**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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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** | 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) | | Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs  [(VCAVAE029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE029) | | Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks  [(VCAVAV030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV030) | | Create and display art work considering how ideas can be expressed to an audience  [(VCAVAP031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAP031) | | Identify and describe how ideas are expressed in artworks by comparing artworks from different contemporary, historical and cultural contexts  [(VCAVAR032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR032) | |
| **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 # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Media Arts - Levels 3 and 4 Achievement Standard** | **Media Arts - Levels 5 and 6 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 7 and 8 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. | 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. (1) * 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. (2) * They explain the purposes of media artworks made in different cultures, times and places for different audiences. (3) | 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. |
| **Visual Arts- Levels 3 and 4 Achievement Standard** | **Visual Arts - Levels 5 and 6 Achievement Standard** | **Visual Arts - Levels 7 and 8 Achievement Standard** |
| By the end of Level 4   * Students plan and make artworks that are inspired by artworks they experience. * They use materials, visual conventions, techniques and processes to express their ideas in artworks. * Students discuss how artists express ideas and use materials, techniques and visual conventions in artworks from a range of places, times and cultures. * They discuss and evaluate the art making processes, materials and techniques they use to express their ideas. | By the end of Level 6   * Students explain how ideas are expressed in artworks they make and view. (4) * They demonstrate the use of different techniques and processes in planning and making artworks. (5) * They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks. (6) * Students describe the influences of artworks and practices places on their art making. (7) * They describe how artworks that they make and view can be displayed to express and enhance meaning. (8) * Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts. (9) | By the end of Level 8   * Students identify, analyse and evaluate how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning. * Students plan and make their art works in response to exploration of techniques, technologies and processes used in the work of other artists. * They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks. * Students identify and describe artworks and exhibitions from different cultures, times and places and how ideas are interpreted by audiences. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessments** | | |  |  | | |  |  | | |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |