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| **CURRICULUM AREA – The Arts/Media Arts** | | |
| **Context:**  Students recreate a scene from a novel that they are studying in English, using digital game maker and animation software. 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 game making software and then record the virtual environment using animation software. The students edit the presentation in post-production adding sound and dialogues.  **Content Descriptions:**   * 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) * 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) | | |
| **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:   * Describe some aspects of a story and the communication of ideas in media artworks created using game making and animation technology. * Plan an animation of the scene of English novel identifying story elements, setting and characters. * Demonstrate some understanding of game making technology to create characters and settings for a media artwork. * Record aspects of a story sequence using animation technology. * Edit some aspects of sound and dialogue of a media artwork in post-production. * Evaluate their own 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 explore a range of commercial photographic images on the theme of ‘Still Life’ and ‘Architecture’ used for Magazine covers. They discuss the audience and style of the images and the media codes and conventions used. Students then plan and produce a series of images on one of the themes with a focus on one media code or convention. They evaluate their images discussing the use of codes and conventions in relation to a specified audience. They identify how the images would be used by a publisher on a magazine cover based on the institutional context of the magazine.  **Content Descriptions:**   * Experiment with the organisation of ideas to structure stories through settings, genre conventions and viewpoints, in images, sounds and text  [(VCAMAE033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE033) * Develop and refine media production skills using the technical and symbolic elements of images, sounds and text to represent a specific story, purpose and meaning  [(VCAMAM035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM035) * Plan, structure and design media artworks for a range of purposes that engage audiences using media elements, technologies and production processes [(VCAMAM036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM036) * Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts  [(VCAMAR045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR045) | | | |
| **Media Arts Level 6 Achievement Standard** | | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Media Arts Level 8 Achievement Standard** |
| 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. | In **Media Arts,** indicative progression towards the level 8 achievement standard may be when students:     * Plan a series of photographs using some aspects of storyboarding for a magazine cover or article. * Take a series of photographs with food or architecture as the subject matter considering different technical elements such as camera angles and lighting. * Select a series of images to use for a magazine cover for a food or architectural publication for a specified audience. | | 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. |

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| **CURRICULUM AREA – The Arts/Media Arts** | | |
| **Context:**  Students will create a TV advertisement which convinces an audience to buy a suggested product using digital production software. They analyse a series of advertisements on YouTube, identify the audience and then the media codes and conventions used to attract and engage the audience. Students work in groups to plan and storyboard an advertisement for a selected product and specified audience. They record and edit the advertisement and then show it to an audience for feedback and evaluation.  **Content Descriptions:**   * Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text  [(VCAMAE040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE040) * Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style  [(VCAMAM042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM042) * Analyse and evaluate a range of media artworks from contemporary and past times, to explore differing viewpoints and enrich their media arts making [(VCAMAR046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR046) | | |
| **Media Arts Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Media Arts Level 10 Achievement Standard** |
| 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. | In **Media Arts,** indicative progression towards the level 8 achievement standard may be when students:   * Identify the specified target audience in a series of YouTube advertisements * Identify the genre conventions used to attract and engage an audience in a YouTube advertisement. * Work with other students to plan the storyboard for an advertisement of a product for a specific audience. * Use digital technologies with assistance to record and edit an advertisement. * Identify the audience and genre conventions in a student produced advertisement. | By the end of Level 10:  Students analyse how values and alternative viewpoints are portrayed in the media artworks they make, interact with and distribute.  Students use intent, structure, setting, characters and genre conventions to evaluate how 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 communicate alternative viewpoints in media artworks for different community and institutional contexts.  They apply design, production and distribution processes to the media artworks they make. |