

Years 9 and 10 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 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.

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 9 and 10 Media Arts standard elaborations

	A	B	C	D	E
The folio of a student’s work has the following characteristics:					
Responding	<p>thorough analysis of how social and cultural values and alternative points of view are portrayed in media artworks made, interacted with and distributed</p>	<p>informed analysis of how social and cultural values and alternative points of view are portrayed in media artworks made, interacted with and distributed</p>	<p>analysis of how social and cultural values and alternative points of view are portrayed in media artworks made, interacted with and distributed</p>	<p>description of social and cultural values and alternative points of view in media artworks made, interacted with and distributed</p>	<p>identification of social and cultural values and alternative points of view in media artworks</p>
	<p>discerning evaluation of how:</p> <ul style="list-style-type: none"> • 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 	<p>informed evaluation of how:</p> <ul style="list-style-type: none"> • 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 	<p>evaluation of how:</p> <ul style="list-style-type: none"> • 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 	<p>explanation of how:</p> <ul style="list-style-type: none"> • 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 	<p>statements about how:</p> <ul style="list-style-type: none"> • 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

	A	B	C	D	E
The folio of a student’s work has the following characteristics:					
Making	production of representations that <u>sensitively and effectively</u> communicate alternative points of view in media artworks for different community and institutional contexts	production of representations that <u>effectively</u> 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	<u>partial</u> production of representations that <u>partially</u> communicate points of view in media artworks for community and institutional contexts	<u>fragmented</u> communication of points of view in media artworks
	<u>discerning and effective</u> manipulation of genre and media conventions and <u>insightful</u> integration and <u>purposeful and effective</u> shaping of technical and symbolic elements for specific purposes, meaning and style	<u>effective</u> manipulation of genre and media conventions and <u>considered</u> integration and <u>effective</u> 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	<u>use</u> of genre and media conventions and shaping of <u>aspects of</u> technical and symbolic elements for specific purposes, meaning and style	<u>sporadic use</u> of genre and media conventions
	<u>purposeful and effective</u> application of design, production and distribution processes	<u>effective</u> application of design, production and distribution processes	application of design, production and distribution processes	application of <u>aspects of</u> design, production and distribution processes	<u>fragmented</u> application of <u>aspects of</u> design, production and distribution processes
Key	<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
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
- 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
- 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; 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

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
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, <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 9 and 10 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 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 <ul style="list-style-type: none"> – the manipulation of the experience and perception of time through the ordering, duration and depiction of actions, ideas and events • space <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – manipulation of sounds, voice, dialogue, music and motifs for impact and effect • movement <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – 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

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
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
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 9 and 10 Media Arts, examples for <i>key concepts</i> include:</p> <ul style="list-style-type: none"> • technologies <ul style="list-style-type: none"> – designing, manipulating, editing and producing images, sounds and text or a combination of these using selected media technologies, processes and equipment • audience <ul style="list-style-type: none"> – analyse the ways audiences make meaning and how a range of audiences engage, interact and share different media artworks • institutions <ul style="list-style-type: none"> – 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
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

Term	Description
meaning	an intended idea, expression or purpose
media conventions	see representation and story principles examples
partial; partially	attempted; incomplete evidence provided
points of view	see representation and story principles examples
production processes; production stages	<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"> • 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	<p>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;</p> <p>in Media Arts, one of the five key concepts;</p> <p>see also representation and story principles examples</p>
representation and story principles examples	<p>in Years 9 and 10, examples for <i>representation and story principles</i> include:</p> <ul style="list-style-type: none"> • 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, 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	<p>in Media Arts, in the context of:</p> <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

Term	Description
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