**[Katerina Poropat]:** Good afternoon everyone, and welcome to today's webinar, Introducing the Victorian Curriculum Media Arts 7 to 10. My name is Katerina Poropat and I am the Project Manager in the Victorian Curriculum F to 10 Unit here at the VCAA.

It's my great pleasure to introduce you to the Curriculum Manager for Visual Arts, Design and Media Kathy Hendy-Ekers, who will be leading our presentation today. I would also like to thank Alicia Farrell also from our F to 10 Unit who has done a lot of the work behind the scenes to make this webinar possible today.

So, before we begin, we will start with an acknowledgement of country. I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today. For myself and those of us in the Melbourne metropolitan area we acknowledge the traditional custodians of the Kulin Nations. When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to country, and acknowledge their continued care of the lands and waterways over generations while celebrating the continuation of a living culture that has a unique role in this region. I would like to pay my respects to Elders past, present, and emerging for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation and hope they will walk with us on our journey.

So, before we get into our presentation, I'll briefly go over some housekeeping. Please note that the chat function is only being used to share relevant information and links from the VCAA. You'll notice that a Q and A box has been set up. So please use this to put your questions and comments in as this will help us ensure all your queries are attended to and we do not miss any of your questions. When you use the Q and A box please make sure you select all presenters so that all panelists can see your questions as they come in. We will answer these in a couple of ways. Firstly, we may type a response directly into the Q and A box, which all participants will be able to view or we will have a dedicated Q and A session at the end of the presentation where Kathy will address these queries. A number of questions also came through during the registration process and these will be addressed during the session. The second part of our housekeeping is to let everyone know that this session is being recorded. A copy of both the recording and the PowerPoint plus a transcript will be loaded onto the VCAA's F to 10 resources webpages under the professional learning section. A copy of the recording and PowerPoint will also be emailed to participants in the coming days.

So, without further ado Kathy, I'll throw over to you for our presentation.

**[Kathyrn Hendy-Ekers]:** Thank you, Katerina and I hope everybody can hear me. So welcome to this presentation on Media Arts for 7 to 10, as Katerina explained I'm the Curriculum Manager for Visual Arts, Media Arts and Visual Communication Design.

So the purpose of the session today there are the aims here on the screen is I will go through the aims of the Media Arts curriculum, the structure of the Media Arts curriculum for 7 to 10 and the Media Arts curriculum in general. Where I can point you to find curriculum documentation and how you can link that documentation to your school planning and planning your classes. Also, too, I'll come up and give you some great resources or resource areas where you can find some resources to teach the Media Arts curriculum. And finally, a bit about assessment against the Media Arts Achievement Standards for 7 to 10, with a specific example. And finally, you'll get my contacts.

Okay, so where to locate the curriculum documents to start with, and this is a screenshot of the F to 10 curriculum webpages in general, and you will see that this is the VCAA page. And you can see I have an arrow with curriculum on the left-hand side of my screen here that directs you to the F to 10 website. So, the screen you're seeing here is the actual VCAA screen and it is where all the VCAA resources are housed for the Victorian Curriculum, so it is a separate, the curriculum is actually housed on a separate website.

Particularly with The Arts, so this is a screenshot of the Victorian Curriculum website. You can see with The Arts the Media Arts falls under The Arts, not English. So it is part of a whole suite of The Arts including Dance, Drama, Media Arts obviously, Music, Visual Arts and Visual Communication Design. So, it's really important to look at Media Arts in the context of the other Arts areas. And often you'll see, there are some really strong commonalities particularly if you're developing a Media Arts program at 7 to 10 in a school.

So again, this is a screenshot of the landing page of The Arts curriculum that just gives you an overview of all The Arts and how they are interrelated because often, particularly lower secondary at Years 7 and 8 schools are looking at a whole Arts curriculum. So, it's really important to have a look at Media Arts in the context of the other areas of the curriculum and see the common links.

So just to go through the specific aims of the Media Arts curriculum. So, the Media Arts, like all of The Arts aims to develop the students' conceptual and perceptual ideas and representation through design and inquiry. So, Media Arts and all of The Arts in particular, you are looking at that understanding of Media and the development of the students' ideas and the perception of their environment around them.

