

## AC9AMA6E01

**explore ways that media languages and media technologies are used in media arts works and practices across , times, places and/or other contexts**

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### **Elaborations**

- investigating characters in games, considering issues such as stereotyping or bias as background to designing and drawing a game character for a particular , and considering the appropriate costume, cultural background and/or sample dialogue
- exploring status, such as power relationships, and showing different perspectives of character by using framing, colour and costume to create a hero or villain character
- using Viewpoints to develop questions that explore the impact of media technologies on the way the audience experiences a story in media arts; for example, “How can I change the meaning of a story by changing or adding a soundtrack to my images?”, “How can I use framing to demonstrate a power relationship between characters in the story?”
- researching and comparing media representations created in different times and places, and explaining how context influences the characters, stories and portrayed in media arts works; for example, comparing TV representations of family
- using Viewpoints to develop questions to explore new ideas; for example, “How are demonstrated in this media representation?”, “Can we judge a from popular media images?”
- exploring how context influences the characters, stories and portrayed in media arts works; for example, comparing online advertisements that convey safety messages
- discussing the role of media arts works in sharing cultural information about a group of people and their spirituality, and enhancing the value placed on people and the environment

Students learn to:

**explore ways that media languages and media technologies are used in media arts v across cultures, times, places and/or other contexts**

(AC9AMA6E01)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Reading and viewing**

- Understanding texts

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Generating**

- Create possibilities

#### **Inquiring**

- Identify, process and evaluate information

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views
- Explore the influence of cultures on interactions

#### **Navigating intercultural contexts**

- Consider responses to intercultural contexts
- Respond to biases, stereotypes, prejudices and discrimination

#### **Generating**

- Create possibilities

### **Inquiring**

- Identify, process and evaluate information

### **Social awareness**

- Community awareness

### **Generating**

- Create possibilities

### **Inquiring**

- Develop questions
- Identify, process and evaluate information

### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

### **Inquiring**

- Identify, process and evaluate information

### **Social management**

- Communication

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views
- Explore the influence of cultures on interactions

### **Navigating intercultural contexts**

- Consider responses to intercultural contexts
- Respond to biases, stereotypes, prejudices and discrimination

### **Generating**

- Create possibilities

### **Understanding ethical concepts and perspectives**

- Explore ethical concepts

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views
- Explore the influence of cultures on interactions

### **Navigating intercultural contexts**

- Consider responses to intercultural contexts
- Respond to biases, stereotypes, prejudices and discrimination

### **Resources**

#### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

##### **Content description**

AC9AMA6E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

#### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

##### **Content description**

AC9AMA6E01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9AMA6E01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

### **Snapshot – Understanding texts**

## **Literacy: Reading and viewing: Understanding texts**

### **Content description**

AC9AMA6E01

### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

### **Comprehension**

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

### **Processes**

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

### **Vocabulary**

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

### **Comprehension**

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

### **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

### **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of

"explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")

- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

#### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9AMA6E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9AMA6E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

##### **Content description**

AC9AMA6E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of

identity and belonging

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

##### **Content description**

AC9AMA6E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts
- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

### **Snapshot – Explore the influence of cultures on interactions**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

##### **Content description**

AC9AMA6E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

### **Snapshot – Consider responses to intercultural contexts**

#### **Intercultural Understanding: Navigating intercultural contexts: Consider responses to contexts**

##### **Content description**

AC9AMA6E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine the influence of past intercultural experiences on what they learn about themselves and others
- explain how intercultural experiences affect what they learn about relationship-building and interactions
- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour

### **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

#### **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, prejudices and discrimination**

##### **Content description**

AC9AMA6E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions
- examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect

- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9AMA6E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9AMA6E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

### **Snapshot – Community awareness**

#### **Personal and Social capability: Social awareness: Community awareness**

##### **Content description**

AC9AMA6E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the various communities beyond their own and what they can do to support them
- explain the way their actions and the actions of others influence communities
- analyse roles and responsibilities of citizens within communities

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9AMA6E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

### **Snapshot – Develop questions**

#### **Critical and Creative Thinking: Inquiring: Develop questions**

## **Content description**

AC9AMA6E01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9AMA6E01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9AMA6E01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

### **Snapshot – Draw conclusions and provide reasons**

## **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

### **Content description**

AC9AMA6E01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**



AC9AMA6E01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9AMA6E01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities**

##### **Content description**

AC9AMA6E01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

##### **Content description**

AC9AMA6E01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts
- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

### **Snapshot – Explore the influence of cultures on interactions**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

##### **Content description**

AC9AMA6E01

## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

## **Snapshot – Consider responses to intercultural contexts**

### **Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts**

#### **Content description**

AC9AMA6E01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine the influence of past intercultural experiences on what they learn about themselves and others
- explain how intercultural experiences affect what they learn about relationship-building and interactions
- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour

## **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

### **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, stereotypes, prejudices and discrimination**

#### **Content description**

AC9AMA6E01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions
- examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9AMA6E01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

## **Snapshot – Explore ethical concepts**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

#### **Content description**

AC9AMA6E01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify ethical concepts, such as respect and tolerance, and describe how a situation or context

affects actions and behaviour

- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities**

##### **Content description**

AC9AMA6E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

##### **Content description**

AC9AMA6E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts
- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

### **Snapshot – Explore the influence of cultures on interactions**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

##### **Content description**

AC9AMA6E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

### **Snapshot – Consider responses to intercultural contexts**

#### **Intercultural Understanding: Navigating intercultural contexts: Consider responses to contexts**

##### **Content description**

AC9AMA6E01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine the influence of past intercultural experiences on what they learn about themselves and others

- explain how intercultural experiences affect what they learn about relationship-building and interactions
- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour

## **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

### **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, prejudices and discrimination**

#### **Content description**

AC9AMA6E01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions
- examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts

## **Resource – Media Arts Examples of knowledge and skills**

### **Media Arts**

#### **Support resource – Examples of knowledge and skills**

Examples unpack the knowledge and skills in Media Arts in relation to production processes and media arts concepts, and provide a suggested sequence for their introduction and development.

##### **Introduction**

Media arts concepts are the 6 concepts fundamental to Media Arts. They are media technologies, representations, audiences, institutions, media languages and relationships. Together, the media arts concepts provide a framework for students to engage with and create media arts works in existing or emerging forms and to consider media arts practices. The media arts concepts, although discussed independently, are interrelated. Students engage with each of the concepts at varying levels of depth in all bands.

In the media arts, production processes include 3 key stages during the creation of media arts works: pre-production, production and post-production. Other stages in a production process such as development and/or distribution may be considered, particularly in Years 7–10 as appropriate.

The examples are suggestions only and are neither prescriptive nor exhaustive. Teachers can draw from these examples to:

- make decisions about the order and pace with which they introduce and develop knowledge and skills
- support differentiation and meeting the needs of students with diverse learning needs
- plan Arts learning across a range of delivery contexts such as multi-disciplinary units across The Arts and other learning areas.

Throughout their Media Arts learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their media arts practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are also included alongside the examples of knowledge and skills.

Teachers are best placed to make decisions about the examples and questions that will best suit their students and context. Graphics suggest an introductory point for each of the knowledge and skill examples.

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## **AC9AMA6E02**

**explore ways First Nations Australians use media arts to continue and revitalise**

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### **Elaborations**

- exploring (for example, by talking with First Nations Australians or accessing published resources accredited by First Nations Australian organisations) how and why media arts works are critical for sharing, maintaining, continuing and revitalising
- identifying examples that illustrate how change over time; for example, by using available resources published by First Nations Australian communities and organisations
- investigating the ways that First Nations Australian media artists embed themselves and their communities in media arts works in a range of representative forms as a visual declaration of identity, storytelling and resilience in the form of visibility; for example, exploring representations of First Nations Australians as superheroes in comics, popular and television
- using Viewpoints to develop questions that explore understandings about themes or issues in media arts works and considering what needs to be investigated further; for example, “What do I already know about this issue?”, “Is there more to this story than is being presented?”, “What questions would I ask the media artist about this product?”

Students learn to:

## **explore ways First Nations Australians use media arts to continue and revitalise culture**

(AC9AMA6E02)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Engaging with cultural and linguistic diversity**

- Develop empathy

#### **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views
- Explore the influence of cultures on interactions

### **Culture**

- First Nations Australians’ ways of life reflect unique ways of being, knowing, thinking and doing.
- The First Peoples of Australia (Aboriginal Peoples) belong to the world’s oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

### **Country/Place**

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

### **People**

- Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. Aboriginal Peoples are the first peoples of Australia and have occupied the Australian continent for more than 60,000 years. Torres Strait Islander Peoples are the First Nations Peoples of the Torres Strait and have occupied the region for over 4,000 years.
- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views

### **Culture**

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.
- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

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### **Country/Place**

- The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development and management of Country/Place.

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### **Resources**

#### **Snapshot – Develop empathy**

##### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop empathy**

##### **Content description**

AC9AMA6E02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe how listening to, and understanding others, supports respectful intercultural experiences and interactions
- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions
- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences

#### **Snapshot – Examine cultural perspectives and world views**

##### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

##### **Content description**

AC9AMA6E02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts
- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

#### **Snapshot – Explore the influence of cultures on interactions**

##### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

##### **Content description**

AC9AMA6E02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify

opportunities or challenges for relationship-building

- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying

opportunities to show respect for cultural traditions

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

##### **Content description**

AC9AMA6E02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

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AC9AMA6E02

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world views in a range of intercultural contexts

## **AC9AMA6D01**

**develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies**

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### **Elaborations**

- experimenting with approaches to capturing and sequencing images and text to create comic books, animations or stop motion videos that retell familiar stories; for example, using green screen to explore a range of places
- trialling options for applying the conventions of an established to an ordinary everyday event in order to create humour; for example, a visit to the library as an action movie, or exploring social relationships by framing images, and/or using music or sound effects to change the meaning or mood of a story, using augmented reality, virtual reality or chroma key to change an environment and convey new meaning
- using Viewpoints to develop questions when solving problems or making decisions about preferred options; for example, "How can I change the meaning of a story by adding or modifying a soundtrack to my images?"
- identifying story structures and technical or symbolic elements that contribute to the formation of in media arts works; for example, identifying shot type, sound quality, lighting and setting, and experimenting with ways to use this when planning media arts works
- creating a script for a radio production and documenting the appropriate permissions that may be required for music and voice talents in a real-world community radio setting

Students learn to:

**develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies**

(AC9AMA6D01)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Writing**

- Creating texts

#### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Generating**

- Create possibilities
- Consider alternatives

#### **Generating**

- Create possibilities
- Consider alternatives

#### **Social awareness**

- Empathy
- Relational awareness

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

#### **Generating**

- Create possibilities
- Consider alternatives

## **Inquiring**

- Develop questions

## **Analysing**

- Interpret concepts and problems
- Evaluate actions and outcomes

## **Generating**

- Create possibilities

## **Practising digital safety and wellbeing**

- Manage digital privacy and identity

## **Resources**

### **Snapshot – Creating texts**

#### **Literacy: Writing: Creating texts**

##### **Content description**

AC9AMA6D01

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

##### **Crafting ideas**

- creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
- includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
- includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
- writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
- selects and discards ideas to make texts suitable for familiar audiences and purposes

##### **Text forms and features**

- writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
- maintains tense within a sentence (see Grammar)
- selects images to complement writing
- spells many high-frequency words correctly (see Spelling)
- uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
- uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
- uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
- uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

##### **Vocabulary**

- uses a range of qualifying words (e.g. "every day"; "action movie")
- selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
- uses learning area topic vocabulary (e.g. "natural")
- uses common homophones correctly (e.g. "two", "too", "to")
- uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

##### **Crafting ideas**

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

### **Text forms and features**

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

### **Vocabulary**

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

### **Crafting ideas**

- creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)
- includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs
- includes ideas which are relevant to the topic and purpose of the text
- organises information into paragraphs to support the reader
- includes a relevant graphic to support the reader (e.g. diagram or photo)

### **Text forms and features**

- uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")
- uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)
- selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)
- uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

### **Vocabulary**

- uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

### **Crafting ideas**

- creates persuasive texts for a broader range of learning area purposes (e.g. designs a healthy food campaign)
- includes structural features appropriate to the type of text and task such as an introduction with a statement of position, body paragraphs and simple conclusion
- presents a position and supports it with one or a few simply stated arguments
- includes arguments and ideas which are relevant to the purpose of the text
- organises arguments into paragraphs to support the reader
- concludes by restating

### **Text forms and features**

- uses cohesive devices to link points in an argument (e.g. uses text connectives such as "however", "on the other hand")
- uses some rhetorical devices such as repetition
- uses adjectives to persuade (e.g. "dangerous behaviour")
- uses simple modal verbs and adverbs (e.g. "should", "will", "quickly")
- selects visual and audio features to expand argument in written texts (e.g. images, music)
- uses inclusive language (e.g. "we cannot allow this to happen")

### **Vocabulary**

- uses a range of learnt topic words to add credibility to arguments

## **Crafting ideas**

- creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event)
- includes structural features appropriate to the type of text such as orientation, complication and resolution
- includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative theme of good and evil)
- organises events into a sequence with a predictable ending

## **Text forms and features**

- uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms)
- uses pronouns to track multiple characters (e.g. "Peter and Leanne ... he ... they ... she ... them")
- maintains a point of view (e.g. writes predominantly in first person)
- uses complex noun groups/phrases to create more accurate description (e.g. "that tangy, lemon-scented aroma")
- selects visual and audio features to expand ideas in written texts (e.g. matches images to points in a text)
- uses simple figurative devices (e.g. simile)

## **Vocabulary**

- uses a range of learnt topic words and words from other authors

## **Generic indicators**

- uses tense with variable accuracy throughout the text (see Grammar)
- consistently writes sentences correctly and uses a greater range of complex sentences (see Grammar)
- uses a variety of sentence structures and sentence beginnings
- spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words) (see Spelling)
- uses all sentence punctuation, simple punctuation and some complex punctuation correctly (e.g. uses commas to separate clauses) (see Punctuation)
- uses articles accurately (e.g. "a", "an", "the") (see Grammar)
- uses adverbial phrases to support the staging of the text (e.g. "before lunch", "after midnight")

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9AMA6D01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

## **Snapshot – Consider alternatives**

### **Critical and Creative Thinking: Generating: Consider alternatives**

#### **Content description**

AC9AMA6D01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

## **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

AC9AMA6D01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

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## **Snapshot – Empathy**

### **Personal and Social capability: Social awareness: Empathy**

#### **Content description**

AC9AMA6D01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- discuss the value of different needs, emotions, cultures and backgrounds
- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own

## **Snapshot – Relational awareness**

### **Personal and Social capability: Social awareness: Relational awareness**

#### **Content description**

AC9AMA6D01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify how they can contribute to healthy relationships and manage challenging relationships
- identify and describe a variety of relationships and the roles and responsibilities of people within them
- analyse indicators of healthy and challenging relationships, and how to manage the differences

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9AMA6D01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## **Snapshot – Draw conclusions and provide reasons**

### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

#### **Content description**

AC9AMA6D01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

## **Snapshot – Create possibilities**

## **Critical and Creative Thinking: Generating: Create possibilities**

### **Content description**

AC9AMA6D01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

### **Snapshot – Consider alternatives**

## **Critical and Creative Thinking: Generating: Consider alternatives**

### **Content description**

AC9AMA6D01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

### **Snapshot – Develop questions**

## **Critical and Creative Thinking: Inquiring: Develop questions**

### **Content description**

AC9AMA6D01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9AMA6D01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

### **Snapshot – Evaluate actions and outcomes**

## **Critical and Creative Thinking: Analysing: Evaluate actions and outcomes**

### **Content description**

AC9AMA6D01



## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions

### **Snapshot – Create possibilities**

## **Critical and Creative Thinking: Generating: Create possibilities**

### **Content description**

AC9AMA6D01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
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- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

