

Years 7 and 8 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 7 and 8 Australian Curriculum: Media Arts achievement standard

By the end of Year 8, students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.

Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

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 7 and 8 Media Arts standard elaborations

	A	B	C	D	E
The folio of a student’s work has the following characteristics:					
Responding	<p>identification and thorough analysis of:</p> <ul style="list-style-type: none"> • how representations of social values and points of view are portrayed in the media artworks made, distributed and viewed • social and ethical responsibility of the makers and users of media artworks 	<p>identification and informed analysis of:</p> <ul style="list-style-type: none"> • how representations of social values and points of view are portrayed in the media artworks made, distributed and viewed • social and ethical responsibility of the makers and users of media artworks 	<p>identification and analysis of:</p> <ul style="list-style-type: none"> • how representations of social values and points of view are portrayed in the media artworks made, distributed and viewed • social and ethical responsibility of the makers and users of media artworks 	<p>identification and description of:</p> <ul style="list-style-type: none"> • representations of social values and points of view in media artworks made, distributed and viewed • social and ethical responsibility of the makers and users of media artworks 	<p>identification and statements about:</p> <ul style="list-style-type: none"> • representations of social values and points of view portrayed in media artworks • responsibilities of the makers and users of media artworks
	<p>discerning evaluation of how they and other makers and users of media artworks from different cultures, times and places make meaning through the use of:</p> <ul style="list-style-type: none"> • genre conventions • media conventions <p>technical and symbolic elements</p>	<p>informed evaluation of how they and other makers and users of media artworks from different cultures, times and places make meaning through the use of:</p> <ul style="list-style-type: none"> • genre conventions • media conventions <p>technical and symbolic elements</p>	<p>evaluation of how they and other makers and users of media artworks from different cultures, times and places make meaning through the use of:</p> <ul style="list-style-type: none"> • genre conventions • media conventions • technical and symbolic elements 	<p>explanation of how they and other makers and users of media artworks from different cultures, times and places make meaning through the use of:</p> <ul style="list-style-type: none"> • genre conventions • media conventions • technical and symbolic elements 	<p>statements about how they and other makers and users of media artworks from different cultures, times and places make meaning</p>

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Making	purposeful and effective production of representations of social values and points of view in media artworks for particular audiences and contexts	effective production of representations of social values and points of view in media artworks for particular audiences and contexts	production of representations of social values and points of view in media artworks for particular audiences and contexts	partial production of representations of social values and points of view in media artworks for particular audiences and contexts	fragmented production of representations of social values and points of view in media artworks for particular audiences and contexts
	insightful and effective use of genre and media conventions	effective use of genre and media conventions	use of genre and media conventions	use of aspects of genre and media conventions	sporadic use of aspects of genre and media conventions
	purposeful and effective shaping of technical and symbolic elements for specific purposes and meaning	effective shaping of technical and symbolic elements for specific purposes and meaning	shaping of technical and symbolic elements for specific purposes and meaning	shaping of aspects of technical and symbolic elements for specific purposes and meaning	fragmented shaping of aspects of technical and symbolic elements for specific purposes and meaning
	purposeful and effective control of equipment and technologies to achieve their intentions	effective control of equipment and technologies to achieve their intentions	control of equipment and technologies to achieve their intentions	partial control of equipment and technologies to achieve aspects of their intentions	use of equipment and technologies
Key	shading emphasises the qualities that discriminate between the A–E descriptors				

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 7 and 8 Media Arts standard elaborations

These terms clarify the descriptors in the Years 7 and 8 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 7 and 8, www.australiancurriculum.edu.au/f-10-curriculum/the-arts/media-arts/example-of-knowledge-and-skills
- other sources, to ensure consistent understanding.

Term	Description
analysis; analyse	consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
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
collaborate; collaborating	to work jointly on an activity or project; in Years 7 and 8 Media Arts, students must be given opportunities to collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions

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
context; contexts	an environment in which a text is responded to or created; <i>context</i> can include general social, historical and cultural conditions in which a text is responded to and created (context of culture) or specific features of its immediate environment (context or situation); also used to refer to wording surrounding an unfamiliar word, which a reader or listener uses to understand its meaning; in Media Arts, <i>contexts of production</i> and <i>contexts of use</i> are distinct
description; describe	give an account of characteristics or features
discerning	showing good judgment to make thoughtful choices
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 7 and 8 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, weight and focus of components in images, sounds and texts that are sequenced to communicate ideas and stories, using juxtaposition in framing, audio effects, editing and layout • time <ul style="list-style-type: none"> – the experience and construction of time through the ordering, duration and depiction of action, ideas and events • space <ul style="list-style-type: none"> – the depiction of place and environment through the relationship between subjects, objects, sounds or text and the surrounding or negative space in a two- or three-dimensional context • sound <ul style="list-style-type: none"> – loudness, softness – ambient noise – music for effect • movement <ul style="list-style-type: none"> – the perception and depiction of moving action, and the design of interactivity • lighting <ul style="list-style-type: none"> – intensity and direction of light, shadow and colour for texture, focus and mood
explain; explanation	provide additional information that demonstrates understanding of reasoning and/or application

Term	Description
fragmented	disjointed, incomplete or isolated
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
insightful	understanding relationships in complex situations
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 7 and 8 Media Arts, examples for <i>key concepts</i> include:</p> <ul style="list-style-type: none"> • technologies <ul style="list-style-type: none"> – planning, controlling, editing and producing images, sounds and text or a combination of these using selected media technologies, processes and equipment • institutions <ul style="list-style-type: none"> – the local and cultural contexts shaping purpose and processes to produce media artworks – the role and ethical behaviour of individuals, communities and organisations making, using and sharing media artworks, and the associated regulatory issues • audiences <ul style="list-style-type: none"> – examining the ways in which audiences make meaning and how particular

Term	Description
	audiences engage, interact and share different media artworks
languages	in Media Arts, one of the five key concepts
lighting	see elements of media arts
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
meaning	an intended idea, expression or purpose
media conventions	the established techniques for creating within different media forms
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
partial	attempted; incomplete evidence provided
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 7 and 8, examples for <i>representation and story principles</i> include: <ul style="list-style-type: none"> • structure: developing ideas and story structures through media and genre conventions to shape understanding and experience for a particular audience • intent: imagining and communicating representations within a local context or popular culture for a specific purpose • character: the characteristics and motivations of fictional and non-fictional subjects portrayed through their physicality, voice, costumes, props and/or acting • settings: the real or imagined environments and situations, and their relationship to characters and ideas • points of view: perceiving and constructing stories and ideas from different perspectives • genre conventions: the established and accepted patterns for constructing meaning in a particular form or style • media conventions: the established techniques for creating within different media forms see also representation, story principles

Term	Description
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
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
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