So, for example, that Media Arts has specific techniques, materials, processes and technologies like all of The Arts do. So, it is really important to have a look at those areas. And we will look at them in a little bit of detail in a moment and how you can understand those specific knowledge and skills for Media Arts.

Also, too Media Arts as we all know, and there are strong links from Media Arts F to 10 to VCE that in Victoria in particular. There is a strong link to VCE in terms of Media Arts language, the knowledge of Media Arts theories and practices. So, there are some strong theories and ideas feeding down from 7 to 10 from VCE Media.

Also, there are very strong links as is there in all of The Arts of Critical and Creative Thinking and the VCAA has some great resources in the CCT area linking Media Arts to the CCT curriculum.

Also, too, it's the perfect area, like all of The Arts to look at those diverse roles, innovations, traditions, histories and cultures of artists and designers, commentators and critics using The Arts.

And also, the value of Media Arts in society and industry practices. Of all of The Arts Media is very, very closely associated with industry practice. And that does lead to a lot of VET courses as well as VCE.

And also, too like all arts courses develops that confidence in curiosity, imagination, and enjoyment. And I must say that The Arts in general over the last 12 months has been a great release for students and young people to really express their ideas and views on the world and their local environment and their personal experience.

So, if you're looking at the specific curriculum, I just wanted to highlight areas of that page. You have a broad introduction, you have the curriculum this is what down the side there is this pane here, you know, a pane, P-A-N-E, that looks at specific areas that you should really look at. So, you've got the rationale and aims. Also, the Learning In area for Media Arts is really important as well and the structure, and I'll go through those in a moment and then move on to the resources and the curriculum itself. So just to be aware there are two separate panes, one for curriculum and one for those key concepts.

Again, learning in Media Arts. This is where a lot of teachers think of Media in terms of English, which is fine, but Media Arts is really connected to these concepts. Across all of The Arts, we have that very strong relationship between Making and Responding. So, responding, students responding to their experiences or Media productions or Media artworks they've looked at and how they look at or use those processes or those experiences into making a response and making their own work. So that's where the differentiation does come.

Also, across The Arts, we have this very strong link between these four areas. Between naturally the artist so the producer of the Media product or the Media Arts work and the audience, so the audience or the viewer. So very forefront in the minds of many. And that's where it does differentiate Media Arts from Visual Arts, is that relationship between the producer of the Media artwork or the artist and the audience and how that Media production or that Media Arts work is directed at the audience. And in terms of what type of artwork it is, what type of Media form that the student is working in. And again, I will touch on in a moment the very unique forms of Media Arts that we do have, and that students can use and also too that relationship to the world. So, the wider world, it might be the art world. We often refer to the art world. So, the world of the industry of where students are working and also the wider world.

So, Media Arts works, can be viewed in quite a few different contexts, for example, online or in situ, so it might be in galleries. It might be an online delivery of a particular Media production, or looking at a Media form in a particular context and particularly in the 21st century digital age, that understanding of how the Media is consumed and distri- oh, sorry, consumed by audiences and distributed by producers and the contexts, the institutional context, in which it's produced are very, very important.

So, these are the key concepts for Media Arts. And I think when you are developing any sort of Media Arts units, or program in your school these are the concepts you really do need to look at and how they can be taught to differentiate Media Arts from any other arts area. Also, too, to differentiate from English.

So, there are some commonalities but in Making and Responding the students are looking at things like story principles. So, the development, and I will use the word narrative here, of the development of a narrative and how that narrative operates in different Media forms. So that understanding of construction of narrative. And then we're looking at the technical and symbolic elements of Media Arts. So, the technical elements are the actual elements the students use to produce a Media Arts work or a Media production and those symbolic elements. So, they can be differentiated. Then we're looking at the knowledge, skills, techniques, processes and materials that students communicate ideas and intentions. So, forefront, when students are producing a Media Arts work, they are looking at the intention of what their ideas are and the audience that those are going to.

So, there is quite a complex process in Media Arts practice of students designing, producing and distributing Media Arts works. And not only to forget, it's not just analysing Media Arts works or media, I know often the word is used as in ‘text’, which is English, but looking at the idea of where that artwork is produced, and in what context. So we really exploring Media Arts works, analysing them and interpreting to inform the student's own practice.

