# AC9AMA4E01

**explore where, why and how media arts is created and/or distributed across , times, places and/or other contexts**

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## Elaborations

• sequencing images, sounds and/or text to clearly establish the beginning, middle and end of a
story or event; for example, taking a series of photographs or a short film sequence that represents
comic superheroes and villains through setting, costume and body language

• identifying meaning and describing representations in media arts works from different social,
cultural or historical contexts; for example, examining the different ways traditional stories are
retold using media technologies or the use of stereotypes in advertising

• comparing media arts works made for different purposes using appropriate language, and identifying
features such as use of conventions in a variety of media types

• using appropriate language to discuss the meaning of their own media arts works; for example, in
writing or through an oral, visual or multimedia presentation

• investigating digital or storyboarding as a planning tool; for example, preparing a storyboard for
a short film, stop motion or comic strip, to create a sequence of actions, changes or events;
rearranging the sequence of boards, or adding and removing boards, to change the meaning or add new
meaning to the narrative, and testing how a group of people responds

Students learn to:

## explore where, why and how media arts is created and/or distributed across culture and/or other contexts

(AC9AMA4E01)

## General capabilities and cross-curriculum priorities

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

### Writing

• Creating texts

### 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

## 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 .

### Analysing

• Interpret concepts and problems

### Inquiring

• Identify, process and evaluate information

### Creating and exchanging

• Create, communicate and collaborate

### Investigating

• Locate information

### Creating and exchanging

• Respect intellectual property

### Engaging with cultural and linguistic diversity

• Develop multiple perspectives

### Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

### Navigating intercultural contexts

• Respond to biases, stereotypes, prejudices and discrimination

**Analysing**

• Interpret concepts and problems

**Inquiring**

• Identify, process and evaluate information

**Analysing**

• Interpret concepts and problems

**Inquiring**

• Identify, process and evaluate information

**Social management**

• Communication

**Creating and exchanging**

• Plan

• Create, communicate and collaborate

**Resources**

**Snapshot – Creating texts**

## Literacy: Writing: Creating texts

### Content description

AC9AMA4E01

### Learning progression extract

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

#### Crafting ideas

• creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions

• includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)

• creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

#### Text forms and features

• writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")

• writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")

• makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)

• uses capital letters correctly to indicate proper nouns (see Punctuation)

• uses capital letters at the start and full stops at the end of sentences (see Punctuation)

• spells some high-frequency words correctly (see Spelling)

• uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

#### Vocabulary

• uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)

• uses words in own writing adopted from other writers

• uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

#### 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")

## Snapshot – Develop multiple perspectives

### Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

#### Content description

AC9AMA4E01

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
• 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

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

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

### Content description

AC9AMA4E01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• 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

### Snapshot – Adapt in intercultural exchanges

## Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

### Content description

AC9AMA4E01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• 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

### Snapshot – Interpret concepts and problems

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

### Content description

AC9AMA4E01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• 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

### Snapshot – Identify, process and evaluate information

## Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

### Content description

AC9AMA4E01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• 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

**Snapshot – Create, communicate and collaborate**

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

### Content description

AC9AMA4E01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• experiment with the features of familiar digital tools to create 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

**Snapshot – Locate information**

## Digital Literacy: Investigating: Locate information

### Content description

AC9AMA4E01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• locate information through search engines and in documents by applying search terms, and select
relevant information
• locate information through search engines and in documents by applying specific search terms, and
selecting and retrieving relevant information from multiple sources
• locate information through search engines and in documents by applying specific search terms based
on set criteria, and select and retrieve relevant information from multiple sources

**Snapshot – Respect intellectual property**

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

### Content description

AC9AMA4E01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• recognise ownership of products that others produce or that are produced collaboratively
• 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

**Snapshot – Develop multiple perspectives**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve
perspectives

### Content description

AC9AMA4E01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify opinions on familiar topics and intercultural experiences, recognising reasons for
different perspectives
• 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

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

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

### Content description

AC9AMA4E01

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• 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

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

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

### Content description

AC9AMA4E01

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• discuss examples of stereotypical statements used in familiar intercultural exchanges, reflecting on their feelings and responses
• 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

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9AMA4E01

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• 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

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

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

### Content description

AC9AMA4E01

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• 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

**Snapshot – Interpret concepts and problems**

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

### Content description

AC9AMA4E01

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other

- 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

## Snapshot – Identify, process and evaluate information

### Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

#### Content description

AC9AMA4E01

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- 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

## Snapshot – Communication

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

#### Content description

AC9AMA4E01

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

## Snapshot – Plan

### Digital Literacy: Creating and exchanging: Plan

#### Content description

AC9AMA4E01

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use simple digital tools to contribute to a basic plan to complete a task
- 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

## Snapshot – Create, communicate and collaborate

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

#### Content description

AC9AMA4E01

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- experiment with the features of familiar digital tools to create 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

## 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.
Download
Explore more

# AC9AMA4E02

**explore how First Nations Australians use media arts to communicate their connection to and responsibility for Country/**

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**Elaborations**
• identifying meaning and describing representations in media arts works created and/or co-created by First Nations Australians, such as how traditional stories of First Nations Australians are being retold using media technologies and ; for example, through animation, stop motion or green screen
• recognising, through media arts, how First Nations Australians' often contain and communicate connection to and responsibility for Country/ , such as naming the Country and Traditional Owners, showing respect to the Traditional Owners and acknowledging their Ancestors, and the land, sea, sky and waterways, singing and/or speaking in language
• exploring First Nations Australians' use of media arts to express connection to and responsibility for Country/ , such as communicating knowledge about the local seasons or using screen-based storytelling to maintain language and unique ways of life
• exploring how First Nations Australians use to communicate their connection to and responsibility for Country/ , such as use of media languages, media technologies or relationships; for example, learning about the diverse use of languages, symbols and icons
• collecting and sharing information about media arts works created and produced by First Nations Australians for occasions such as festivals or ceremonies, and reflecting on how these media arts works can communicate important information or knowledge about Country/
• exploring how stories and ideas can communicate connection to and responsibility for Country/ ; for example, cultural stories of cyclic phenomena, knowledge of land, sea, sky and waterways, how First Nations Australians perceive themselves and their environment

• exploring a media arts work that includes images, sound and/or text and communicates the diversity of First Nations Australians' , such as an interactive map of First Nations Australian languages, considering, for example, how media technologies and languages are used to communicate and create a relationship with the viewer

Students learn to:

## explore how First Nations Australians use media arts to communicate their connect responsibility for Country/Place

(AC9AMA4E02)

## 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

### Navigating intercultural contexts

• Adapt in intercultural exchanges

### 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.

• 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

### 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.

### People

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## Reflecting on culture and cultural diversity
• Reflect on the relationship between cultures and identities
## Culture
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• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.
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## 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
• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.
## 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.
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## Country/Place
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## Reflecting on culture and cultural diversity
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**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**

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

**Culture**

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**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.

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities

**Culture**

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**People**

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

**Resources**

**Snapshot – Develop empathy**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

### Content description

AC9AMA4E02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences
• 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

**Snapshot – Examine cultural perspectives and world views**
### Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views
#### Content description
AC9AMA4E02
#### Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• describe how people express agreement or disagreement about what they value within familiar intercultural contexts
• 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

**Snapshot – Adapt in intercultural exchanges**
### Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu
#### Content description
AC9AMA4E02
#### Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• 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

**Snapshot – Reflect on the relationship between cultures and identities**
### Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect c relationship between cultures and identities
#### Content description
AC9AMA4E02
#### Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• 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

**Snapshot – Reflect on the relationship between cultures and identities**
### Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect c relationship between cultures and identities
#### Content description
AC9AMA4E02
#### Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• 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

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

**relationship between cultures and identities**

### Content description

AC9AMA4E02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
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• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

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

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

### Content description

AC9AMA4E02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• 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

# AC9AMA4D01

**develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or interactive elements**

•

•

### Elaborations

• experimenting with suspense to create meaning and sustain representations; for example, exploring the way colour, shot type and editing techniques are used to communicate film
• investigating how the conventions of a news story or video game communicate meaning; for example, examining the different ways speech bubble text can be written and how it can reflect the way a character is speaking
• exploring different ways of creating sounds when making a soundscape; for example, creating Foley sounds with available resources, such as rustling plastic for the sound of fire or using different types of shoes and surfaces to create a variety of footstep sounds
• exploring media technologies and languages when creating sound effects or images to convey a mood or main idea of a story; for example, reviewing captured images, storyboarding, zooming in and out, deleting unwanted images, adding sound/text to images to create or support a story, considering how different options might be perceived by the intended audience
• using Viewpoints to develop questions to respond to their experiences as they work, such as, "In what ways does the meaning of the image change when I manipulate the sound effects?", "Where is the suspense happening in this work, and how do I know?", "Which images will best represent the story I am trying to tell?"

Students learn to:

## develop media production skills by exploring ways of shaping ideas using media te sounds, text and/or interactive elements

(AC9AMA4D01)

### General capabilities and cross-curriculum priorities

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

**Creating and exchanging**

• Create, communicate and collaborate

**Practising digital safety and wellbeing**

• Manage digital wellbeing

**Managing and operating**

• Select and operate tools

**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

• Consider alternatives

**Creating and exchanging**

• Create, communicate and collaborate

**Generating**

• Create possibilities

• Consider alternatives

**Creating and exchanging**

• Create, communicate and collaborate

**Generating**

• Create possibilities

• Consider alternatives

**Creating and exchanging**

• Create, communicate and collaborate

**Generating**

• Create possibilities

• Consider alternatives

**Creating and exchanging**

• Create, communicate and collaborate

**Inquiring**

• Develop questions

**Resources**

**Snapshot – Create, communicate and collaborate**

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

#### Content description

AC9AMA4D01

#### Continuum extract

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

• experiment with the features of familiar digital tools to create 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

**Snapshot – Manage digital wellbeing**

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

#### Content description

AC9AMA4D01

#### Continuum extract

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

• follow agreed rules for the healthy use of digital tools and apply them at school and home

• follow an agreed code of conduct for the healthy use of digital tools

• follow an agreed code of conduct for the healthy and productive use of digital tools, considering the impact of tool use on wellbeing

**Snapshot – Select and operate tools**

## Digital Literacy: Managing and operating: Select and operate tools

### Content description

AC9AMA4D01

### Continuum extract

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

• use familiar digital tools to complete tasks and consolidate learning
• attempt to solve a problem before seeking help
• select and use a range of digital tools to complete tasks
• attempt to solve a problem individually and with peers before seeking help
• select and use the core features of digital tools to efficiently complete tasks
• troubleshoot basic problems and identify repetitive tasks to automate

**Snapshot – Understanding texts**

## Literacy: Reading and viewing: Understanding texts

### Content description

AC9AMA4D01

### Learning progression extract

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

#### Comprehension

• reads and views simple texts independently (see Text complexity)
• locates directly stated information
• recounts or describes sequenced ideas or information
• identifies a clearly evident main idea in a simple text
• listens to texts to engage with learning area content (e.g. a text about family histories)
• reads and views the content of texts and describes new or learnt information
• expresses an opinion or preference for a topic or text with a supporting reason
• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

#### Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
• reads high-frequency words in continuous text
• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
• pauses when meaning breaks down and attempts to self-correct
• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

#### Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)
• makes plausible interpretations of the meaning of unfamiliar words
• understands simple qualifying or emotive words
• uses context to understand homonyms

#### 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")

**Snapshot – Create possibilities**

## Critical and Creative Thinking: Generating: Create possibilities

### Content description

AC9AMA4D01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them
• 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

**Snapshot – Consider alternatives**

## Critical and Creative Thinking: Generating: Consider alternatives

### Content description

AC9AMA4D01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives and explore different or creative ways to approach a task or problem
• 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

**Snapshot – Create, communicate and collaborate**

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

### Content description

AC9AMA4D01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• experiment with the features of familiar digital tools to create 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

**Snapshot – Create possibilities**

## Critical and Creative Thinking: Generating: Create possibilities

### Content description

AC9AMA4D01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them
• 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

**Snapshot – Consider alternatives**

## Critical and Creative Thinking: Generating: Consider alternatives

### Content description

AC9AMA4D01
**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives and explore different or creative ways to approach a task or problem
• 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

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

### Content description

AC9AMA4D01
### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• experiment with the features of familiar digital tools to create 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

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

### Content description

AC9AMA4D01
### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them
• 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

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

### Content description

AC9AMA4D01
### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives and explore different or creative ways to approach a task or problem
• 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

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

### Content description

AC9AMA4D01
### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• experiment with the features of familiar digital tools to create 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

**Snapshot – Create possibilities**

## Critical and Creative Thinking: Generating: Create possibilities

### Content description

AC9AMA4D01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them
• 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

**Snapshot – Consider alternatives**

## Critical and Creative Thinking: Generating: Consider alternatives

### Content description

AC9AMA4D01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives and explore different or creative ways to approach a task or problem
• 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

**Snapshot – Create, communicate and collaborate**

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

### Content description

AC9AMA4D01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• experiment with the features of familiar digital tools to create 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

**Snapshot – Develop questions**

## Critical and Creative Thinking: Inquiring: Develop questions

### Content description

AC9AMA4D01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop questions to explore a familiar idea or topic
• questions developed are fit for the purpose of the investigation
• 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

**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.
Download
Explore more

# AC9AMA4C01

**use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning**

•

•

**Elaborations**
• taking a series of photographs that show themselves and their friends as comic superheroes and villains through setting, costume and body language, and using questions based on Viewpoints relating to forms and elements; for example, "What images will I use and in what order?"
• creating a soundscape to accompany a moving image that includes Foley sounds and recorded sounds on a variety of devices to explore volume, layering and the use of voice to create a sense of environment
• using learning from explorations of media arts works that communicate First Nations Australians' connection to and responsibility for to devise media arts works that communicate their own connection to and responsibility for place; for example, creating a short film that communicates their feelings about a "favourite" place or shows how they care for a place in their community
• experimenting with the camera and framing the subject, using shot types, angles and lighting, and experimenting to apply text to still or moving images, such as credits in a title sequence
• filming a short sequence that focuses on conflict by selecting camera angles, lighting and/or costume to convey meaning without dialogue
• collaborating with others to make a small publication to explore ideas that are significant in their lives; for example, a zine or new website, using collaged images and texts and drawings
Students learn to:

# use media languages, media technologies and production processes to construct r
communicate ideas, perspectives and/or meaning

(AC9AMA4C01)

## General capabilities and cross-curriculum priorities

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

**Creating and exchanging**

• Create, communicate and collaborate

**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**

• Put ideas into action

**Inquiring**

• Develop questions

**Creating and exchanging**

• Create, communicate and collaborate

**Generating**

• Put ideas into action

**Creating and exchanging**

• Create, communicate and collaborate

**Managing and operating**

• Select and operate tools

**Creating and exchanging**

• Create, communicate and collaborate

• Respect intellectual property

**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.

**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.

**Generating**

• Put ideas into action

**Creating and exchanging**

• Create, communicate and collaborate

**Managing and operating**

• Select and operate tools

**Generating**

• Put ideas into action

**Creating and exchanging**

• Create, communicate and collaborate

**Managing and operating**

• Select and operate tools

**Social management**

• Collaboration

## Related content

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

AC9TDI4P03

## Resources

**Work Samples**

## Snapshot – Create, communicate and collaborate

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

### Content description

AC9AMA4C01

### Continuum extract

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

• experiment with the features of familiar digital tools to create 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

## Snapshot – Understanding texts

## Literacy: Reading and viewing: Understanding texts

### Content description

AC9AMA4C01

### Learning progression extract

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

### Comprehension

• reads and views simple texts independently (see Text complexity)

