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|  | Years 9 and 10 standard elaborations — Australian Curriculum: Media Arts |

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| **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. |

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| **Years 9 and 10 Australian Curriculum: Media Arts achievement standard** | |
| By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.  Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes. | |
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| **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](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/media-arts/) |

## Years 9 and 10 Media Arts standard elaborations

|  | A | B | C | D | E |
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|  | The folio of a student’s work has the following characteristics: | | | | |
| Responding | thorough analysis of how social and cultural values and alternative points of view are portrayed in media artworks made, interacted with and distributed | informed analysis of how social and cultural values and alternative points of view are portrayed in media artworks made, interacted with and distributed | analysis of how social and cultural values and alternative points of view are portrayed in media artworks made, interacted with and distributed | description of social and cultural values and alternative points of view in media artworks made, interacted with and distributed | identification of social and cultural values and alternative points of view in media artworks |
| discerning evaluation of how:   * genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning * social, institutional and ethical issues influence the making and use of media artworks | informed evaluation of how:   * genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning * social, institutional and ethical issues influence the making and use of media artworks | evaluation of how:   * genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning * social, institutional and ethical issues influence the making and use of media artworks | explanation of how:   * genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning * social, institutional and ethical issues influence the making and use of media artworks | statements about how:   * genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning * social, institutional and ethical issues influence the making and use of media artworks |
| Making | production of representations that sensitively and effectively communicate alternative points of view in media artworks for different community and institutional contexts | production of representations that effectively communicate alternative points of view in media artworks for different community and institutional contexts | production of representations that communicate alternative points of view in media artworks for different community and institutional contexts | partial production of representations that partially communicate points of view in media artworks for community and institutional contexts | fragmented communication of points of view in media artworks |
| discerning and effective manipulation of genre and media conventions and insightful integration and purposeful and effective shaping of technical and symbolic elements for specific purposes, meaning and style | effective manipulation of genre and media conventions and considered integration and effective shaping of technical and symbolic elements for specific purposes, meaning and style | manipulation of genre and media conventions and integration and shaping of technical and symbolic elements for specific purposes, meaning and style | use of genre and media conventions and shaping of aspects of technical and symbolic elements for specific purposes, meaning and style | sporadic use of genre and media conventions |
| purposeful and effective application of design, production and distribution processes | effective application of design, production and distribution processes | application of design, production and distribution processes | application of aspects of design, production and distribution processes | fragmented application of aspects of design, production and distribution processes |

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| 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.

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| 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 9 and 10 Media Arts standard elaborations

These terms clarify the descriptors in the Years 9 and 10 Media Arts SEs. Descriptions are drawn from:

* ACARA Australian Curriculum: The Arts glossary,   
  [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary/)
* ACARA The Arts: Media Arts > Examples of knowledge and skills > Years 9 and 10, [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/media-arts/example-of-knowledge-and-skills](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/media-arts/example-of-knowledge-and-skills/)
* other sources, to ensure consistent understanding.

