**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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| **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[(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  | Achievementstandard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **9 and 10** |  **Strand** | **Explore and Represent Ideas** | **Media Arts Practices** | **Present and Perform** | **Respond and Interpret** |
| **Content Description** | Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text [(VCAMAE040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE040) | Manipulate media representations to identify and examine social and cultural values and beliefs[(VCAMAE041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE041) | Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style [(VCAMAM042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM042) | Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes[(VCAMAM043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM043) | Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues [(VCAMAP044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP044) | Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts [(VCAMAR045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR045) | Analyse and evaluate a range of media artworks from contemporary and past times, to explore differing viewpoints and enrich their media arts making[(VCAMAR046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR046) |
| **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 # |
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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. (7)
* Students use intent, structure, setting, characters and genre conventions to evaluate how technical and symbolic elements are manipulated to make representations and meaning. (8)
* 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. (9)
* They apply design, production and distribution processes to the media artworks they make. (10)
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| **Assessments** |  |  |  |  |
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