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| **CURRICULUM AREA – The Arts/Media Arts** |
| **Context:**Students view and discuss a range of photographs and digital resources from newspapers and websites showing people in their immediate environment. They identify who is in the image, the environment of the image and what the person is doing. They then list all the things that happen in a day at school. The students are given a device with a digital camera and are asked to take photos of their day researching places, people and objects they have discussed. With assistance they record a description of the image and how it represents an event, place or activity in their school day. Students work collaboratively to import the images into a software program that combines the images and recordings to present a class photo essay for a school assembly presentation. **Content Descriptions:**Use media technologies to capture and edit images, sounds and text  [(VCAMAM018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM018)Respond to media artworks by describing ideas, characters, settings and stories [(VCAMAR020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR020) |
|  | **Example of Indicative Progress toward Foundation Level Achievement Standard** | **Media Arts Foundation Level Achievement Standard** |
| In **Media Arts,** indicative progression towards the Foundation Level achievement standard may be when students:* Identify the subject of an image
* Use digital software in groups to record images
 | By the end of the Foundation Level:Students describe the media art works they make and view. They make and share media artworks representing stories with settings and characters.  |

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| **CURRICULUM AREA – The Arts/Media Arts** |
| **Context:**Students listen to a series of podcasts or audio books on fairy stories or Aboriginal dreamtime stories. They identify the setting, characters and sequencing of the story by documenting it. As a response, and in relation to an English writing task, the students compose their own imaginary story. They experiment with and create series of recorded sounds for their stories. Students develop a sequence of scenes and script for their story linking their recorded sounds. They record the story using a digital device such as a phone and plan the insertion of sound effects. The stories are then played in an area of the school for a presentation evening. Students write a short synopsis of the story identifying the setting and characters. **Content Descriptions:**Experiment with ideas and develop characters and settings through stories using images, sounds and text  [(VCAMAE021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE021)Use media technologies to capture and edit images and sounds and text to tell stories  [(VCAMAM022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM022) |
| **Media Arts Foundation Level Achievement Standard** | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Media Arts Level 2 Achievement Standard** |
| By the end of the Foundation Level:Students describe the media art works they make and view. They make and share media artworks representing stories with settings and characters.  | In **Media Arts,** indicative progression towards the level 8 achievement standard may be when students:* Identify using simple words, the setting and characters of a dreamtime story in a podcast.
* Identify characters for an imaginary story.
* Use recording devices to create sounds for a self-composed story.
* Write a simple synopsis for an imaginary story.
 | By the end of Level 2:Students describe the media artworks that they make and view, and describe where and why media artworks are made. Students use the story principles of structure, character, intent and setting, media technologies and the elements of media arts to make and share media artworks.  |

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| **CURRICULUM AREA – The Arts/Media Arts** |
| **Context:**Students plan and make a video installation work based on the artworks they have viewed in the National Gallery of Victoria contemporary video collection. Students use stop motion animation techniques such as framing, cropping, lighting and timing to produce a short animation or photographic artwork based on the artworks they have viewed. The student videos will identify similar subject matter or themes. Students will keep a diary of the art making process including planning, mind mapping, storyboarding the animation, trials of techniques, photo stills and videos of the students making the work.**Content Descriptions:*** Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text  [(VCAMAE025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE025)
* Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories  [(VCAMAM026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM026)
* Plan, create and present media artworks for specific purposes with awareness of responsible media practice  [(VCAMAP027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP027)
* Identify intended purposes and meanings of media artworks considering who makes media artworks and the characteristics of audiences who view them in different social, historical and cultural contexts[(VCAMAR028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR028)
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| **Media Arts Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Media Arts Level 4 Achievement Standard** |
| By the end of Level 2:Students describe the media artworks that they make and view, and describe where and why media artworks are made. Students use the story principles of structure, character, intent and setting, media technologies and the elements of media arts to make and share media artworks.  | In **Media Arts,** indicative progression towards the Level 4 achievement standard may be when students:* Describe artists use of images, sound and text in video artworks from different cultures.
* Identify different audience types for video artworks.
* Plan and document a storyboard for a stop motion animation for a specific audience.
* Use a digital device to capture images for a video work including timing and composition of images.
 | By the end of Level 4:Students describe similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. They identify the characteristics of audiences who view media artworks and the social, historical and cultural contexts in which media artworks are viewed. Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience.  |