• locates directly stated information

• recounts or describes sequenced ideas or information

• identifies a clearly evident main idea in a simple text

• listens to texts to engage with learning area content (e.g. a text about family histories)

• reads and views the content of texts and describes new or learnt information

• expresses an opinion or preference for a topic or text with a supporting reason

• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)

• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

### Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)

• reads high-frequency words in continuous text

• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)

• pauses when meaning breaks down and attempts to self-correct

• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)

• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

### Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)

• makes plausible interpretations of the meaning of unfamiliar words

• understands simple qualifying or emotive words

• uses context to understand homonyms

### 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")

## Snapshot – Put ideas into action

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

### Content description

AC9AMA4C01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
• 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

## Snapshot – Develop questions

# Critical and Creative Thinking: Inquiring: Develop questions

### Content description

AC9AMA4C01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop questions to explore a familiar idea or topic
• questions developed are fit for the purpose of the investigation
• 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

## Snapshot – Create, communicate and collaborate

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

### Content description

AC9AMA4C01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• experiment with the features of familiar digital tools to create 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

## Snapshot – Put ideas into action

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

### Content description

AC9AMA4C01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
• 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

## Snapshot – Create, communicate and collaborate

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

## Content description

AC9AMA4C01

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• experiment with the features of familiar digital tools to create 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

**Snapshot – Select and operate tools**

# Digital Literacy: Managing and operating: Select and operate tools

## Content description

AC9AMA4C01

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use familiar digital tools to complete tasks and consolidate learning
• attempt to solve a problem before seeking help
• select and use a range of digital tools to complete tasks
• attempt to solve a problem individually and with peers before seeking help
• select and use the core features of digital tools to efficiently complete tasks
• troubleshoot basic problems and identify repetitive tasks to automate

**Snapshot – Create, communicate and collaborate**

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

## Content description

AC9AMA4C01

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• experiment with the features of familiar digital tools to create 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

**Snapshot – Respect intellectual property**

# Digital Literacy: Creating and exchanging: Respect intellectual property

## Content description

AC9AMA4C01

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• recognise ownership of products that others produce or that are produced collaboratively
• 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

**Snapshot – Put ideas into action**

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

## Content description

AC9AMA4C01

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
• 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

## Snapshot – Create, communicate and collaborate

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

### Content description

AC9AMA4C01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• experiment with the features of familiar digital tools to create 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

## Snapshot – Select and operate tools

# Digital Literacy: Managing and operating: Select and operate tools

### Content description

AC9AMA4C01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use familiar digital tools to complete tasks and consolidate learning
• attempt to solve a problem before seeking help
• select and use a range of digital tools to complete tasks
• attempt to solve a problem individually and with peers before seeking help
• select and use the core features of digital tools to efficiently complete tasks
• troubleshoot basic problems and identify repetitive tasks to automate

## Snapshot – Put ideas into action

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

### Content description

AC9AMA4C01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
• 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

## Snapshot – Create, communicate and collaborate

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

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## Snapshot – Collaboration

## Personal and Social capability: Social management: Collaboration

### Content description

AC9AMA4C01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

## 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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# AC9AMA4P01

**share media arts works in informal settings considering responsible media practice**

•

•

**Elaborations**

• creating credits in a title sequence and selecting appropriate fonts, colour and length of display time to accompany screening of a series of moving images that the class has created

• seeking permission to take photos of class members; for example, documenting a school excursion for publication on the school intranet and acknowledging that this permission has been obtained when sharing the work

• considering media concepts, such as audience and relationships, when formatting and laying out a story, using available software and appropriate text conventions for a front-page news story or print advertisement

Students learn to:

# share media arts works in informal settings considering responsible media practice

(AC9AMA4P01)

