AC9AMA10E01

investigate the ways that media artists use to construct representations in media arts works and practices across , times, places and/or other contexts

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Elaborations

• analysing and evaluating the social, cultural and/or ethical implications of the changing nature of representations in media arts works over time; for example, deconstructing representations constructed at different times or in different places to compare the representations of gender in print, screen and/or interactive media, or deconstructing the representation of multiculturalism or youth in Australian television

• justifying, in a video commentary, the technical and symbolic code choices they have made in constructing representations, their framework of social and cultural , and communicating alternative points of view

• analysing and evaluating the way social and can be communicated to audiences through the manipulation of technical and symbolic in media arts works they view and make

• exploring how media platforms use data and how they can influence the breadth and depth of information provided to an audience; for example, through a media feed

• evaluating relationships embedded within media practices and discussing how media arts works and institutions can influence or challenge media practices and audience perceptions

• researching audiences of specific or users of specific media platforms, and analysing and evaluating the way generic technical and symbolic have been manipulated to engage these audiences across media forms such as music videos, animated short films, documentaries, short films, feature films, television programs, computer games, websites or social media platforms (considering online safety)

• analysing and evaluating the ways technical and symbolic have been used to construct stereotypical representations in media arts works targeted to specific audiences in a range of historical and contemporary contexts or across traditional and emerging media formats

• identifying, describing and explaining the way technical and symbolic such as camera techniques, editing, sound, rhythm or mise-en-scène are manipulated in media arts works they have viewed or made to evoke audience responses such as excitement or fear, and/or to convey an intended meaning or position about an issue or idea, such as an opinion about climate change

• examining the role of media makers in perpetuating and/or challenging prevailing views on issues of contemporary relevance

Students learn to:

investigate the ways that media artists use media arts concepts to construct repres media arts works and practices across cultures, times, places and/or other contexts

(AC9AMA10E01)

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

• Respond to biases, stereotypes, prejudices and discrimination
• 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 .

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

• Develop empathy

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Investigating

• Acquire and collate data

Social awareness

• Community awareness

Investigating

• Acquire and collate data

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

• Develop empathy

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

• Examine cultural perspectives and world views

Analysing

• Interpret concepts and problems

• Draw conclusions and provide reasons

Systems

• All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

Social awareness

• Community awareness

Resources

Snapshot – Develop multiple perspectives

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

Content description

AC9AMA10E01

Continuum extract

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

• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

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

AC9AMA10E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Respond to biases, stereotypes, prejudices and discrimination

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

Content description

AC9AMA10E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
• apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9AMA10E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9AMA10E01

Learning progression extract

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

Comprehension

• reads and views complex texts (see Text complexity)
• identifies the main themes or concepts in complex texts by synthesising key ideas or information
• summarises the text, identifying key details only
• draws inferences, synthesising clues and evidence across a text
• builds meaning by actively linking ideas from a number of texts or a range of digital sources
• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
• identifies different interpretations of the text citing evidence from a text
• evaluates language features for relevance to purpose and audience
• analyses texts that have more than one purpose and explains how parts of the text support a

particular purpose

• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)

• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

• uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning

• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)

• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)

• judiciously selects texts for learning area tasks and purposes

Vocabulary

• identifies language used to create tone or atmosphere

• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)

• applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words

• uses a range of context and grammatical cues to understand unfamiliar words

• interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

• evaluates the reasoning and evidence in a persuasive text

• explains how context (e.g. time, place, situation) influences interpretations of a text

• analyses the author's perspectives in complex or some highly complex texts

• analyses the techniques authors use to position readers

• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning

• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")

• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")

• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

• reads and views highly complex texts (see Text complexity)

• interprets symbolism in texts, providing evidence to justify interpretation

• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments

• analyses the credibility and validity of primary and secondary sources

• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style

• analyses the cumulative impact of use of language features and vocabulary across texts

• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")

