RATIONALITY: MEDIA ARTS

The rationale complements and extends the rationale for The Arts learning area. Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

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.

Students learn to be critically aware of how the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

AIMS

In addition to the overarching aims for the Australian Curriculum: The Arts, Media Arts knowledge, understanding and skills that ensure, 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.

Organisation and Content Structure

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 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, technologies and techniques 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. Within all Arts subjects, design facilitates the creative and practical realisation of ideas. Design thinking is a fundamental strategy in the experimenttion, refinement and resolution of an artwork and takes into account logical, critical and aesthetic considerations. Many different words describe design within the Arts such as choreographing, narrating, designing, constructing, composing and sculpting. Design connects the different art forms so that they inform each other, providing possibilities for students to create innovative and hybrid forms of art.

Strands - 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.

Relationship between the strands: Making and Responding are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students' skills in critical and creative thinking. As students make artworks they actively respond to their developing artworks and respond to the artworks of others; as students respond to artworks they draw on the knowledge and skills acquired through their experiences in making artworks.

The Australian Curriculum: The Arts Foundation to Year 10: Aims of The Arts

The Arts across Foundation to Year 10: Years 3–6

Through the primary years, students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationships with others. In Years 3 to 6, learning in the Arts occurs both through integrated curriculum and The Arts subject-specific approaches. Some of the instinct to play evident in the early years becomes formalised into both experimentation and artistic practice. Students in these years increasingly recognise the connections between the Arts and other learning areas.

While arts in the local community continue to be the initial focus for learning in the Arts, students are also aware of and interested in arts from more distant and off the curriculum provides opportunities to build on this curiosity. Students learn that Aboriginal and Torres Strait Islander Peoples had history through combinations of art forms. They learn that particular Aboriginal and Torres Strait Islander histories have been recorded and will explore the meanings of stories and styles in which they are told. Students have opportunities to participate in a variety of Aboriginal and Torres Strait Islander arts forms that are publicly available for broader participation in community. Students may also extend their cultural expression with appropriate community consultation and endorsement. Students may also study artworks which represent Australia's connections with other places, the effects of these interconnections and the factors that affect people's knowledge and opinions of other places.

During these years of schooling, students' thought processes become more logical and consistent, and they gradually become more independent as learners. Students talk about changes in their own thinking, performance or making, giving reasons for their actions and explaining and demonstrating their organisation of ideas. They begin to recognise, appreciate and value the different ways in which others think, act and respond to artworks and consider how practice in the Arts may be enacted and sustained.

Content descriptions in each Arts subject focus on similar concepts and skills that, across the bands, present a developmental sequence of knowledge, understanding and skills. The focus of each content description in Foundation to Year 6 expands into more specific content descriptions for Years 7 to 10 as presented in the table below. For transition purposes from primary to secondary in Years 7–8 and consistency state-wide, generalist primary teachers at Year 7 could focus on the four initial similar concepts and skills eg. the 1st, 3rd, 5th and 6th Content Descriptions, with the deeper and expanded concepts being the focus in year 8, eg. the 2nd, 4th, 5th, and 7th Content Descriptions. E.g. The focus in Year 7 could then be on: 1st, 3rd, 5th and 6th, and in Year 8: 2nd, 4th, 5th and 7th.
Sound, Space, Languages: Character Structure understanding and skills through media arts study with examples of knowledge and skills in Media Arts

As they make and respond to media artworks, students explore meaning and interpretation, and forms and elements including structure, intent, character, settings, composition, time, space and sound. They explore social and cultural contexts of media arts. They make personal evaluations of their own and others’ 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 those of the Asia region. Students learn about media arts in their community. They also learn about media arts from more distant locations that may be represented in their community. Students learn that Aboriginal and Torres Strait Islander people represent themselves, their stories and locations through media arts in different ways. Students maintain safety in using technologies and in interaction with others. They recognise appropriate and inappropriate use of other people’s images and work in the making of media artworks. Their understanding of the role of the artist and of the audience builds upon their experience from the previous band. As an audience, students focus their attention on the media artwork and respond to the media artwork. They consider why and how audiences respond.

Years 3–4 Band: Examples of knowledge and skills in Media Arts

Students discover and explore the key concepts and elements of media arts, applying story principles and making and responding to media arts in various forms. The skills, techniques and processes to create media artworks are developed through the three stages of production: pre-production (including scripting, storyboard, sketching designs, planning, research); production (including capturing, recording, direct); and post-production (including mixing, editing, assembling, laying out, distributing).

Examples of knowledge and skills in Media Arts

The following information serves to articulate the main parts of the broader conceptual areas of Knowledge and Skills. These are not an exclusive, exhaustive list, but an indication of the breadth of study within Media Arts. In this band students develop their knowledge of how ideas and intentions are communicated in and through media arts. They build on and refine their knowledge, understanding and skills through media arts practices focusing on:

Representation and story principles

| Structure | - using story structures and organising ideas to make clear meaning for an audience |
| Character | - the characteristics and portrayal of self and others in fictional and non-fictional roles, for example, being identified through physically, voice, costumes and props |
| Settings | - familiar, local and imagined environments and situations for characters |
| Composition | - the arrangement and sequence of images and text to organise events in stories |
| Time | - the order and duration of ideas and events |
| Space | - the distance between objects, sounds or text |
| Sound | - loudness, softness |
| Sound effects | - background noise, - sound effects |
| Technologies | - editing images, sounds and text or a combination of these with available technology |

Audience

- identifying themselves as a target audience group
- recognising the different interests of audience groups
- recognising how meaning is made for audiences

Institutions: individuals, communities and organisations

- understanding purposes and processes for producing media artworks
- recognising appropriate and inappropriate use of other people’s images and works in the making of media artworks

Years 3–4 Band Content Descriptions: Media Arts

4.1 Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text

4.2 Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories

4.3 Plan, create and present media artworks for specific purposes with awareness of responsible media practice

4.4 Identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples

NB: It is advised that the ‘Learning in Media Arts’ two page introduction (Subject, structure) is used along with this ‘explorer’ paper. Download it from the Australian Curriculum website.

Source: www.australiancurriculum.edu.au/ accessed 22/02/2017

Years 3–4 Band: Considering viewpoints in Media Arts

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.

Examples of viewpoints and questions within the Media Arts Content Elaborations

Years 3–4

Considering viewpoints:

- Forms and elements: For example – What images will I use and in what order?
- Societies and cultures: For example – What school event could I make an advertisement for?
- Evaluations: For example – What is similar or different to my school/home in a television representation of school/home?