collaborate; collaborating	to work jointly on an activity or project; in Years 5 and 6 Media Arts, students must be given opportunities to work collaboratively to make media artworks for specific audiences and purposes
communication	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
composition	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 elements of media arts
description; describe	give an account of characteristics or features
directed	following the instructions of the facilitator
discussion; discuss	talk or write about a topic, taking in to account different issues or ideas
effective	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
elements of media arts	<ul style="list-style-type: none"> • composition • time • space • sound • movement • lighting; <p>also known as <i>languages: elements of media arts (technical and symbolic) or technical and symbolic elements</i></p> <p>in Years 5 and 6 Media Arts, examples for the <i>elements of media arts</i> include:</p> <ul style="list-style-type: none"> • composition <ul style="list-style-type: none"> – 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 – the visual arrangement of object and space within the frame • time <ul style="list-style-type: none"> – the order, duration and depiction of ideas and events • space <ul style="list-style-type: none"> – the distance and relationship between objects, sounds or text or the depiction of place • sound <ul style="list-style-type: none"> – loudness, softness – ambient noise – music for effect • movement <ul style="list-style-type: none"> – the way the eye discovers images or text – the suggestion of movement through sound – camera and subject movement • lighting <ul style="list-style-type: none"> – light, shade and colour for effect
explain; explanation	provide additional information that demonstrates understanding of reasoning and/or application
fragmented	disjointed, incomplete or isolated

Term	Description
genre conventions	in Media Arts, the widely recognised ways of doing something and/or constructing meaning in terms of particular content, style and/or form; see also representation and story principles examples
hybrid artwork	the combination of more than one art form within an artwork
identification	establish or indicate who or what someone or something is
image; imagery	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
informed	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
institutions	in Media Arts, one of the five key concepts
intent	planned or meant; in Media Arts, designing and communicating ideas and stories with a purpose see also representation and story principles examples
key concepts	<p>in Media Arts:</p> <ul style="list-style-type: none"> • 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 elements of media arts • technologies: the tools and processes which are essential for producing, accessing and distributing media • 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 • audiences: 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 • representation: 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 <p>in Years 5 and 6 Media Arts, examples for <i>key concepts</i> include:</p> <ul style="list-style-type: none"> • technologies <ul style="list-style-type: none"> – editing and producing images, sounds and text or a combination of these with selected media technologies • institutions <ul style="list-style-type: none"> – identifying purpose and processes for producing media artworks and considering individual ethical behaviour and the role of communities and organisations in regulating access to media artworks • audience <ul style="list-style-type: none"> – identifying the variety of audiences and purposes for which media artworks are made
languages	in Media Arts, one of the five key concepts
lighting	see elements of media arts

Term	Description
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
movement	see elements of media arts
multimodal texts	<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
points of view	see representation and story principles examples
production processes; production stages	the skills, techniques and processes to create media artworks are developed through the three stages of production: <ul style="list-style-type: none"> • pre-production (including scriptwriting, storyboarding, sketching designs, planning, research) • production (including capturing, recording, directing) • post-production (including mixing, editing, assembling, lay out, distributing)
purposes; purposeful	intentional; done by design; focused and clearly linked to the goals of the task
representation	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 key concepts ; see also representation and story principles examples
representation and story principles examples	in Years 5 and 6, examples for <i>representation and story principles</i> include: <ul style="list-style-type: none"> • structure — organising ideas, and using story structures and tension to engage an audience • intent — communicating ideas and stories with a purpose • character — the characteristics of fictional and non-fictional roles portrayed through physicality, voice, costumes and props • settings — familiar, local and imagined environments and situations for characters • points of view — the perspective of who tells the stories or constructs the ideas • genre conventions — the established and accepted rules for constructing stories and ideas in a particular style see also representation, story principles
responding	includes exploring, responding to, analysing and interpreting artworks
skilful	in Media Arts, in the context of: <ul style="list-style-type: none"> • <i>creating artworks</i>, this includes considered selection, management and application of the elements of media arts; • <i>sharing artworks</i>, this includes a high degree of proficiency and polish
sound	see elements of media arts
space	see elements of media arts
sporadic	appearing, happening now and again or at intervals; irregular or occasional
statement; state	a sentence or assertion

Term	Description
story principles	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 representation and story principles examples
technical and symbolic elements	see elements of media arts
technologies	in Media Arts, one of the five key concepts
text	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 written, spoken or multimodal and in print or digital/online forms
thorough	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
time	see elements of media arts