• evaluates the social, moral and ethical positions taken in texts

Processes

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

Vocabulary

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AMA10E01

Continuum extract

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9AMA10E01

Continuum extract

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Develop multiple perspectives

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

Content description

AC9AMA10E01

Continuum extract

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9AMA10E01

Continuum extract

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

- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences
- analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

Snapshot – Examine cultural perspectives and world views

Intercultural Understanding: Reflecting on culture and cultural diversity: Examine

perspectives and world views

Content description

AC9AMA10E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AMA10E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Identify, process and evaluate information

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

Content description

AC9AMA10E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AMA10E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Identify, process and evaluate information

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

Content description

AC9AMA10E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AMA10E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Identify, process and evaluate information

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

Content description

AC9AMA10E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9AMA10E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance
• collect and evaluate quantitative and qualitative data using specialised digital tools and processes in the context of identified problems

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9AMA10E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse roles and responsibilities of citizens within communities
• evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9AMA10E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance
• collect and evaluate quantitative and qualitative data using specialised digital tools and processes in the context of identified problems

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AMA10E01

Continuum extract

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

• 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

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Identify, process and evaluate information

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

Content description

AC9AMA10E01

Continuum extract

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

• 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

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

AC9AMA10E01

Continuum extract

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

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9AMA10E01

Continuum extract

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

• use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences

• analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

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

AC9AMA10E01

Continuum extract

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

• 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
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9AMA10E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AMA10E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9AMA10E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9AMA10E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse roles and responsibilities of citizens within communities
• evaluate ways of contributing to communities at local, regional, national and global levels

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

AC9AMA10E02

investigate the ways First Nations Australian media artists and/or producers celebrate and challenge multiple perspectives of Australian identity through media arts

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Elaborations

• investigating how First Nations Australian media artists and/or producers are exploring and challenging concepts and histories of Australia and Australian identity
• exploring the ways that First Nations Australian media artists and/or producers use their practice to communicate ideas, messages and lived experiences to the broader community; for example, issues such as The Stolen Generations, land rights, racism, family, stereotyping or dispossession
• comparing and critiquing ways First Nations Australian media artists use their practice to celebrate and challenge perspectives about Australia's identity, and the multiple ways they communicate these perspectives
• using questions based on Viewpoints to examine the ideology or philosophical stance taken in media arts works, such as ways that music videos, feature films, community service announcements, advertisements and news reports depict First Nations Australians' histories and , and evaluating the potential impact on audiences and relationships
• understanding the ways that media arts provide a voice for First Nations Australians through media institutions and forms such as film, television and online media platforms
• analysing the ways that First Nations Australian media artists use their practice to challenge and inform community debate and present multiple ways of understanding an issue; for example, exploring how First Nations Australians are caring for and highlighting these issues through media arts
Students learn to:

investigate the ways First Nations Australian media artists and/or producers celebra multiple perspectives of Australian identity through media arts

(AC9AMA10E02)
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

• Respond to biases, stereotypes, prejudices and discrimination

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

• The occupation and colonisation of Australia by the British, under the now overturned doctrine of terra nullius , were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, 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.

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.

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 .

Navigating intercultural contexts

• Consider responses to intercultural contexts

• Respond to biases, stereotypes, prejudices and discrimination

• 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

• The occupation and colonisation of Australia by the British, under the now overturned doctrine of terra nullius , were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, 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.

Social awareness

• Community awareness

Culture

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Country/Place

• The occupation and colonisation of Australia by the British, under the now overturned doctrine of terra nullius , were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, 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.

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.

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.

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.

Reflecting on culture and cultural diversity

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

Culture

• 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

• 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.

Culture

• 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.

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.