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| **CURRICULUM AREA – The Arts/Media Arts** |
| **Context:**Students recreate a scene from an novel that they are studying in English using digital gamemaker and animation technology. They view a series of student animations on YouTube and discuss the production process and story principles used in the presentations. The students create a storyboard for their animation with locations, settings, narrative and characters. They create the settings and characters using digital gamemaking software and then record the virtual environment using animation software. The students edit the presentation in post production adding sound and dialogues. **Content Descriptions:*** Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text  [(VCAMAE029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE029)
* Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories [(VCAMAM030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM030)
* Plan, produce and present media artworks for specific audiences and purposes using responsible media practice  [(VCAMAP031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP031)
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| **Media Arts Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Media Arts Level 6 Achievement Standard** |
| By the end of Level 4:Students describe similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks.They identify the characteristics of audiences who view media artworks and the social, historical and cultural contexts in which media artworks are viewed. Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience.  | In **Media Arts,** indicative progression towards the level 8 achievement standard may be when students:* Plan an animation of the scene of English novel using story, timing, setting and characters.
* Use game making technology to create characters and settings for a media artwork.
* Record the animation of a story sequence using animation technology.
* Edit a media artwork in post-production using sound and recorded dialogue.
* Evaluate media artwork describing the use of characters, setting and timing to illustrate a story.
 | By the end of Level 6:Students explain how viewpoints, ideas and stories are shaped and portrayed in media artworks they make, share and view. Students use materials and media technologies to make media artworks for specific audiences and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions. They explain the purposes of media artworks made in different cultures, times and places for different audiences.  |

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| **CURRICULUM AREA – The Arts/Media Arts** |
| **Context:** Students view a range of movie trailers from contemporary film, web or television series to discuss the conventions of the media artwork including representation of characters, story, setting and genre. They select a story based on an English text or create a story based on research they have been doing in science or humanities. The story could be a documentary of an event or issue. They develop their own series of sequences based on the story or plot they have researched. Students record their sequences using digital software and then construct their trailer using technical and symbolic elements. In the process they use story principles to communicate ideas and emotions to a specified audience.**Content Descriptions:*** Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text  [(VCAMAE029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE029)
* Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories [(VCAMAM030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM030)
* Plan, produce and present media artworks for specific audiences and purposes using responsible media practice  [(VCAMAP031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP031)
* Explain how the elements of media arts and story principles communicate meaning and viewpoints by comparing media artworks from different social, cultural and historical contexts  [(VCAMAR032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR032)
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| **Media Arts Levels 5 and 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Media Arts Levels 7 and 8 Achievement Standard** |
| By the end of Level 8:Students explain how viewpoints, ideas and stories are shaped and portrayed in media artworks they make, share and view.Students use materials and media technologies to make media artworks for specific audiences and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions. They explain the purposes of media artworks made in different cultures, times and places for different audiences.  | In **Media Arts,** indicative progression towards the level 8 achievement standard may be when students:* Describe the conventions used, ideas and emotions represented in a range of movie trailers.
* Work collaboratively to develop a film sequence for a specific audience in a genre using timing and sequencing to construct a narrative.
* With assistance use camera techniques and settings to engage audiences.
* Select appropriately and with guidance, at least one of the following multiple media forms in the sequence; animation and recording and captioning.
* Explain the influence of film trailers in some aspects of their own media production.
 | By the end of Level 8:Students identify and analyse how representations of social values and viewpoints are portrayed in the media artworks they make, distribute and view. Students use intent, structure, setting, characters and genre conventions to shape technical and symbolic elements for specific purposes and meanings. They evaluate how they and others use these genre conventions and elements to make meaning.They identify and analyse the social and ethical responsibilities of both makers and users of media artworks in social, cultural, historical and institutional contexts. Students produce representations of social values and viewpoints in media artworks for particular audiences. They use production processes, equipment and technologies to achieve their intentions. |