## General capabilities and cross-curriculum priorities

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

### Practising digital safety and wellbeing

• Manage digital privacy and identity

### 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 .

### Creating and exchanging

• Plan

• Create, communicate and collaborate

### Managing and operating

• Select and operate tools

### Measurement and geometry

• Measuring time

### Practising digital safety and wellbeing

• Manage digital privacy and identity

• Manage digital wellbeing

### Creating and exchanging

• Plan

### Managing and operating

• Select and operate tools

## Resources

## Snapshot – Manage digital privacy and identity

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

#### Content description

AC9AMA4P01

#### Continuum extract

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

• recognise that online tools (website and apps) store their personal data, which may give an impression of them

• 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

**Snapshot – Interacting**

## Literacy: Speaking and listening: Interacting

### Content description

AC9AMA4P01

### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively to stay on topic in a small group discussion
• takes an active role in  small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• 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

**Snapshot – Plan**

## Digital Literacy: Creating and exchanging: Plan

### Content description

AC9AMA4P01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to contribute to a basic plan to complete a task
• 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

**Snapshot – Create, communicate and collaborate**

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

### Content description

AC9AMA4P01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• experiment with the features of familiar digital tools to create content
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
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**Snapshot – Select and operate tools**

## Digital Literacy: Managing and operating: Select and operate tools

### Content description

AC9AMA4P01

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
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- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate

## Snapshot – Measuring time

# Numeracy: Measurement and geometry: Measuring time

## Content description

AC9AMA4P01

## Learning progression extract

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

### Units of time

- uses and justifies the appropriate unit of time to describe the duration of events (e.g. uses minutes to describe time taken to clean teeth; uses hours to describe the duration of a long-distance car trip)
- identifies that the clockface is a circle subdivided into 12 12 1 2 parts and uses these to allocate hour markers
- identifies that hour markers on a clock can also represent quarter-hour and half-hour marks and shows that there is a minute hand and an hour hand on a clock
- identifies the direction of clockwise and anticlockwise relating it to the hands of the clock
- reads time on analog clocks to the hour, half-hour and quarter-hour
- names and orders days of the week and months of the year
- uses a calendar to identify the date and determine the number of days in each month

### Measuring time

- uses standard instruments and units to describe and measure time to hours, minutes and seconds (e.g. measures time using a stopwatch; sets a timer on an appliance; estimates the time it would take to walk to the other side of the school oval and uses minutes as the unit of measurement)
- reads and interprets different representations of time (e.g. reads the time on an analog clock, watch or digital clock; uses lap times on a stop watch or fitness app)
- identifies the minute hand movement on an analog clock and the 60 60 6 0 -minute markings, interpreting the numbers as representing lots of 5 5 5 (e.g. interprets the time on an analog clock to read 7 7 7 : 40 40 4 0 , by reading the hour hand and the minute hand and explaining how they are related)
- uses smaller units of time such as seconds to record duration of events (e.g. records reaction times in sports or in relation to safe driving)
- uses a calendar to calculate time intervals in days and weeks, bridging months (e.g. develops fitness plans, tracks growth and development progress and sets realistic personal and health goals using a calendar)

### Relating units of time

- identifies the relationship between units of time (e.g. months and years; seconds, minutes and hours)
- uses am and pm notation to distinguish between morning and afternoon using 12 12 1 2 -hour time
- determines elapsed time using different units such as hours and minutes, weeks and days (e.g. when developing project plans, time schedules and tracking growth)
- interprets and uses a timetable
- constructs timelines using a time scale (e.g. chronologically sequences the history of the school)

## Snapshot – Manage digital privacy and identity

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

## Content description

AC9AMA4P01

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• recognise that online tools (website and apps) store their personal data, which may give an impression of them
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• give and seek consent before sharing online with peers and trusted adults
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## Snapshot – Manage digital wellbeing

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

#### Content description

AC9AMA4P01

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• follow agreed rules for the healthy use of digital tools and apply them at school and home
• follow an agreed code of conduct for the healthy use of digital tools
• follow an agreed code of conduct for the healthy and productive use of digital tools, considering the impact of tool use on wellbeing

## Snapshot – Plan

### Digital Literacy: Creating and exchanging: Plan

#### Content description

AC9AMA4P01

#### Continuum extract

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