**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 ‘Assessments’ table. If you need help completing the template view the curriculum mapping instructions document.

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|  | **Curriculum Area** | **Media Arts** | **Visual Arts** |
|  **Strand** | **Explore and Represent Ideas** | **Media Arts Practices** | **Present and Perform** | **Respond and Interpret** | **Explore and Express Ideas** | **Visual Arts Practices** | **Present and Perform** | **Respond and Interpret** |
| **Content Description** | 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) | Explore ideas and artworks from different cultures and times as inspiration to create visual artworks[(VCAVAE025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE025) | Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks[(VCAVAV026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV026) | Explore different ways of displaying artworks to enhance their meaning for an audience[(VCAVAP027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAP027) | Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures[(VCAVAR028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR028) |
| **Sequence of lessons / Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievementstandard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Media Arts - Levels 1 and 2 Achievement Standard** | **Media Arts - Levels 3 and 4 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 5 and 6 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.
 | By the end of Level 4* Students describe similarities and differences between media artworks they make and view. (1)
* They discuss how and why they and others use images, sound and text to make and present media artworks. (2)
* They identify the characteristics of audiences who view media artworks and the social, historical and cultural contexts in which media artworks are viewed. (3)
* Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience. (4)
 | 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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| **Visual Arts- Levels 1 and 2 Achievement Standard** | **Visual Arts - Levels 3 and 4 Achievement Standard** | **Visual Arts - Levels 5 and 6 Achievement Standard** |
| By the end of Level 2* Students make artworks using different materials, techniques and processes to express their ideas, observations and imagination.
* Students describe artworks they make and view, including where and why artworks are made and viewed.
 | By the end of Level 4* Students plan and make artworks that are inspired by artworks they experience. (5)
* They use materials, visual conventions, techniques and processes to express their ideas in artworks. (6)
* Students discuss how artists express ideas and use materials, techniques and visual conventions in artworks from a range of places, times and cultures.(7)
* They discuss and evaluate the art making processes, materials and techniques they use to express their ideas. (8)
 | By the end of Level 6* Students explain how ideas are expressed in artworks they make and view.
* They demonstrate the use of different techniques and processes in planning and making artworks.
* They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks.
* Students describe the influences of artworks and practices places on their art making.
* They describe how artworks that they make and view can be displayed to express and enhance meaning.
* Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts.
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| **Assessments**  |  |  |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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