### **Snapshot – Manage digital privacy and identity**

## **Digital Literacy: Practising digital safety and wellbeing: Manage digital privacy and identity**

### **Content description**

AC9AMA6D01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify their digital footprint (personal data stored by online tools)
- recognise their digital identity represents them online and can give a negative impression
- give and seek consent before sharing online with peers and trusted adults
- recognise the permanence of their digital footprint and digital identity, and the associated risks, including to their reputation
- give and seek consent before sharing online in trusted groups
- recognise their digital footprint is valuable, used by online tools for targeting, and that data shared online is no longer under their control
- consider who they trust with their data and review privacy policies before giving consent, and seek consent before sharing online

### **Resource – Media Arts Examples of knowledge and skills**

## **Media Arts**

### **Support resource – Examples of knowledge and skills**

Examples unpack the knowledge and skills in Media Arts in relation to production processes and media arts concepts, and provide a suggested sequence for their introduction and development.

#### **Introduction**

Media arts concepts are the 6 concepts fundamental to Media Arts. They are media technologies, representations, audiences, institutions, media languages and relationships. Together, the media arts concepts provide a framework for students to engage with and create media arts works in existing or emerging forms and to consider media arts practices. The media arts concepts, although discussed independently, are interrelated. Students engage with each of the concepts at varying levels of depth in all bands.

In the media arts, production processes include 3 key stages during the creation of media arts works: pre-production, production and post-production. Other stages in a production process such as development and/or distribution may be considered, particularly in Years 7–10 as appropriate.

The examples are suggestions only and are neither prescriptive nor exhaustive. Teachers can draw from these examples to:

- make decisions about the order and pace with which they introduce and develop knowledge and skills
- support differentiation and meeting the needs of students with diverse learning needs
- plan Arts learning across a range of delivery contexts such as multi-disciplinary units across The Arts and other learning areas.

Throughout their Media Arts learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their media arts practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are also included alongside the examples of knowledge and skills.

Teachers are best placed to make decisions about the examples and questions that will best suit their students and context. Graphics suggest an introductory point for each of the knowledge and skill examples.

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## **AC9AMA6C01**

**use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences**

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### **Elaborations**

- producing a media arts work for a particular purpose; for example, creating an advertisement for a new toy or computer game
- designing a storyboard that reflects a key scene in a sequence; for example, storyboarding an opening scene of a film that shows the important camera angles, transitions, edits, voice and soundtrack
- designing and drawing a game character for a particular and considering the appropriate costume, mannerisms and typical dialogue with a consideration for the relationships people can have with video games
- designing a navigational plan for a game using multiple levels and obstacles; for example, creating and designing problems that need to be solved before progressing to a new level
- considering the and conventions of music videos to create their own section of a music video that brings together their learning in music, dance and media arts
- creating a short film using chroma key, special effects, editing, sound effects, film language and other technology to enhance the end product
- using Viewpoints to develop questions when reflecting on their production process, such as “How can I adapt and manipulate story principles to make my intention clear?”, “What is working well in my storyboard?” and “Which areas do I need to improve?”

Students learn to:

**use media languages, media technologies and production processes to construct m  
communicate ideas, perspectives and/or meaning for specific audiences**

(AC9AMA6C01)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Generating**

- Create possibilities
- Put ideas into action

#### **Inquiring**

- Identify, process and evaluate information

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Generating**

- Put ideas into action

### **Inquiring**

- Identify, process and evaluate information

### **Creating and exchanging**

- Create, communicate and collaborate

### **Analysing**

- Interpret concepts and problems

### **Generating**

- Put ideas into action

### **Creating and exchanging**

- Plan

### **Generating**

- Put ideas into action

### **Creating and exchanging**

- Plan

### **Analysing**

- Interpret concepts and problems

### **Generating**

- Put ideas into action

### **Creating and exchanging**

- Plan

### **Analysing**

- Interpret concepts and problems

### **Generating**

- Consider alternatives

- Put ideas into action

### **Creating and exchanging**

- Plan

### **Generating**

- Put ideas into action

### **Inquiring**

- Identify, process and evaluate information

### **Creating and exchanging**

- Plan

### **Inquiring**

- Develop questions

### **Related content**

This content description can be taught with the following content descriptions from other learning areas.

AC9TDI6P04

### **Resources**

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9AMA6C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9AMA6C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9AMA6C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

### **Snapshot – Create, communicate and collaborate**

#### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

##### **Content description**

AC9AMA6C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9AMA6C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9AMA6C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## **Snapshot – Create, communicate and collaborate**

### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

#### **Content description**

AC9AMA6C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9AMA6C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

AC9AMA6C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

## **Snapshot – Plan**

### **Digital Literacy: Creating and exchanging: Plan**

## **Content description**

AC9AMA6C01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use familiar digital tools to develop and follow a basic plan to complete a task
- select and use digital tools to develop and follow a plan to complete individual tasks and group projects
- use simple planning tools to develop and follow a plan to complete individual and collaborative projects

## **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

AC9AMA6C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

## **Snapshot – Plan**

### **Digital Literacy: Creating and exchanging: Plan**

#### **Content description**

AC9AMA6C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use familiar digital tools to develop and follow a basic plan to complete a task
- select and use digital tools to develop and follow a plan to complete individual tasks and group projects
- use simple planning tools to develop and follow a plan to complete individual and collaborative projects

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9AMA6C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

AC9AMA6C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options

- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

### **Snapshot – Plan**

#### **Digital Literacy: Creating and exchanging: Plan**

##### **Content description**

AC9AMA6C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use familiar digital tools to develop and follow a basic plan to complete a task
- select and use digital tools to develop and follow a plan to complete individual tasks and group projects
- use simple planning tools to develop and follow a plan to complete individual and collaborative projects

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9AMA6C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9AMA6C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9AMA6C01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

### **Snapshot – Plan**

#### **Digital Literacy: Creating and exchanging: Plan**

##### **Content description**

AC9AMA6C01

## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use familiar digital tools to develop and follow a basic plan to complete a task
- select and use digital tools to develop and follow a plan to complete individual tasks and group projects
- use simple planning tools to develop and follow a plan to complete individual and collaborative projects

## **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

AC9AMA6C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9AMA6C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## **Snapshot – Plan**

### **Digital Literacy: Creating and exchanging: Plan**

#### **Content description**

AC9AMA6C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use familiar digital tools to develop and follow a basic plan to complete a task
- select and use digital tools to develop and follow a plan to complete individual tasks and group projects
- use simple planning tools to develop and follow a plan to complete individual and collaborative projects

## **Snapshot – Develop questions**

### **Critical and Creative Thinking: Inquiring: Develop questions**

#### **Content description**

AC9AMA6C01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or



investigation

- develop questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise

## **Resource – Media Arts Examples of knowledge and skills**

### **Media Arts**

#### **Support resource – Examples of knowledge and skills**

Examples unpack the knowledge and skills in Media Arts in relation to production processes and media arts concepts, and provide a suggested sequence for their introduction and development.

Introduction

Media arts concepts are the 6 concepts fundamental to Media Arts. They are media technologies, representations, audiences, institutions, media languages and relationships. Together, the media arts concepts provide a framework for students to engage with and create media arts works in existing or emerging forms and to consider media arts practices. The media arts concepts, although discussed independently, are interrelated. Students engage with each of the concepts at varying levels of depth in all bands.

In the media arts, production processes include 3 key stages during the creation of media arts works: pre-production, production and post-production. Other stages in a production process such as development and/or distribution may be considered, particularly in Years 7–10 as appropriate.

The examples are suggestions only and are neither prescriptive nor exhaustive. Teachers can draw from these examples to:

- make decisions about the order and pace with which they introduce and develop knowledge and skills
- support differentiation and meeting the needs of students with diverse learning needs
- plan Arts learning across a range of delivery contexts such as multi-disciplinary units across The Arts and other learning areas.

Throughout their Media Arts learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their media arts practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are also included alongside the examples of knowledge and skills.