So, students should be able to develop critical perception, personal expression and also importantly, particularly at the lower secondary years, that concept of collaboration. And I know if many of you teach higher up Media at VCE level, there is quite a complex production design where students need to accept and determine which roles and responsibilities individuals have in the production of a Media artwork.

So, these Media forms, just, it would be a good idea when you're considering a Media production or doing a Media Arts work with your students, what Media form you're going to work in. So, there's naturally a lot of teachers and students gravitate towards film. There's news reports, documentaries, advertising, animations. Animation, it was very popular last year in COVID and using a lot of art based programs where students were working at home in remote learning, making productions in animations. Music videos, video games, graphic novels and multimodal Media Arts forms. So, a multimodal film might be a Media production or a Media Arts work in numerous forms. So, it might be a photographic presentation along with a graphic novel, or a hard copy of a storybook or it might be a digital interactive site.

Now, the concepts, the technologies that are used to produce the Media product, Media Arts works, how media is accessed and distributed, the institutions that enable and constrain that Media production and distribution. So, you're looking at where the Media Arts works are produced and then where they might be distributed. So, I always talk about the classic cinema where, you know, there's a whole film production in the industry for distribution in a general cinema. So that's just a very rudimentary metaphor for that concept of production and distribution. But these keywords are very vital for Media teachers that idea of an audience and what an audience is and how that audience will receive and interpret, so often receive and consume, a Media production and how ideas are represented in Media Arts.

Now, the technical and symbolic elements of Media, here they are, is composition, space, time, movement, sound, colour, and lighting. So, they may operate differently in different Media forms. So, it is really probably really important when you're starting off to teach Media Arts that maybe just don't get too, too excited. And maybe just stick with the students to the one Media form. You'll find that most of the students coming into Year 7 and Year 8 will have done a, some sort of video as part of their generic work in Year-, Grade 5 and 6 that's often the classic "let's make a video of your ideas of your geography assignment, or your history assignment” but it is really a case of unpacking with the students these key elements.

Now, the story principles. And that's where I'm talking about narrative as well. It's the structure of the narrative, it's intent, the characters. So often, you know, looking at a particular artwork or a particular production and really unpacking these things with the students, the setting, the point of view. So, what the key ideas are coming across the genre. So, for example, we always talk about different genres. So, I know at the moment it's very popular with students to look at Media forms that are coming from the 70s so that 70s sort of vintage genre in particular. So, you might want to sort of attach the Media form to a particular genre.

In terms of techniques and processes you can break it down and, too, when you're particularly teaching to pre-production, post-production, distribution, and engagement. So again, with engagement, you're looking at the audience and where that Media production or Media Arts work has been produced.

Then the materials, so images, sound, texts, and technologies. So, you're looking at moving images or still images that are combination of text and sound as well and how they fit in and what sort of technology. So, I'm talking about, you know, in terms of, I'm not basically talking about digital technologies but even camera operation of a SLR camera or a film camera is a use of technology,or an editing program that students are doing, or even if the students are doing a storyboard for their Media production, what sort of technology are they using to produce that?

So the structure of Media Arts, again, this may help you, I'm sure you are familiar with, if you've tried to download these documents from the website, I've just labelled those areas there; the structure and the scope and the sequence.

So, this is the structure here of those key concepts I've just run through that exists in the Media Arts curriculum. So, you've got the four strands that the curriculum content is structured into. There's the Explore and Represent Ideas, Media Arts Practices, Present and Perform and Respond and Interpret. So, for all Arts, these four strands are common. They may have slightly different labels based on the Arts area you are looking at The Arts discipline. So, for example, for Media it's Explore and Represent Ideas, in Visual Arts, Explore and Express because they're slightly different. And basically, moving through you have Media Arts Practices, Present and Perform, and Respond and Interpret. So, they're common.

