

The Arts – Media Arts

Reception to year 10

Version 1.0



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Terminology

The South Australian Department for Education uses the term ‘Aboriginal’ to refer to people who identify as Aboriginal, Torres Strait Islander, or both Aboriginal and Torres Strait Islander. This term is preferred by Aboriginal South Australians and the department.

SA Curriculum Framework: Essential Learning summary – Media Arts

Why The Arts

The arts spark imagination, curiosity and wonder, enriching our lives with unique opportunities for self-expression and growth. The arts excite, confront, and make us feel something; they reflect our humanity. Through the arts, we explore perspectives of self and others, nurturing a sense of identity and belonging. The arts evoke powerful physical, emotional and intellectual responses, inspiring us to think, act and communicate creatively, as we challenge and celebrate our world.

Dispositions

Creativity	Empathy	Confidence	Self-awareness
What it is: Imagining and exploring ideas, experimenting with new possibilities, playing with alternatives and developing original expressions or solutions. Why it matters: Being creative inspires innovation, risk-taking and seeing, thinking and expressing meaning, emotion or perspective, in unique ways. Central to the arts, being creative drives originality, personal expression and connection.	What it is: Relating to and seeking to understand the feelings, experiences and perspectives of others. Why it matters: Being empathetic supports learners to explore ideas, gain insight and draw inspiration from diverse real and imagined cultures, contexts and perspectives. Creating, collaborating and sharing arts practice nurtures empathy, alongside open-mindedness, respect and a sensitive understanding of the human experience.	What it is: Believing in yourself and your abilities; trusting the choices you make on your own and with others. Why it matters: Being confident enables active participation and risk-taking in creative practice, strengthening communication skills, wellbeing, resilience and a sense of belonging. Confidence is fostered through embodied learning in the arts, learners developing self-discipline and focus, embracing challenge, showing initiative and balancing self-belief with openness to feedback and growth.	What it is: Being sensitive and responsive to your own feelings, thoughts, actions, biases and influences. Why it matters: Being self-aware supports learners to reflect on and evaluate choices, actions and reactions. Arts learners are attentive to their unique strengths, limitations and emotional responses when creating, sharing and viewing art, nurturing their sense of identity along with an understanding of their connections to, and responsibilities within, the world.