Teachers are best placed to make decisions about the examples and questions that will best suit their students and context. Graphics suggest an introductory point for each of the knowledge and skill examples.

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## **AC9AMA6P01**

### **present media arts works in informal and/or formal settings using responsible media practice**

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#### **Elaborations**

- applying responsible media practices relating to the media arts works they are creating, such as legal, ethical and moral considerations
- presenting a short film they have created to different audiences on different platforms, such as in an informal setting in the classroom and in a formal setting such as a school assembly, and reflecting on how and why their work may or may not have been received differently to their intention
- presenting their media arts works using internet-based media technologies; for example, on curated digital platforms, such as school learning management systems, while considering responsible media practice and online safety, and engaging with audience responses

- considering for representing community or cultural stories in media arts works
- reflecting on how and why understandings of were used within their media arts works, and their effect on the audience

Students learn to:

**present media arts works in informal and/or formal settings using responsible medi**

(AC9AMA6P01)

## **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

### **Creating and exchanging**

- Respect intellectual property

### **Speaking and listening**

- Interacting

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Practising digital safety and wellbeing**

- Manage digital privacy and identity

### **Responding to ethical issues**

- Making and reflecting on ethical decisions

### **Understanding ethical concepts and perspectives**

- Examine values, rights and responsibilities and ethical norms
- Recognise influences on ethical behaviour and perspectives

### **Creating and exchanging**

- Respect intellectual property

### **Creating and exchanging**

- Respect intellectual property

### **Responding to ethical issues**

- Making and reflecting on ethical decisions

### **Understanding ethical concepts and perspectives**

- Examine values, rights and responsibilities and ethical norms
- Recognise influences on ethical behaviour and perspectives

### **Responding to ethical issues**

- Explore ethical issues
- Making and reflecting on ethical decisions

### **Culture**

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

### **People**

- First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views

### **Navigating intercultural contexts**

- Consider responses to intercultural contexts
- Respond to biases, stereotypes, prejudices and discrimination

### **Resources**

### **Snapshot – Respect intellectual property**

## **Digital Literacy: Creating and exchanging: Respect intellectual property**

### **Content description**

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- respect products created by someone else by acknowledging when they use them and use strategies such as indicating the source
- respect intellectual property by identifying the legal obligations regarding the ownership and appropriate use of products, exploring copyright protocols and applying some referencing conventions
- respect intellectual property by applying practices that comply with ethical and legal obligations, referencing conventions and copyright protocols

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

##### **Content description**

### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

### **Snapshot – Manage digital privacy and identity**

#### **Digital Literacy: Practising digital safety and wellbeing: Manage digital privacy and**

##### **Content description**

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify their digital footprint (personal data stored by online tools)
- recognise their digital identity represents them online and can give a negative impression
- give and seek consent before sharing online with peers and trusted adults
- recognise the permanence of their digital footprint and digital identity, and the associated risks, including to their reputation
- give and seek consent before sharing online in trusted groups
- recognise their digital footprint is valuable, used by online tools for targeting, and that data shared online is no longer under their control
- consider who they trust with their data and review privacy policies before giving consent, and

seek consent before sharing online

## **Snapshot – Making and reflecting on ethical decisions**

### **Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical issues**

#### **Content description**

AC9AMA6P01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions
- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes

## **Snapshot – Examine values, rights and responsibilities and ethical norms**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

#### **Content description**

AC9AMA6P01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

## **Snapshot – Recognise influences on ethical behaviour and perspectives**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise influences on ethical behaviour and perspectives**

#### **Content description**

AC9AMA6P01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how emotions can affect behaviour and decision-making in different situations
- explain how habits and behaviour shape character and examine how they inform ethical perspectives
- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses

## **Snapshot – Respect intellectual property**

### **Digital Literacy: Creating and exchanging: Respect intellectual property**

#### **Content description**

AC9AMA6P01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- respect products created by someone else by acknowledging when they use them and use strategies such as indicating the source
- respect intellectual property by identifying the legal obligations regarding the ownership and appropriate use of products, exploring copyright protocols and applying some referencing conventions
- respect intellectual property by applying practices that comply with ethical and legal obligations, referencing conventions and copyright protocols