| Term | Description |
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| 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;  artists include actors, choreographers, composers, dancers, directors, editors, filmmakers, instrumental musicians, painters, scriptwriters, sculptors, singers; also includes artists who make [hybrid artworks](#hybrid_artwork) |
| 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 artwork; within each arts subject, the subject-specific terms are used; artworks are also frequently described with reference to forms or styles;  artworks include performances such as a dance, dramatic play or song and artefacts such as a film or painting; also includes [hybrid artworks](#hybrid_artwork) |
| 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](#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](#representation_and_story_principles) |
| collaborate; collaborating; collaboratively | to work jointly on an activity or project;  in Years 9 and 10 Media Arts, students must be given opportunities to work collaboratively to apply design, production and distribution processes |
| composition | in Media Arts, composition 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](#elements_of_media_arts) |
| considered | thought about deliberately with a purpose, typically before making a decision |
| description; describe | give an account of characteristics or features |
| discerning | showing good judgment to make thoughtful choices |
| effective; effectively | meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result;  in Media Arts, effective includes meeting the purpose by producing a strong impression |
| elements of media arts | * composition * time * space * sound * movement * lighting;   also known as *languages: elements of media arts (technical and symbolic)* or technical and symbolic elements  in Years 9 and 10 Media Arts, examples for the elements of media arts include:   * composition   + the manipulation and combination of the technical and symbolic elements in images, sounds and text to affect audience expectation and experience through the control of production * time   + the manipulation of the experience and perception of time through the ordering, duration and depiction of actions, ideas and events * space   + the depiction of place and environment through the manipulation of subjects, objects, sounds or text and the surrounding or negative space in a two- or three-dimensional context * sound   + manipulation of sounds, voice, dialogue, music and motifs for impact and effect * movement   + the expression, perception and depiction of moving action and rhythm or design flow for effect   + the design of navigation and interaction with images and text   + the creation of movement through sound, continuity and rhythm * lighting   + intensity and quality of light, shadow and colour to create surface, perspective, highlighting and atmosphere |
| evaluation; evaluate | examine and judge the merit or significance of something |
| explain; explanation | provide additional information that demonstrates understanding of reasoning and/or application |
| 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](#representation_and_story_principles) |
| hybrid artwork | the combination of more than one art form within an artwork |
| identification | establish or indicate who or what someone or something is |
| informed | having relevant knowledge; being conversant with the topic;  in Media Arts, informed 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](#key_concepts) |
| key concepts | in Media Arts:   * 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](#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](#audience): 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](#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   in Years 9 and 10 Media Arts, examples for key concepts include:   * technologies   + designing, manipulating, editing and producing images, sounds and text or a combination of these using selected media technologies, processes and equipment * audience   + analyse the ways audiences make meaning and how a range of audiences engage, interact and share different media artworks * institutions   + the social and cultural contexts, both locally and globally, shaping purpose and processes to produce media artworks   + the social and ethical role and behaviour of individuals, communities and organisations making, using and sharing media artworks, and the associated regulatory issues in a networked culture |
| languages | in Media Arts, one of the five [key concepts](#key_concepts) |
| lighting | see [elements of media arts](#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 | see [representation and story principles examples](#representation_and_story_principles) |
| partial; partially | attempted; incomplete evidence provided |
| points of view | see [representation and story principles examples](#representation_and_story_principles) |
| production processes; production stages | the skills, techniques and processes to create media artworks are developed through the three stages of production:   * 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](#key_concepts);  see also [representation and story principles examples](#representation_and_story_principles) |
| representation and story principles examples | in Years 9 and 10, examples for representation and story principles include:   * structure: developing ideas and story structures through the manipulation of media and genre conventions for a specific audience experience and expectation * intent: constructing and communicating ideas, beliefs and values through representations in a personal, social and cultural context for a specific purpose * character: the characteristics and motivations of fictional and non-fictional identities portrayed through the manipulation of physicality, voice, costumes and props and using direction, design or actuality * settings: the chosen or constructed environment and the impact of that environment on situations and characters * genre conventions: the established and accepted system for constructing and deconstructing meaning in a particular form or style * points of view: perceiving and constructing stories and ideas from an alternative, objective or subjective perspective * media conventions: manipulating techniques within established media forms to create new and hybrid media artworks; * see also [representation](#representation), [story principles](#story_principles) |
| responding | includes exploring, responding to, analysing and interpreting artworks |
| sensitive | susceptible to the attitude, feelings or circumstances of others; responsive to external conditions or stimulations |
| skilful | in Media Arts, in the context of:   * creating artworks, this includes considered selection, management and application of the [elements of media arts](#elements_of_media_arts); * sharing artworks, this includes a high degree of proficiency and polish |
| sound | see [elements of media arts](#elements_of_media_arts) |
| space | see [elements of media arts](#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](#representation_and_story_principles) |
| technical and symbolic elements | see [elements of media arts](#elements_of_media_arts) |
| ****technologies**** | in Media Arts, one of the five [key concepts](#key_concepts) |
| ****thorough**** | demonstrating depth and breadth, inclusive of relevant detail;  in Media Arts, *thorough* means demonstrating depth and breadth of media arts knowledge and skills |
| ****time**** | see [elements of media arts](#elements_of_media_arts) |