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|  | Years 9 and 10 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 9–10 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 7 to 10**  As students move into adolescence, they undergo a range of important physical, cognitive, emotional and social changes. Students often begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they begin to develop concerns about wider issues. Students in this age range increasingly look for and value learning that is perceived to be relevant, is consistent with personal goals, and/or leads to important outcomes. Increasingly they are able to work with more abstract concepts and consider increasingly complex ideas. They are keen to explore the nature of evidence and the contestability of ideas, debating alternative answers and interpretations. |
|  | In these years, learning in the Arts enables students to explore and question their own immediate experience and their understanding of the wider world. Learning through and about the Arts enables students to build on their own experiences and dispositions. Students explore and engage with artworks made by others. They make their own artworks drawing on their developing knowledge, understanding and skills.  Students’ understanding of sustainability is progressively developed. They explore how the Arts are used to communicate about sustainability and also learn about sustainability of practices in the Arts.  Students learn that Aboriginal and Torres Strait Islander Peoples have converted oral records to other technologies. As they explore forms, students learn that over time there has been development of different traditional and contemporary styles. Students explore 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. They identify and explore the social relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia, reflected in developments of forms and styles in the Arts.  Through the Australian Curriculum: The Arts, students in Years 7 to 10 pursue broad questions such as: What meaning is intended in an artwork? What does the audience understand from this artwork? What is the cultural context of the artwork and of the audience engaging with it? What key beliefs and values are reflected in artworks and how did artists influence societies of their time? How do audiences perceive and understand artworks? What does the advancement of technology mean to the presentation of, and audience engagement with, different artworks? This curriculum also provides opportunities to engage students through contexts that are meaningful and relevant to them and through exploration of past and present debates. |
| **Band description** | In Years 9 and 10, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently and in small groups, and with their teachers and communities. They explore media arts as an art form through representation, manipulation of genre and media conventions and analysis of media artworks.  Students refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions. They extend the use of time, space, sound, movement and lighting as they use technologies. They analyse the way in which audiences make meaning and how audiences interact with and share 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 from Asia. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore media forms, students learn that over time there has been further development of different traditional and contemporary styles. They explore the representation of relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia and how these may influence their own artistic intentions in making media artworks.  As they make and respond to media artworks, students explore meaning and interpretation, forms and elements and social, cultural and historical influences of media arts. They consider the local, global, social and cultural contexts that shape purpose and processes in production of media artworks. They evaluate the social and ethical implications of media arts.  Students maintain safety in use of technologies and in interaction with others, including the use of images and works of others. They maintain ethical practices and consider regulatory issues when using technology. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse media artworks. |
| **Achievement standard** | By the end of Year 10, students [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=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](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Manipulate) genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) [design](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design), production and distribution processes. |
| **Content descriptions** | For this unit:   * Experiment with ideas and stories that manipulate media [conventions](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=conventions) and genres to construct new and alternative points of view through images, sounds and text [(ACAMAM073)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM073) * Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples [(ACAMAM074)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM074) * Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and [style](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=style) [(ACAMAM075)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM075) * Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes [(ACAMAM076)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM076) * Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues [(ACAMAM077)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAM077) * Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media [conventions](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=conventions), social beliefs and values for a range of audiences [(ACAMAR078)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAR078) * Analyse a range of media artworks from contemporary and past times to explore differing [viewpoints](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=viewpoints) and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks [(ACAMAR079)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAMAR079) |
| 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 9 and 10   * Context as artist and audience: * How are social and cultural values and beliefs manipulated in media representations? * How are stories and ideas in media artworks changed when viewed through different personal, social and cultural contexts? * How has interaction with media artworks changed and been influenced by historical and social contexts? * What considerations are important when producing and distributing media artworks for a range of contexts? * Knowledge as artist and audience: * How can genre conventions be manipulated to construct alternative points of view? * How did the media artist integrate and shape technical and symbolic elements to achieve a specific purpose and meaning? * How does style contribute to meaning and purpose in media artworks? * How has collaboration taken place in the design, production and distribution of the media art form? * Evaluations and judgments as artist and audience: * How has the production of the media artwork been influenced by social, institutional and ethical media issues? * What alternative points of view are expressed in media artworks from contemporary and past times and local and international artists? * How effectively has the media artist manipulated technical and symbolic elements to create and challenge representations? * How did the media artist challenge the expectations of the audience? |
| **Unit overview**  The Australian Curriculum assumes that students in Years 9 and 10 will have the opportunity to specialise in one or more Arts subjects.  Schools decide which units of study per subject to complete, and how and when. This band plan provides one potential unit. | **Unit 1 — Under construction** |
| This unit explores how Media Arts conventions and genres are manipulated to construct new and alternative points of view through representation and communication of social and cultural values and beliefs. In making and responding, students analyse and evaluate methods of communicating stories and points of view by refining and extending use of structure, intent, character, settings and genre conventions. Learning opportunities should allow development of independent approaches and responses while experimenting with representation of subject and communication of point of view throughout the unit.  Students will:   * experiment with story structure and media conventions using image, sound and text to manipulate points of view * identify and examine social and cultural values and beliefs in manipulated media arts representations * integrate and shape technical and symbolic elements of images, sounds and text to develop style and achieve purpose * plan, structure and design media artworks individually and collaboratively to challenge audience expectations * produce and distribute media artworks for various contexts considering social and ethical implications * evaluate how media artists use technical and symbolic elements to manipulate point of view and challenge representations * analyse and compare the representation of differing viewpoints in contemporary and past media art forms starting with Australian media artworks, including those of Aboriginal peoples and Torres Strait Islander peoples and international media artists. |
| **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 7 to Year 10 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\_yr7-10.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_arts_yr7-10.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 9 and 10 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:   * analyse how social and cultural values and alternative points of view are portrayed in media artworks they make * analyse how social and cultural values and alternative points of view are portrayed in media artworks they interact with and distribute * evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning * evaluate how social, institutional and ethical issues influence the making and use of media artworks * produce representations that communicate alternative points of view in media artworks for different community and institutional contexts * manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style * collaborate to apply design, production and distribution processes. |
| 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,* [www.australiancurriculum.edu.au/the-arts/media-arts/rationale](http://www.australiancurriculum.edu.au/the-arts/media-arts/rationale). [↑](#footnote-ref-3)