**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessment’ table. If you need help completing the template view the curriculum mapping instructions document.

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| **Levels 7 and 8** | **Strand** | **Explore and Represent Ideas** | | | | **Media Arts Practices** | | | | **Present and Perform** | | **Respond and Interpret** | | | |
| **Content Description** | 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 media representations to show familiar or shared social and cultural values and beliefs  [(VCAMAE034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE034) | | 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) | | Present media artworks within different community and institutional contexts for different audiences, with consideration of ethical and regulatory issues  [(VCAMAP037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP037) | | Analyse how technical and symbolic elements are used in media artworks to create representations influenced by genre and the values and viewpoints of particular audiences  [(VCAMAR038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR038) | | Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, including those of Aboriginal and Torres Strait Islander peoples [(VCAMAR039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR039) | |
| **Sequence of lessons / Unit** | **Semester/Year** | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # |
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| **Media Arts - Levels 5 and 6 Achievement Standard** | **Media Arts - Levels 7 and 8 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template. | **Media Arts - Levels 9 and 10 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. | 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. (1) * Students use intent, structure, setting, characters and genre conventions to shape technical and symbolic elements for specific purposes and meanings. (2) * They evaluate how they and others use these genre conventions and elements to make meaning. (3) * They identify and analyse the social and ethical responsibilities of both makers and users of media artworks in social, cultural, historical and institutional contexts. (4) * Students produce representations of social values and viewpoints in media artworks for particular audiences. (5) * They use production processes, equipment and technologies to achieve their intentions. (6) | 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. |

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| **Assessments** | | |  |  | | |  |  | | |
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