So, the first one Explore and Represent is basically, students actually exploring ideas. So, it's that idea again of Making and Responding. So, they may be looking at a Media Arts work, gaining ideas from that as stimulus, or it may be a personal experience and it's the experimentation for anything comes at that point. So, if you've thought-, if you’ve taught up in VCE thinking about production experiments is an example of the Explore and Express. So, looking at, again, going back to that concept of structure, maybe in a narrative, and what elements you want to explore with your students in that particular narrative structure, and in what Media form.

Then the Media Arts Practices is the understanding of those skills, techniques and technologies I was talking about. So, it's really the nuts and bolts of making a Media artwork.

Finally, the Present and Perform, it's also considering particularly in Media looking at the context in which the students will distribute their Media production or Media artwork, how they will do that. And looking at that relationship between the ardience-, oh, sorry, the Artist, the Audience and the Artwork and the context the World of where that work is presented. So, audience interpretation, engagement and the artist's intention are really important in this area.

Finally, the Respond and Interpret. So often Explore and Represent, and Present and Perform, and Respond and Interpret are taught co-currently in a Media Arts program. So those areas of content. So it's not a case of just saying, okay, I'm just going to, well, you can focus on one area and the content of one area. You may want to have a look at what you're doing and do a bit of backwards thinking and think about your final production. Well, what you would like the students to produce and then do some backwards thinking about the different strands and content you'd like to address because you could cover them in collaboration.

Okay, so you've probably seen this, and this is a really good idea, if you are planning a whole school program for Media Arts. So, you could look at the scope and sequence which clearly outlines the key knowledge and-, oh, sorry, the Content Descriptions and the Achievement Standards right through from Foundation, right through to Year 10. And you can see the continuum of learning because you might want to focus on specific content areas at a particular level with your students. So, you might think that they might not be up to Level 7 yet and you want to focus on Level 5 and 6 at the beginning of Year 7. So, it's basically doing a rationale or a situation analysis of your students and their learning probably at the start, before you start thinking about which content you will teach them. And of course, we have the Achievement Standards down the bottom, so that's available, downloaded from the Victorian Curriculum website from the F to 10 curriculum website.

Now, these are the key components, of the Media Arts curriculum. So, I'm now in the curriculum area of the Victorian Curriculum webpage, so not the VCAA page. So, you can see there are some descriptions here of learning for bands, for the students. The strands are highlighted with Content Descriptions underneath with a link to an elaboration. And I'll show you that in a moment. And down the bottom we have the Achievement Standards. So, I will show you a screenshot of those in a moment.

So, for example, if you're having a read through this is one of these fly out windows when you do look at a Content Description. So, this one is for the initial Explore and Represent Ideas for Media Arts. So, the content description is "Experiment with the organisation of ideas to structure stories through setting, genre conventions and viewpoints, in images, sound and text". Now, the concept just to touch lightly on viewpoints, if you go back to the Victorian Curriculum website there is in the 'Learning in' statement, statement about what viewpoints are. So, they are particular perspectives or interpretations that an audience or a Media producer or a Media artist may have. So that's an important area too you can develop themes from.

Now, just on the right here there are the Elaborations. So, there are some suggested learning activities you could do for this particular content description. So, you could even, when you're doing some planning look at these and think about what you would like to do. So, for example, this one is creating multiple representations to the same person, place or concept using different Media to create different viewpoints and Media artworks. Experimenting with the use of images, sound and text with selected Media conventions. So that would code and conventions, you'll be familiar with to challenge existing stereotypes. And then combining established genre conventions such as framing. So, this is an example there and moving images, sound in radio plays or audio-visual artworks and font size, shape and colour in print. So, you're looking at the conventions of those particular genres.

Also, too, in terms of resources down the bottom here you'll see that these links link to resources for Media Arts for this particular content description on the FUSE website and the Victorian Curriculum website. So, I'll cover those when I come through to resources.

So how can you link this curriculum to your school planning and planning in your classes? So, I'll just point you to some documents here that will help you. I've got a few screenshots here of the Victorian, the VCAA webpages now, not the Victorian Curriculum webpage where we do highlight resources. So, for the specific Media Arts area. So there are some tabs there that you can click on where you have ones for “Help me plan”, “Help me find a teaching resource”, “Help me assess” and some FAQs. So, I've just done through in the presentation. If you clicked on the "Help me plan", you come to a series of more tabs where you could look at the scope and sequence, that document I showed you for Media. You can look at some curriculum mapping templates, or you could look at some whole school curriculum planning.