## **Snapshot – Respect intellectual property**

### **Digital Literacy: Creating and exchanging: Respect intellectual property**

#### **Content description**

AC9AMA6P01

## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- respect products created by someone else by acknowledging when they use them and use strategies such as indicating the source
- respect intellectual property by identifying the legal obligations regarding the ownership and appropriate use of products, exploring copyright protocols and applying some referencing conventions
- respect intellectual property by applying practices that comply with ethical and legal obligations, referencing conventions and copyright protocols

### **Snapshot – Making and reflecting on ethical decisions**

#### **Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical decisions**

##### **Content description**

AC9AMA6P01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions
- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes

### **Snapshot – Examine values, rights and responsibilities and ethical norms**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

##### **responsibilities and ethical norms**

##### **Content description**

AC9AMA6P01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe how values, rights and responsibilities, and shared expectations influence responses and decision-making
- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

### **Snapshot – Recognise influences on ethical behaviour and perspectives**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Recognise influences on ethical behaviour and perspectives**

##### **ethical behaviour and perspectives**

##### **Content description**

AC9AMA6P01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how emotions can affect behaviour and decision-making in different situations
- explain how habits and behaviour shape character and examine how they inform ethical perspectives
- explain how different traits, such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses

### **Snapshot – Explore ethical issues**

#### **Ethical Understanding: Responding to ethical issues: Explore ethical issues**

##### **Content description**

AC9AMA6P01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- use examples to describe how people may have different values and perspectives that they apply to an ethical issue
- describe how ethical perspectives or approaches to ethical issues may vary in different situations
- analyse the relationships between values, ethical perspectives and ethical frameworks when

responding to ethical issues

### **Snapshot – Making and reflecting on ethical decisions**

**Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical issues**

#### **Content description**

AC9AMA6P01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions
- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes

### **Snapshot – Reflect on the relationship between cultures and identities**

**Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

#### **Content description**

AC9AMA6P01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

### **Snapshot – Examine cultural perspectives and world views**

**Intercultural Understanding: Reflecting on culture and cultural diversity: Examine cultural perspectives and world views**

#### **Content description**

AC9AMA6P01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts
- examine the factors that influence cultural perspectives presented within intercultural contexts
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

### **Snapshot – Consider responses to intercultural contexts**

**Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts**

#### **Content description**

AC9AMA6P01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine the influence of past intercultural experiences on what they learn about themselves and others
- explain how intercultural experiences affect what they learn about relationship-building and interactions
- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour

### **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

**Intercultural Understanding: Navigating intercultural contexts: Respond to biases, stereotypes, prejudices and discrimination**

# prejudices and discrimination

## Content description

AC9AMA6P01

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions
- examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts

## Resource – Media Arts Examples of knowledge and skills

### Media Arts

#### Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Media Arts in relation to production processes and media arts concepts, and provide a suggested sequence for their introduction and development.

##### Introduction

Media arts concepts are the 6 concepts fundamental to Media Arts. They are media technologies, representations, audiences, institutions, media languages and relationships. Together, the media arts concepts provide a framework for students to engage with and create media arts works in existing or emerging forms and to consider media arts practices. The media arts concepts, although discussed independently, are interrelated. Students engage with each of the concepts at varying levels of depth in all bands.

In the media arts, production processes include 3 key stages during the creation of media arts works: pre-production, production and post-production. Other stages in a production process such as development and/or distribution may be considered, particularly in Years 7–10 as appropriate.

The examples are suggestions only and are neither prescriptive nor exhaustive. Teachers can draw from these examples to:

- make decisions about the order and pace with which they introduce and develop knowledge and skills
- support differentiation and meeting the needs of students with diverse learning needs
- plan Arts learning across a range of delivery contexts such as multi-disciplinary units across The Arts and other learning areas.

Throughout their Media Arts learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their media arts practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are also included alongside the examples of knowledge and skills.

Teachers are best placed to make decisions about the examples and questions that will best suit their students and context. Graphics suggest an introductory point for each of the knowledge and skill examples.

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