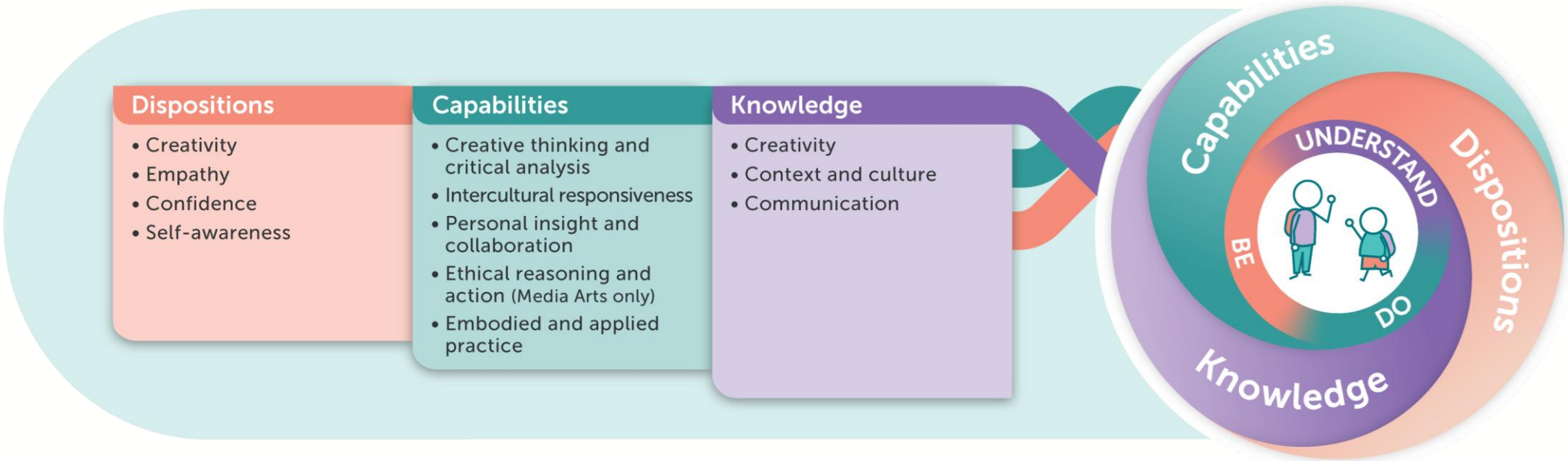
Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Ethical reasoning and action	Embodied and applied practice
What it is: Generating and experimenting with ideas in new or innovative ways, analysing, interpreting and evaluating information, considering alternatives and making informed choices using logic, inspiration, imagination and flexibility. Why it matters: Experimenting, exploring and critically reflecting on ideas enriches learners’ imagination and creative expression. As learners grow as artists, they become more	What it is: Engaging with diverse contexts and cultures, including one’s own, through respectful and adaptive interactions and responses. Reflecting on multiple perspectives and practices and activating behaviours and attitudes that value cultural diversity, while fostering and contributing to dynamic, interconnected communities. Why it matters: Exploring the arts through a sociocultural lens deepens learners’ understanding of identity	What it is: Activating self-awareness and managing one’s emotions and behaviours to support personal and artistic growth and using this self-awareness to interact effectively with others and their community. Why it matters: When learners consciously reflect on their strengths, values and limitations, they are able to work constructively, creatively and respectfully with others, as well as thrive independently. This boosts	What it is: Responding to opportunities, challenges and behaviours based on shared principles or norms connected to integrity and fairness, while recognising the consequences of actions. Why it matters: Respect, cultural sensitivity and awareness of diverse perspectives guide learners in creating, presenting and distributing media artwork ethically. By applying ethical decision making, learners develop responsible media practices,	What it is: Learning, refining and applying skills, techniques and processes with understanding and intent across contexts. Why it matters: Refining learner capability in an increasing range of discipline-specific arts practices supports learners to develop as artists and audiences. Over time, acquiring, reflecting on and refining physical, metacognitive and

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Ethical reasoning and action	Embodied and applied practice
discerning audiences, developing artistry and emotional intelligence as they analyse, appraise and create.	and diverse cultural perspectives, protocols and practices. Creating and experiencing artworks informed by and responsive to intercultural contexts fosters ethical responsibility, empathy, inclusivity and awareness of the arts locally, nationally and globally.	confidence, self-expression and a sense of belonging, supporting learners to develop their artistic identity, take creative risks and innovate.	consuming media more safely and understanding the impact of their creative choices.	creative practices enables artistic and personal growth.

Knowledge

Creativity	Context and culture	Communication
What it is: The interplay of ideas and processes, inspired and shaped by exploration, experimentation and expression. It supports generation, connection, reinterpretation and meaning making. Why it matters: Creativity expands our knowledge and encourages us to think intuitively, contribute as innovators and communicate in multiple ways, supporting us to solve problems and become lifelong learners. Using imagination and understanding to create expressions of ideas, emotions and perspectives is integral to the arts.	What it is: The circumstances or setting in which something occurs. It includes the cultural, environmental, social, personal, historical or situational details that support understanding or interpretation and can help explain or frame an event, perspective or situation. Why it matters: Artistic expression is shaped by the context in which it is made, viewed or presented. It reflects society and identity and is integral to all cultures and times. The arts promote understanding of diverse perspectives, fostering empathy and appreciation for the role of the arts in shaping our lives and broadening our view of the world.	What it is: The exchange and sharing of meaning to express, respond to or interpret intention or purpose. Why it matters: The arts communicate meaning and shape perception. Sharing, presenting, performing, viewing and responding to artworks, and understanding the processes required to do so, supports learners to interact with and make sense of the world, offering opportunities to experience and learn from a wide range of artistic expressions, both as artists and audiences.