So, I will just have a look now at the whole school curriculum planning. So, if you clicked on that tab, it would take you to this resource for whole school curriculum planning. And it does take you through a series of steps. So, it is a good idea, for a whole faculty if they are doing some planning to use this resource. So, it links to other areas, just to highlight that for you. I really haven't got time in 45 minutes or an hour to really go through that in a lot of detail, but it is a great resource for you to have a look at.

The other one that I often use too, when I'm working with teachers, is the curriculum mapping template because it's quite a well set up for you to start, to start to think about using Content Descriptions and Achievement Standards. So that document is available on the VCAA website. So, you can actually, and it goes right through for 7 and 8 and 9 and 10, the specific Content Descriptions and the Achievement Standards linked down the bottom. So, you can put in your lesson ideas and think about which content description it's actually linked to and then link it up to the Achievement Standards. And I'll show you in a moment when we go to assessment how that can happen. So that might be a good idea when you're really trying to unpack some of these areas how you can work through.

Okay, so going back, I just wanted to refresh when you are using this document here, when you're going through to Learning in Media Arts and Media Arts Practices how you can use these different areas in Media Arts. So that idea of key concepts, story principles, technical and symbolic elements of Media. So you need to read through the Content Descriptions and start to, pick some of these areas out because they are the ones when you were developing assessment criteria or content you go to teach, these are the key areas you can start to focus on particularly when you're developing something through. So, I just put that there again to remind you of those key areas that you can focus on.

This is a really interesting diagram too, that I've used, I know it says Visual Arts on it, but it is applicable to all of The Arts. Particularly, Visual and Media Arts and Visual Communication Design. I've actually used this a bit with pre-service teachers. So, it really unpacks those strands and thinks about the broader concepts that you can use with Media Arts. So, I really encourage you to go, read, listen back through this presentation and maybe stop it on this slide. And I think the F to 10 unit, will send you through a copy of the presentation and you can have a look at this. It does give you some really good ideas for developing learning activities and probably assessment criterias, criteria sorry, I've actually used that with pre-service teachers quite a bit thinking about how these concepts can be explored in activities. So again, there's some really key terms there that you could use mainly in web maps to develop there. So particularly in the Explore and Express. So, there are action words like “exploring experiences, ideas and feelings”, or “developing communication skills.” So, things you could use in learning intentions. Under the Visual Arts Practices or Media Arts Practices, intentions, and a personal aesthetic. Now, I know it's referring to Visual Arts but start to think of it in terms of Media Arts. So too, you can see that both sides of the diagram “the left and the right one is about techniques, processes, and materials. And the other one is about “aesthetics and art criticism.”

Alright, going on to where you could find support resources which I think everyone would be keen to look at. And it's really important, when I actually did my PhD in Visual Arts Education, I looked at the relationship between galleries and the resources that art museums and galleries produce and how their educators and teachers use them in enacting the curriculum. So, I always talk about using these resources as a starting point for developing your own learning activities.

Okay, so again, just going back to the VCAA webpages. So, you know when you go to the resource tab for Media Arts you've got the planning documents, I showed you before. This is the tab for teaching resources. So if you click on that at the moment under Media Arts we do have some very good sample units for Levels 1 to 6 that may be helpful for you particularly when you're starting off teaching 7 to 10 Media Arts. Some of the concepts in them would be transferrable through to particularly Year 7 and 8 and maybe for the developed through to Year 10. So, they were written by practicing teachers. So, they may be quite helpful for you as well.

So, I'm just going to show you too, we also have an academic vocabulary where you can click on some of the terms for Media Arts that will help explain some of those for you. We also produced last year, and we are thinking about rolling these over to our main webpages. They were developed for remote learning but, and there is a click a link on the webpage under the resource webpage at the moment, for these activities that do relate to the different strands of the Media Art curriculum and the content with some ideas for teaching and learning activities. And they were mainly written for remote learning, but they do have a lot of access to different resources that I researched on various websites. And I know a lot of those are still available. So, it might be a good idea for you to have a look at those but you could and think about those. So, they go right through from Level F right through to Level 10. And it's a good, has a clear line of sight between the Achievement Standards, the Content Descriptions and some learning activities that could be developed further into a unit of work. And I'd be really keen to hear from teachers how they think they could use those now we're back to a bit of normality in schools.

Also, too, this is just an overview of those F to 6 resources. So, what they actually look like that you might want to have a look at. It has a title, then it has how many lessons. It's got a description of the, all the different activities in the resource, overall learning intentions, the assessment opportunities and further resources. So that's just part of that Media Arts resource for F to 6 but the way they're structured might be quite helpful for you.

Also, too, the Department of Education and Training released last week a Literacy ToolKit for all of learning areas and this is the example for Media Arts. So, there are some work samples and assessment examples there. I believe they've been released by the University of Melbourne, in collaboration with the Department of Education and Training.

Also too, as I said before when you click on one of those Content Descriptions you go straight through to, you could go to the FUSE website where there are some great resources there related and as I said, each content description, if you click on FUSE, it goes through to resources that are related to that content description. So, I've got on this page the resources for FUSE for Levels 7 to 10. So, there are about five or six there that you may be able to use that are related to different, different Media forms. Again, it seems to be a lot of the Media resources are for film and moving image, but there are a variety of related to photography and print as well, and animation.

Another two really good resources I'm sure everyone who's familiar with Lessonbucket which if you put it into Google 'Lessonbucket' you can go to the site, and it's written by Brett Lamb, who is a well-known Media teacher and there are some great resources there linking to the Victorian Curriculum right up to VCE.

And of course, most of you know of the Australian Teachers of Media who have a great website and they have an education shop with a range of resources in there that you're welcome to browse through. They're well known and very highly respected for those, their educational resources. They often do run professional learning sessions for 7 to 10. They ran a great one last year with ideas for remote learning. So, I've been chatting with them and I think they are planning more resources in that area, in the future.

Also, another two well-known websites are the Australian Centre for the Moving Image. Has their school program and resources website. ACMI has just launched their new education spaces about six weeks ago. They have a great, now exhibition on the History of the Moving Image in the lower area of their building with their great, it's called, I've got one here actually. It's actually called their Lens Tour where you can actually go through the exhibition and click on and save specific resources you view and use those when you return in the classroom. The Australian Children's Television Foundation also has a great range of resources there and I've got a screenshot of their website.

Okay, so finally, just to have a think about how you assess against the Achievement Standards so how you use those for Media Arts. So, for 7 to 10, if you are familiar with the Victorian Curriculum, here are the two examples of Achievement Standards for Media Arts and you can see the two, three paragraphs for each. So, you'll see in the next slide often what I do when I talk to teachers is, I break down the Achievement Standards and link them to the Content Descriptions. And that's a good way, and you can see through the Achievement Standards a lot of that language I was talking about in the ‘Learning in’ statements. So, what you need to think about when you're looking at the Achievement Standards is thinking back to those Learning in statements and what you actually want to focus on. So, what area or concept of Media Arts you want to focus on, how are you going to develop your learning intentions or your assessment criteria for your students.

So, for example, here we have the Content Descriptions broken up into bullet points. So often I work like this, so you can take that bullet point and link, as you can see here on the right-hand side, I've broken down the achievement standard into four bullet points for Explore and Represent. So, you could assess that student learning of that particular area of content using any four of those bullet points. I often advise that you don't have to do all of them. You may only just want to focus on one and that's where you go back to use that curriculum mapping document to really think about what areas of the achievement standard you would like to focus on with whatever year level you're working with and relating the content to that. So, these sorts of slides are ones you probably do need to just go back and look through when you have time and do a little bit of thinking about how you relate that. So, Media Arts Practices there, so the two Content Descriptions for there and the relationship with the four Achievement Standards broken down.

