**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 | Achievement  standard # | 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. |
| **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** | | |  |  | | |  |  | | |
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