Media Arts – Reception

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: • imagine different ways to communicate an event to an audience through images or sound • experiment with the sequence of images or sounds to alter meaning • explore different combinations of images and sounds to generate possibilities for a media artwork.	This disposition may be evident when learners, for example: • recognise how another person's experiences may shape the meaning they make from a media artwork • listen to others' responses to media artworks to understand how their experiences or perspectives shape interpretation • consider how different audiences might respond to a media artwork when forming their own view.	This disposition may be evident when learners, for example: • pursue an idea when creating a media artwork, even when unsure how it will develop • make production decisions for their media artwork, even when unsure whether others would choose the same approach • volunteer to share their media artworks with the class.	This disposition may be evident when learners, for example: • notice how they respond when media making feels difficult and identify what helps them stay engaged • recognise when they need help to finish a media artwork • notice what they enjoy making and sharing in media arts.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Learners develop this capability by, for example: • using a media tool to construct an artwork when capturing images that show how something changes, including the weather or seasons • exploring how sound helps to communicate an idea • making their own choices from a range of media technologies to create an artwork • developing ideas on a theme or topic.	Learners develop this capability by, for example: • listening to Aboriginal artists talking about their media artworks • creating a media artwork that communicates a culturally significant event in their community • sharing what they notice as they experience a range of media artworks from a variety of contexts and cultures • investigating how a range of artists create their artworks.	Learners develop this capability by, for example: • discussing the importance of seeking, denying or giving permission to capture images of peers • sharing their feelings about artworks they create and view • demonstrating perseverance with an unfamiliar task.	Learners develop this capability by, for example: • organising their ideas to tell a story in images or sounds • seeking, giving or denying permission to capture sound and images • using digital tools to explore a range of software used to create media artworks • collecting, holding or navigating data on a device safely.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists use purposeful play to create artworks that express ideas in new and imaginative ways. Learners: • create arts works that communicate ideas AC9AMAF01 • use play, imagination, arts knowledge, processes or skills to discover possibilities and develop ideas. AC9AMAFD01	The arts connect people and communities. Learners: • explore how and why the arts are important for people and communities. AC9AMAFE01	Communicating through artworks develops new expressive skills. Learners: • share their arts works with audiences. AC9AMAFP01

Media Arts – Years 1 to 2

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: • imagine different ways to communicate an event to an audience through images or sound • experiment with the sequence of images or sounds to alter meaning • explore different combinations of images and sounds to generate possibilities for a media artwork.	This disposition may be evident when learners, for example: • recognise how another person's experiences may shape the meaning they make from a media artwork • listen to others' responses to media artworks to understand how their experiences or perspectives shape interpretation • consider how different audiences might respond to a media artwork when forming their own view.	This disposition may be evident when learners, for example: • pursue an idea when creating a media artwork, even when unsure how it will develop • make production decisions for their media artwork, even when unsure whether others would choose the same approach • volunteer to share their media artworks with the class.	This disposition may be evident when learners, for example: • notice how they respond when media making feels difficult and identify what helps them stay engaged • recognise when they need help to finish a media artwork • notice what they enjoy making and sharing in media arts.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Learners develop this capability by, for example: • experimenting with media artwork construction, including when creating an advertisement for print media • using a digital tool to communicate an idea • constructing a media artwork and talking about the choices they have made, including the sounds and images • experimenting with a range of media software, including stop motion animation.	Learners develop this capability by, for example: • exploring media artworks created by Aboriginal artists within a range of contexts • investigating how media tools and conventions are used across a range of contexts and cultures when creating media art of their own • describing how media arts are experienced across a variety of contexts and cultures • identifying the artist or artists who made a specific artwork, and where and why it was made • considering respectfully what they did or did not appreciate about a media artwork.	Learners develop this capability by, for example: • explaining the importance of seeking, denying or giving permission to capture images of peers • reflecting on their own media artwork, including what they found likeable, enjoyable or challenging during the making process • using familiar digital tools to complete a task and consolidate their learning.	Learners develop this capability by, for example: • sequencing images to tell a story, including a flip book or storyboard • demonstrating safe media arts practices with others • using digital tools to capture and save images, interactive elements or sounds.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists explore and experiment to make artworks that communicate ideas in creative ways. Learners: • use media languages and media technologies to construct representations AC9AMA2C01 • explore ways of using media technologies responsibly to capture and organise images, sounds, text or interactive elements. AC9AMA2D01	The arts give us insight into people and communities across cultures and opportunities to share personal experiences. Learners: • explore where, why and how people across cultures, communities or other contexts experience media arts. AC9AMA2E01 The arts are foundational to the diverse Aboriginal cultures throughout Australia. Learners: • explore examples of media arts produced or distributed by First Nations Australians. AC9AMA2E02	Communicating through the sharing of artworks promotes interaction. Learners: • share media arts works with audiences in informal settings. AC9AMA2P01

Media Arts – Years 3 to 4

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: - experiment with digital tools, images, sounds and text to explore different ways of communicating ideas - draw on ideas from different media styles or contexts to create an original, personal media artwork - re-imagine endings to a text by arranging images in new ways.	This disposition may be evident when learners, for example: - recognise how media representations may affect people's feelings, beliefs or sense of belonging when considering their experiences and perspectives - consider how cultural and community experiences may shape the way people interpret a media artwork - put themselves in the shoes of an intended audience when interpreting media artworks.	This disposition may be evident when learners, for example: - offer to support others with their media making, even when unsure whether their suggestion will be taken up - take risks in unfamiliar media making, contributing an idea even when unsure - take responsibility for an unfamiliar production role when creating a media artwork in a team.	This disposition may be evident when learners, for example: - recognise which strategies work well for them and use this awareness when producing new media artworks - identify preferred ways of creating media artworks and why these approaches suit them - recognise how creating alone or with others influences how they participate and contribute to media arts.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Learners develop this capability by, for example: - expanding on new or known ideas by constructing a media artwork with multimedia tools and experimenting with sound, text and interactive elements - exploring how to communicate ideas by using a variety of media tools, including using a variety of camera angles - selecting and making choices from a range of known media technologies to represent their own ideas in response to an issue important to the local area - experimenting with ideas in media artworks, by including a storyboard or short film.	Learners develop this capability by, for example: - exploring media artworks created by Aboriginal artists that communicate their responsibility and connection to Country/Place - constructing a moving image relevant to a cultural event - describing representations in media artworks from a range of social and historical contexts and cultures - comparing print media from a variety of times and places.	Learners develop this capability by, for example: - seeking permission to use images or sounds made by their peers before informally sharing a media artwork - reflecting on ways to adapt and refine their own media artworks - showing willingness to be a roving reporter at a school- or class-related event.	Learners develop this capability by, for example: - sequencing audio clips to tell a story about their chosen theme or topic - demonstrating an awareness of safe media arts practices - using available technologies to record and capture images and sound at an event.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists experiment with elements to create artworks that communicate meaning. Learners: • use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives or meaning AC9AMA4C01 • develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text or interactive elements. AC9AMA4D01	Artworks are created and shared across contexts, raising awareness and respect for diversity within their communities. Learners: • explore where, why and how media arts are created or distributed across cultures, times, places or other contexts. AC9AMA4E01 Aboriginal artworks are often influenced by artists’ intrinsic relationship to Country/Place. Learners: • explore how First Nations Australians use media arts to communicate their connection to and responsibility for Country/Place. AC9AMA4E02	Communicating with an audience through performance or presentation of artworks builds confidence and awareness of others. Learners: • share media arts works in informal settings considering responsible media practice. AC9AMA4P01

Media Arts – Years 5 to 6

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: - transform a familiar media idea into something new by changing image, sound, structure or perspective - experiment with sound and image to explore different ways of shaping mood, atmosphere and audience response - connect and alter ideas to explore different possibilities for changing the tone of a media artwork.	This disposition may be evident when learners, for example: - consider perspectives that may otherwise be overlooked when representing people, places or events in the production of media artwork - consider how a creator might experience feedback on their media artwork before providing that feedback - within legal and ethical requirements, seek to understand how media representations may affect the people portrayed and allow this understanding to influence creative decisions.	This disposition may be evident when learners, for example: - contribute a personal viewpoint to collaborative media making even when others hold different views - share a media artwork when it is sufficiently developed without waiting for it to feel perfect - try another production or editing choice after a mistake.	This disposition may be evident when learners, for example: - recognise patterns in the mistakes they make during media production and how these affect their ways of working - notice how their thoughts and feelings influence their creative decisions during production - identify which stages of planning, producing or editing feel most natural to them and which require more support.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Learners develop this capability by, for example: • using production skills and experimenting with a range of media technologies to create a short film • communicating the relationship between characters and an audience by constructing a storyboard to outline key moments in a short film or other media arts artefacts • reflecting on the media processes used during the creation of artworks and making suggestions to improve future projects • creating a podcast to record their thinking about an important issue • creating an instructional film that demonstrates how to do something.	Learners develop this capability by, for example: • exploring media artworks created by Aboriginal artists that represent the continuance of their culture and communities • demonstrating the communication of meaning in a media artwork they create while considering a range of contexts • discussing historical and contemporary media representations and identifying how these have changed over time • recognising the role of media arts when sharing information about significant events, people and places.	Learners develop this capability by, for example: • seeking and documenting the appropriate permission for artefacts from their peer and others • reflecting on how their own media artworks may impact others • solving problems by selecting an appropriate digital tool to safely undertake a specific task • identifying risks to personal and emotional safety when using familiar online platforms and media arts technologies.	Learners develop this capability by, for example: • storyboarding to organise their visual and audio ideas • demonstrating a good understanding of safe media arts practices • capturing images and audio to communicate an idea or local event • identifying ways to create a miniature green screen • creating stop motion animation for a young audience, using a variety of materials.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists develop a range of skills and use elements to create artworks that communicate meaning. Learners: • use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives or meaning for specific audiences AC9AMA6C01 • develop media production skills to communicate ideas, perspectives or meaning through manipulation of media languages, including images, sounds, texts or interactive elements, and media technologies. AC9AMA6D01	Artworks use and combine various elements to communicate meaning across contexts. Learners: • explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places or other contexts. AC9AMA6E01 The arts are integral to the continuance and revitalisation of Aboriginal cultures. Learners: • explore ways First Nations Australians use media arts to continue and revitalise cultures. AC9AMA6E02	Communicating with an audience through performance or presentation of artworks develops confidence and a range of expressive skills. Learners: • present media arts works in informal or formal settings using responsible media practice. AC9AMA6P01