Again, too this is the Present and Perform, and Respond and Interpret. So again, the Achievement Standards related to those content. Now, there's an example here and I've used this example for quite a few years now. So, it does still link to the ABC website. And it was a learning activity developed by a teacher up in Echuca, where for his Year 9 students. And it is a unit looking at developing, what we call video postcards. So, a postcard that would be sent to somebody as a video file with a bit of audio on it. So, designed by the students so it was a program for Year 9. So, for example, these I have listed here. And again, you probably can go through when you have time and really unpack this or have a look at the presentation that I've sent through for you. I've got a series of activities there that are related to the Content Descriptions. So, the first one was view the ABC open website to view the video postcards, discuss those key concepts, the representations of ideas, the story, the genre, or the video and the viewpoints. And that covers the Respond and Interpret content description. Then the next one was students planning their own video postcard using storyboarding, documenting the use of technical and symbolic elements in their planning and their product would demonstrate the use of technology in shooting and editing their product and considering their audience. And that's the relationship to the Media Arts Practices.

So, then we go through to the Achievement Standards. So, I've actually written them in terms of how you could develop assessment criteria. So, the achievement standard is on the left there. So, they're just for those two areas of the curriculum. So, the achievement standard is ‘Students identify and analyse how representations of social values and viewpoints are portrayed in Media artworks they make, distribute and view’. And then ‘They evaluate how they and others use these Media conventions and elements to make meaning’. Then finally ‘Students produce representations of social values and viewpoints in Media artworks for particular audiences and contexts’. So, there are three bullet points there that you could develop as assessment criteria.

So, students for the first one, for the first bullet point students discuss the social values portrayed in video postcards from different viewpoints. What are the social values? So, I'm a big fan of inquiry questions and students actually, because I worked in a school where we did a lot of inquiry learning and ‘Backwards by design’. So, students developing questions about what they wanted to learn. So, it's sort of translated into the work I do. The second one was they, the students evaluate the use of Media conventions in postcards and discuss the Media conventions they've used in their own work, to convey meaning. And then the final one, students identify the audience for their postcard and the social values and viewpoints they convey in their work.

Then with Media Arts Practices, students use technologies using iPad cameras and Movie Maker. Now, I know there was a query that came through about the type of technology you could use. And I was discussing that question with quite a few Media teachers particularly at Top Designs the other night where the Top Designs panel was with me. And I asked them specifically that question to help you and most teachers are using, if the students have a device at school using whatever video editing process or application is on that device. So even on your computer if you're using a Microsoft computer, or using Microsoft editor if you're using a Mac, using something like iMovie to create movies is fine, something on a phone works as well. So there are lots of different apps in those resources that I've been through have suggestions for different apps to use as well particularly those F to 6 ones which were written by a teacher out at Rowellyn Park working with her students and the sort of technology that a general government primary school has, and the students have produced some great work. So that school was picked up, ACMI, has worked with a range of wonderful schools. So, they have a very strong mentor program where you could contact them and have a look at and discuss with them the schools they use, and they will come up with lots of examples for you. So, using iPad cameras and Movie Maker to create their digital postcard and they, students discussing the processes they use to create meaning in their work.

So finally, they are my details there I think even, most people are familiar. I think my details are on most, most webpages for F to 10. If you specifically need to contact me with a question, particularly if you're after some of those links that I went through, I'm more than happy to do that. And I think the final one is questions.

**[Katerina Poropat]:** Okay, so we've had another question come through, "I'm a teacher in a primary school and my Grade 5 and 6 student Media artwork is wishing to use images of puppies from the internet in their videos, is that okay?”

**[Kathyrn Hendy-Ekers]:** Yes, that's okay. One of the things we do try and encourage students to do, and particularly from quite a young age is making sure they are acknowledging where those sources are coming from. So it's fine for an educational presentation for them to use those images but it might be a good idea just to teach the students if they are sourcing images to use, what we call third party or copyright that they actually do acknowledge where those are coming from. So, if it is a presentation like a PowerPoint or a digital presentation, just putting the source of the webpage is really useful. Particularly, if that presentation goes into another environment so for example, if the students entered it in the ‘ACMI Screenshots competition’ they would have to get permission from the producer of that original image to use the images. So, it's just getting the students to understand the ethical use of images, it's a great thing to do and just basic copyright.

**[Katerina Poropat]:** If you do have any questions that do pop up at a later stage. So, we hope you enjoyed the session and enjoy the rest of your afternoon. Thanks everyone, goodbye now.

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