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Resources
Snapshot – Develop empathy
Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9AMA10E02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use perspective-taking, mutual understanding and respect to sustain interactions in diverse
intercultural experiences
• analyse diverse experiences of intercultural contexts, understanding how these contexts influence
their own and others' feelings, motivations and actions

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

Content description

AC9AMA10E02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse the reasons, experiences and understandings that inform diverse cultural perspectives and
world views in a range of intercultural contexts
• evaluate how common and conflicting values within and across cultural and linguistic groups affect
the presentation of cultural perspectives and world views

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

Content description

AC9AMA10E02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse the origins of biases, stereotypes and prejudices affecting interactions and the
representation of groups, proposing actions to build awareness of experiences or impacts
• apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges,
proposing actions to challenge biases, stereotypes, prejudices and discrimination

Snapshot – Consider responses to intercultural contexts
Intercultural Understanding: Navigating intercultural contexts: Consider response contexts

Content description

AC9AMA10E02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse how cultural representations in a range of intercultural contexts influence self-awareness
of culturally appropriate behaviour
• apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering
and developing alternative responses

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

Content description

AC9AMA10E02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
• apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9AMA10E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9AMA10E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse roles and responsibilities of citizens within communities
• evaluate ways of contributing to communities at local, regional, national and global levels

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

AC9AMA10E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9AMA10E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

AC9AMA10D01

experiment with ways to construct representations that reflect ideas, perspectives and/or meaning, and/or use of media conventions, media languages and media technologies

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Elaborations

• examining the way technical and symbolic are shaped by a media artist such as a social media influencer, auteur, game designer or music video director, to inform their construction of representations; for example, using design, production and post-production processes to engage a target audience for a narrative music video or short film, social media product, or film such as a teen flick, thriller film or documentary

• researching target audiences and conventions used in successful online media arts works and using the results of this research to design and produce a media arts work that communicates representations aimed at building relationships with and engaging an audience

• experimenting with use of mise-en-scène, camera work, sound, editing and media technologies in ways that are typically used in a , auteur or film movement

• manipulating technical and symbolic media and conventions of specific film, television or radio to produce a media arts work for a target audience; for example, creating a film trailer, film poster, short film or soundscape that communicates their understandings of the world around them

Students learn to:

experiment with ways to construct representations that reflect ideas, perspectives a and/or use of media conventions, media languages and media technologies

(AC9AMA10D01)

General capabilities and cross-curriculum priorities

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

Generating

• Create possibilities
• Consider alternatives
• Put ideas into action

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 .

Analysing

• Interpret concepts and problems

Generating

• Create possibilities

Creating and exchanging

• Create, communicate and collaborate

Statistics and probability

• Interpreting and representing data

Analysing

• Interpret concepts and problems

Generating

• Create possibilities

Creating and exchanging

• Create, communicate and collaborate

Analysing

• Interpret concepts and problems

Generating

• Create possibilities

Creating and exchanging

• Create, communicate and collaborate

Related content

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

AC9TDI10P08

Resources

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMA10D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMA10D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AMA10D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
• put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9AMA10D01

Learning progression extract

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

Comprehension

• reads and views complex texts (see Text complexity)
• identifies the main themes or concepts in complex texts by synthesising key ideas or information
• summarises the text, identifying key details only
• draws inferences, synthesising clues and evidence across a text
• builds meaning by actively linking ideas from a number of texts or a range of digital sources
• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
• identifies different interpretations of the text citing evidence from a text
• evaluates language features for relevance to purpose and audience
• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

• uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning

• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)

• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)

• judiciously selects texts for learning area tasks and purposes

Vocabulary

• identifies language used to create tone or atmosphere

• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)

• applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words

• uses a range of context and grammatical cues to understand unfamiliar words

• interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

• evaluates the reasoning and evidence in a persuasive text

• explains how context (e.g. time, place, situation) influences interpretations of a text

• analyses the author's perspectives in complex or some highly complex texts

• analyses the techniques authors use to position readers

• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning

• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")

• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")

• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

• reads and views highly complex texts (see Text complexity)