Media Arts – Years 7 to 8

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: • generate multiple ideas for representing people, places or events, remaining open to several possibilities before selecting one • explore new combinations of media codes, conventions and technologies to communicate meaning • explore opportunities to modify a media artwork using digital tools to generate different possibilities.	This disposition may be evident when learners, for example: • adapt media choices after considering how a particular audience may experience or interpret the communication • recognise stereotypes in media and consider how they may shape different audiences' experiences or perspectives • consider how people represented in a media artwork may feel about their portrayal when evaluating representation choices.	This disposition may be evident when learners, for example: • use their judgement when deciding which feedback to apply while remaining open to others' perspectives when refining a media arts work • share their creative ideas for a media artwork with others before they are fully developed • present their view about media representations, even when unsure how it might be received.	This disposition may be evident when learners, for example: • recognise how the media they experience influences their personal perspectives and creative decisions • notice how their personal interests shape the stories, images or ideas they choose to represent • recognise how their feelings, mood and preferences affect their decisions during filming, recording or editing.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Ethical reasoning and action	Embodied and applied practice
Learners develop this capability by, for example: - creating media artworks for a target audience and purpose, while considering structure, development and resolution - representing ideas and emotions in media artworks by combining technical and symbolic codes - evaluating artistic choices, including structure, style, conventions and genre, in a variety of media artworks - exploring a range of production techniques aimed to persuade the audience to recognise a specific perspective in their media artwork - analysing the context of the audience when developing their own media content and when viewing the work of others - experimenting with image, sound and framing in film to represent various moods or settings.	Learners develop this capability by, for example: - being responsive to Indigenous Cultural and Intellectual Property rights when discussing media artworks that explore Aboriginal content - analysing, with cultural sensitivity and respect, media artworks created by or representing Aboriginal people - making choices about the distribution of their own and the media artworks of others to a target audience while considering a range of cultural groups - evaluating the effectiveness of an image to communicate meaning across a range of historical, geographical or cultural contexts - applying culturally appropriate protocols and processes when creating and considering the distribution of media artworks - identifying how and why media artworks use cultural and societal stereotypes.	Learners develop this capability by, for example: - discussing how to be safe online when sharing and consuming online media - documenting reflections on their own process of planning and creating media artworks using a personal journal, blog, video or audio recording or multimodal presentation - explaining the choices made to strengthen the artistic intent or communication of meaning in media artworks - creating multiple representations of the same person, place or concept in different media for different intentions - describing how the influence of individuals, communities or organisations can enable or constrain media production.	Learners develop this capability by, for example: - consulting Indigenous Cultural and Intellectual Property rights in relation to artists and their media artworks - identifying which features in a stereotyped image have been omitted or exaggerated and for what purpose - discussing the role and responsibilities of media artists and artworks in creating awareness of contemporary social issues, specifically when considering bias - debating an ethical issue, including privacy rights, data security or intellectual property investigating cultural diversity in Australian film or television.	Learners develop this capability by, for example: - transferring skills, techniques and processes across different media forms - using safe, ethical and responsible media practices - applying image manipulation software to adjust contrast, correct colour and add filters or text to an image to strengthen a point of view in their own media artworks - explaining media processes and practices using technical vocabulary - using a range of technical and symbolic elements to create a mood or atmosphere in a film, animation or still image - identifying appropriate structures and conventions when creating a media artwork for a specific purpose or audience.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists manipulate elements using a broad range of skills and processes to create meaning through artwork. Learners: - design and structure media arts works to communicate ideas, perspectives and meaning for an intended audience AC9AMA8C01 - develop media production skills throughout the production process to construct representations using media languages and media technologies. AC9AMA8D01 Artists are inspired by and respond to complex or unfamiliar situations and ideas and propose alternative creative options. Learners: - apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives or meaning for specific audiences using responsible media practice. AC9AMA8C02	Artworks across a variety of contexts are created to communicate meaning and build respect and understanding. Learners: - investigate the ways that media arts concepts are used in media arts works and practices across cultures, times, places or other contexts. AC9AMA8E01 Cultural responsiveness and Indigenous Cultural and Intellectual Property rights must be considered when interacting with the diversity of Aboriginal artists and artworks. Learners: - investigate the diversity of First Nations Australians’ media arts works and practices, considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights. AC9AMA8E02	Communicating with an audience through performance or presentation of artworks develops confidence, a broad range of expressive skills and an appreciation of process. Learners: - present media arts works, using responsible media practices and considering potential relationships the work could create with audiences. AC9AMA8P01 Artists develop self-discipline and expand their perspectives as they seek and respond to feedback and reflect on their own and others’ artworks. Learners: - reflect on their own and others’ media arts works and practices to inform choices they make during the production process. AC9AMA8D02

