



THE ARTS

WORKING DRAFT

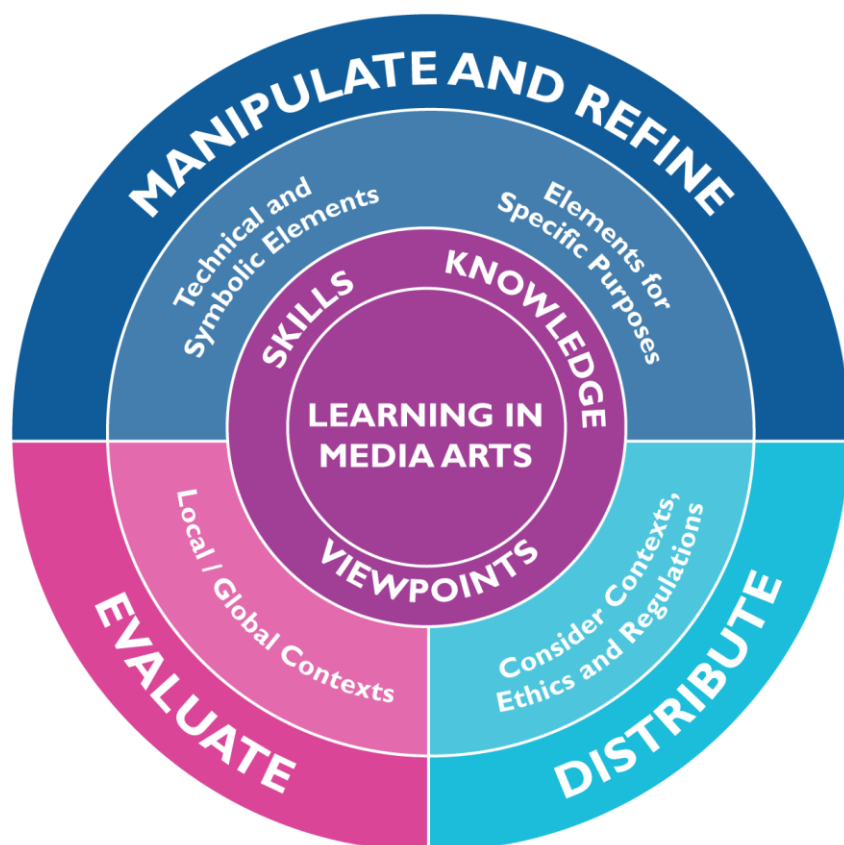
DEPARTMENT OF
EDUCATION
learners first

YEARS 9–10 MEDIA ARTS PLANNING GUIDE

ACHIEVEMENT STANDARD

Understanding Dimension: By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Skills Dimension: Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.



Suggested emphasis of content and focus in Years 9–10 acknowledging that all elements are interrelated

POSSIBLE QUESTIONS TO EXPLORE

- » In what ways might you use the technical and symbolic elements in media artworks to reflect a specific style?
- » How might you plan, structure and design media artworks to challenge an audience?
- » What issues might need to be considered when distributing media artworks for a range of community and institutional contexts?
- » How might the technical and symbolic elements of media artworks be manipulated to challenge audiences' expectations or their understanding of a contemporary issue?
- » In what ways might the analysis of media artworks from contemporary and past times and local and global contexts enrich your own media arts making?

BIG IDEAS AND KEY UNDERSTANDINGS

Media Art works can engage the senses, the imaginations and the intellect in a range of print, audio, screen based, hybrid or inter-disciplinary art forms.

MANIPULATE AND REFINE

- » Experimenting with ideas and stories that manipulate media conventions and genres is a way to construct new and alternative points of view
- » Media representations can be manipulated to identify, challenge and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples to create alternative points of view
- » By developing and refining media production skills media artists can integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style
- » Through planning and design, and particular use of production processes, media artworks can challenge the expectations of specific audiences

DISTRIBUTE

- » The production and distribution of media artworks for a range of community and institutional contexts should consider social, ethical and regulatory issues

EVALUATE

- » Technical and symbolic elements can be evaluated to inform how we can manipulate them in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences
- » Media artworks from contemporary and past times can help us to explore differing viewpoints and enrich our own media arts



The General Capabilities and Cross Curriculum Priorities add depth and richness to learning and need to be considered where they are most relevant when planning for learning.

For full details go to australiancurriculum.edu.au

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