• interprets symbolism in texts, providing evidence to justify interpretation

• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments

• analyses the credibility and validity of primary and secondary sources

• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style

• analyses the cumulative impact of use of language features and vocabulary across texts

• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")

• evaluates the social, moral and ethical positions taken in texts

Processes

• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts

• identifies subtle contradictions and inconsistencies in texts

Vocabulary

• interprets complex, formal and impersonal language in academic texts

• uses lexical cues to interpret unfamiliar vocabulary
• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AMA10D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMA10D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Create, communicate and collaborate

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

Content description

AC9AMA10D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9AMA10D01

Learning progression extract

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

Interpreting graphical representations

• uses features of graphical representations to make predictions (e.g. predicts audience numbers based on historical data; interprets a range of graphs to identify possible trends and make predictions such as economic growth, stock prices, interest rates, population growth)
• summarises data using fractions, percentages and decimals (e.g. 2 3 $\frac{2}{3}$ 3 2 ■ of a class live in the same suburb; represents road safety and sun safety statistics as a percentage of the Australian population)
• explains that continuous variables depicting growth or change often vary over time (e.g. creates growth charts to illustrate impacts of financial decisions; describes patterns in inflation rates, employment rates, migration rates over time; represents changes to fitness levels following the implementation of a personal fitness plan; interprets temperature charts)
• interprets graphs depicting motion such as distance–time and velocity–time graphs
• interprets and describes patterns in graphical representations of data from real-life situations such as the motion of a rollercoaster, flight trajectory of a basketball shot and the spread of

disease
• investigates the association of 2 2 2 numerical variables through the representation and interpretation of bivariate data (e.g. uses scatter plots to represent bivariate data when investigating the relationship between 2 2 2 variables, such as income per capita, population density and life expectancy for different socio-economic groups)
• investigates, represents and interprets time series data (e.g. interrogates a time series graph showing the change in costs over time; uses a maximum daily temperature chart to determine the average temperature for the month)
• interprets the impact of changes to data (e.g. recognises the impact of outliers on a data set such as the income of a world-class professional athlete on the average income of players at the state/territory level; uses digital tools to enhance the quality of data in a science investigation)

Sampling

• considers the context when determining whether to use data from a sample or a population
• determines what type of sample to use from a population (e.g. decides to use a representative sample when conducting targeted market research or when researching beliefs about a health-related issue)
• makes reasonable statements about a population based on evidence from samples (e.g. considers accuracy of representation of marginalised individuals or population groups)
• plans, executes and reports on sampling-based investigations, taking into account validity of methodology and consistency of data, to answer questions formulated by the student

Recognising bias

• applies an understanding of distributions to evaluate claims based on data (e.g. recognises that the accuracy of using a sample for predicting population values depends on both the relative size of the sample and how well the characteristics of the sample reflect the characteristics of the population; critically analyses statistics that reinforce stereotypes; evaluates claims made by the media regarding young people in relation to drugs and/or risk-taking behaviours)
• identifies and explains bias as a possible source of error in media reports of survey data (e.g. uses data to evaluate veracity of review headlines such as "everybody's favourite game"; investigates media claims on attitudes to government responses to market failure or income redistribution)
• justifies criticisms of data sources that include biased statistical elements (e.g. inappropriate sampling from populations; identifying sources of uncertainty in a scientific investigation; checks the authenticity of a data set)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AMA10D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMA10D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Create, communicate and collaborate

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

Content description

AC9AMA10D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AMA10D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMA10D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Create, communicate and collaborate

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

Content description

AC9AMA10D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse 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

AC9AMA10D02

reflect on their own or others' media arts works and/or practices to refine and inform choices they make during stages of the production process