Media Arts – Years 9 to 10

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: - draw on techniques from different media forms to produce an original work - play with a range of ideas when adapting a media artwork for different age groups, considering audience preferences - experiment with framing, angle or composition to generate new meanings.	This disposition may be evident when learners, for example: - challenge representations after considering how they may affect the way people or communities are understood or experienced by others - consider how people or communities may experience their representation when making choices about how they are portrayed in media artworks - consider how people or communities may experience the impact of distribution of a media artwork and use this understanding when making decisions about where or how it is shared.	This disposition may be evident when learners, for example: - share a draft media artwork before feeling it is fully developed - stand by representation choices while remaining open to feedback about their impact - take initiative in making and acting on editorial decisions without relying on reassurance from others.	This disposition may be evident when learners, for example: - identify what helps them generate ideas when they feel stuck in media making and draw on this to move their thinking forward - notice when they rely too heavily on familiar styles, tools or production choices and consider whether a different approach is needed - recognise when their personal assumptions are shaping how they represent people, places or events.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Ethical reasoning and action	Embodied and applied practice
Learners develop this capability by, for example: - constructing characters that appeal to diverse audiences for a computer game or other media platform - representing different perspectives of a specific issue or story in a media artwork by manipulating images, sounds or text	Learners develop this capability by, for example: - analysing the intended meanings and representation of identity in media artworks created or produced by Aboriginal people - experimenting with images, sounds and text to develop representations of current social or cultural issues, from multiple viewpoints	Learners develop this capability by, for example: - explaining the considerations of copyright, cultural protocols and online safety when distributing or planning for distribution of their own media products - evaluating their own work by reflecting on and analysing their planning and creating processes	Learners develop this capability by, for example: - analysing the representation of Aboriginal people in the media at different times in history, including contemporary times - identifying bias and misleading or false information across a range of media products or forms	Learners develop this capability by, for example: - refining the use of media languages, technologies and conventions to communicate to a target audience - applying safe, ethical and responsible media constructions and distribution practices - refining the use of a range of software programs or tools to create print or online media artworks

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Ethical reasoning and action	Embodied and applied practice
- analysing how a media artwork adds to, challenges or supports the opinions expressed by another source - designing media artworks aimed at persuading a target audience to agree with a particular perspective or opinion - experimenting with the application of different technical codes and conventions.	- analysing how cultural, social and environmental issues are represented in the media across a range of social and historical contexts - discussing the role of media artists in celebrating or challenging predominant views on social and cultural issues presented in the Australian media - developing media arts responses that consider the cultural or social context.	- explaining analysis of production processes by referencing the intended purpose and audience - applying creative problem-solving strategies, including human-centred design, throughout the process of developing a media arts product - evaluating the work of others to inform their own practice - working collaboratively to fulfil specified expectations or a brief developed by internal or external clients.	- explaining the social, ethical and legal responsibilities of a marketing campaign designed for a target audience - researching viral marketing campaigns to examine the social and ethical implications of choosing multiple distribution platforms - documenting necessary considerations when sharing media artworks across a range of contexts, including ethical issues and cultural representation.	- analysing their own and media arts practices of others, using technical vocabulary - applying a range of codes and techniques to communicate specific ideas or narratives - combining established genre conventions to create a new genre or style - documenting the processes they use to construct their media artworks, including the ideas, experiments and decisions made throughout the process.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists plan, evaluate and refine their arts practice to enhance the aesthetic and meaning of the artwork they create. Learners: - design and structure media arts works that examine and communicate ideas, perspectives or meaning AC9AMA10C01 - experiment with ways to construct representations that reflect ideas, perspectives or meaning, or use of media conventions, media languages and media technologies. AC9AMA10D01 Artists are inspired by and respond to complex ideas in innovative ways, evaluate alternatives and modify processes in changing circumstances. Learners: - apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives or meaning, and confirm or challenge the expectations of specific audiences. AC9AMA10C02	Artworks across contexts are created to communicate, affirm and challenge ideas, developing respect and ethical responsibility. Learners: - investigate the ways that media artists use media arts concepts to construct representations in media arts works and practices from across cultures, times, places or other contexts. AC9AMA10E01 Aboriginal artists often represent, celebrate or challenge Australian identity through their artworks. Learners: - investigate the ways First Nations Australian media artists or producers celebrate and challenge multiple perspectives of Australian identity through media arts. AC9AMA10E02	Communicating with an audience through performance or presentation of artworks develops confidence, a broad range of expressive skills, use of process and the ability to respond to alternative perspectives. Learners: - present media arts works to audiences and plan approaches for creating relationships with audiences when media arts works are distributed in selected personal, community or institutional contexts using responsible media practice. AC9AMA10P01 Artists develop and refine their practice, informed by feedback and reflection on their own and others' artworks. Learners: - reflect on their own or others' media arts works or practices to refine and inform choices they make during stages of the production process. AC9AMA10D02