**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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| **Levels 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, including the media artworks of Aboriginal and Torres Strait Islander peoples, 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 7 and 8 Achievement Standard** | **Media Arts - Levels 9 and 10 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), is used as an identifier in various parts of the template.  |
| 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.
 | 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. (1)
* Students use intent, structure, setting, characters and genre conventions to evaluate how technical and symbolic elements are manipulated to make representations and meaning. (2)
* They evaluate how social, institutional and ethical issues influence the making and use of media artworks.(3)
* Students communicate alternative viewpoints in media artworks for different community and institutional contexts. (4)
* They apply design, production and distribution processes to the media artworks they make. (5)
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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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