YEARS 7–8

**RATIONALISATION: MEDIA ARTS**

Media Arts involves creative representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile technologies. As an art form evolving in the twenty-first century, Media Arts enables students to consider the role of these emerging media technologies and to use existing and emerging technologies as they explore imagery, text and sound and communicate 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 appreciate, 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.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media arts and globally networked communications.

**AIMS**

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 arts 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.

**Selection and Content Structure**

In the Australian Curriculum: The Arts, a study of 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 technologies. As an art form evolving in the twenty-first century, Media Arts enables students to consider the role of these emerging media technologies and to use existing and emerging technologies as they explore imagery, text and sound and communicate meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

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.

Within all Arts subjects, design facilitates the creative and practical realisation of ideas. Design thinking is a fundamental strategy in the experimentation, 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, devising, 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 response to the artworks of others: as students respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

**Knowledge and skills of Media Arts**

In Media Arts, students learn to clarify, intensify and interpret human experience through creative representations in images, sounds and text. By creating media artworks they engage the senses, the imagination and the intellect, and they learn to express and challenge constructs of the world. Through creative and critical use of language and technology, students develop aesthetic control that allows them to communicate with clarity and impact through the media they both create and consume.

In Media Arts, both technical and symbolic elements work together within established and emerging media conventions and technologies to inform, persuade, entertain and educate through story structures and ideas. In the experience of making and responding to media artworks, students develop identity and learn to understand themselves and others through aesthetic processes that promote critical evaluation and collaboration. Designing and creating media artworks involves the development of technical, physical and communication skills. The development of aesthetic knowledge in Media Arts rewards students' curiosity and creative exploits. This development increases their engagement with and understanding of how images, sounds and text create experiences consumers recognise and respond to physically, emotionally and intellectually.

**The Arts across Foundation to Year 10: Years 7–10**

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 experiences and the 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 contributed 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.
### Years 7–8: Level Description: Media Arts

In Years 7 and 8, learning in Media Arts builds on the experience of previous years. It involves students making and responding to media arts independently, with their classmates, teachers and communities. They explore media arts as an art form.

Students build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks. They build on their understanding and use of time, space, sound, movement, lighting and technologies. They examine the ways in which audiences make meaning and how different audiences engage 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 of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. Students explore social and cultural values and beliefs of Aboriginal and Torres Strait Islander Peoples as represented in media artworks and consider how these may influence the media artworks they make. As they explore media forms, students learn that over time there has been further development of different traditional and contemporary styles.

As they make and respond to media artworks, students explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view and genre conventions, and media conventions. They consider social, cultural and historical influences and representations in media arts. They evaluate how established behaviours or conventions influence media artworks they engage with and make. Students maintain use in technologies and in interaction with others, using the images and works of others. They develop 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.

### 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 1 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 8th 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: 8.1, 8.3, 8.5 and 8.6, and in Year 8: 8.2, 8.4, 8.5 and 8.7.

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<td>7th</td>
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### Years 7–8: 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, directing); and post-production (including mixing, editing, assembling, laying out, distributing).

#### Examples of knowledge and skills in Media Arts

The following information is designed to articulate the main areas of the broader conceptual areas of Knowledge and Skills. These are not an exclusive, exhaustive list, but an indication of the breadth of skills 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**:
  - developing ideas and story structures through media and genre conventions to shape understanding and experience for a particular audience

- **Subject**:
  - the characteristics and motivations of fictional and non-fictional subjects portrayed through their physicality, voice, costumes, props and/or acting

- **Setting**:
  - the real or imagined environments and situations, and their relationship to characters and ideas

- **Point 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

#### Languages: elements of media arts (technical and symbolic)

- **Composition**:
  - 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**:
  - the experience and construction of time through the ordering, duration and depiction of action, ideas and events

- **Space**:
  - 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**:
  - loudness, softness
  - ambient noise
  - music for effect

- **Movement**:
  - the perception and depiction of moving action, and the design of interactivity

- **Lighting**:
  - intensity and direction of light, shadow and colour for texture, focus and mood

- **Technologies**:
  - planning, controlling, editing and producing images, sounds and text or a combination of these using selected media technologies, processes and equipment

- **Audience**:
  - examining the ways in which audiences make meaning and how particular audiences engage, interact and share different media artworks

#### Institutions, individuals and communities

- the local and cultural contexts shaping purpose and processes to produce media artworks
- the role and ethical behaviour of individuals, communities and organisations building, making and sharing media artworks, and the associated regulatory issues

### Years 7–8: 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 7–8

**Considering viewpoints:**

- **Forms and elements:** For example – What elements define a genre? How can I create mood and setting through images/sound/setting?
- **Philosophies and ideologies:** For example – What ideological or political perspectives are evident in my artwork to engage a particular audience? What established behaviours or conventions have influenced the design of my artwork for a particular audience?
- **Contexts:** For example – How are media artworks changed when viewed outside a cultural context? How effective is my image construction in terms of making meaning to me and to others? How can I undertake safe and ethical media practice in online spaces?
- **Societies and cultures:** For example – What features have been omitted or exaggerated in a stereotyping? What are the differences between the private sector and the public sector television programming?

### Years 7–8 Content Descriptions: Media Arts

#### 8.1 Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text

- Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples

#### 8.2 Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples

- Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning

#### 8.3 Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning

- Plan, structure and design media artworks that engage audiences

#### 8.4 Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues

- Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences

#### 8.5 Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with Australian media artworks including 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](http://www.australiancurriculum.edu.au) accessed 22/02/2017