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Elaborations

• developing skills needed to use selected media technologies to produce a photographic sequence for distribution in print, through an online photo gallery or a moving image media arts work, such as sequences or scenes using a DSLR camera, and developing understanding through reflective practice of how to use the manual settings for ISO, shutter speed and aperture for accurate exposure
• identifying and developing knowledge and skills needed to produce a media arts work such as a computer game, community service announcement, website or music video, to develop audience awareness about a social or cultural issue
• using Viewpoints to frame questions and explore possibilities by, for example, examining how camera work, sound, editing, media technologies and mise-en-scène have been manipulated to construct conventional representations of , themes or ideas in a or body of work of an auteur or film movement or ; then safely, ethically, legally and responsibly designing, producing and editing a media arts work that communicates alternative representations to audiences
• documenting and explaining their creative choices in relation to representations or and conventions
• using editing software to experiment with structuring sequences, and applying technical and symbolic and conventions, to create meaning for audiences; for example, adding filters, text, music, rhythm and pace to a suspense sequence, using teen flick conventions for font, music and split screen to create a sequence, or paying homage to an influential director by manipulating pace and rhythm to create suspense
• using Viewpoints to develop investigating questions when making decisions about how they will represent a theme, concept or idea, and considering possibilities for using or disrupting media conventions
Students learn to:

reflect on their own or others' media arts works and/or practices to refine and inforr make during stages of the production process

(AC9AMA10D02)
General capabilities and cross-curriculum priorities
This content description connects to the following general capabilities and cross-curriculum priorities.

Reflecting

• Think about thinking (metacognition)

• Transfer knowledge

Self-awareness

• Reflective practice

Social management

• Communication

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

Responding to ethical issues

• Explore ethical issues

Understanding ethical concepts and perspectives

• Explore ethical concepts

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

Analysing

• Evaluate actions and outcomes

Inquiring

• Identify, process and evaluate information

Reflecting

• Transfer knowledge

Responding to ethical issues

• Explore ethical issues

Reflecting

• Think about thinking (metacognition)

Creating and exchanging

• Plan

• Create, communicate and collaborate

Analysing

• Evaluate actions and outcomes

Inquiring

• Develop questions

Reflecting

• Think about thinking (metacognition)

• Transfer knowledge

Resources

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9AMA10D02

Continuum extract

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

• reflect on the thinking and processes used when completing activities or drawing conclusions

• invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches

• reflect on the thinking and processes used when completing activities and drawing conclusions

• identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9AMA10D02

Continuum extract

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

• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

• identify, plan and justify opportunities to transfer knowledge into new contexts

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AMA10D02

Continuum extract

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

• plan a personal response to a range of contexts using feedback from previous experiences

• evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9AMA10D02

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9AMA10D02

Continuum extract

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

• use simple planning tools to develop and follow a plan to complete individual and collaborative projects

• use project management tools to develop and track a plan to complete individual and collaborative projects

Snapshot – Create, communicate and collaborate

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

Content description

AC9AMA10D02

Continuum extract

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

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9AMA10D02

Continuum extract

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

• analyse■the relationships between values, ethical perspectives■and ethical frameworks when

responding to ethical issues
• apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9AMA10D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse■the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts
• evaluate■the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9AMA10D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9AMA10D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

Snapshot – Identify, process and evaluate information

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

Content description

AC9AMA10D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9AMA10D02

Continuum extract

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

• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made

• identify, plan and justify opportunities to transfer knowledge into new contexts

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9AMA10D02

Continuum extract

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

• analyse■the relationships between values, ethical perspectives■and ethical frameworks when responding to ethical issues

• apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9AMA10D02

Continuum extract

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

• reflect on the thinking and processes used when completing activities or drawing conclusions

• invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches

• reflect on the thinking and processes used when completing activities and drawing conclusions

• identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9AMA10D02

Continuum extract

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

• use simple planning tools to develop and follow a plan to complete individual and collaborative projects

• use project management tools to develop and track a plan to complete individual and collaborative projects

Snapshot – Create, communicate and collaborate

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

Content description

AC9AMA10D02

Continuum extract

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

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9AMA10D02

Continuum extract

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

• 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
• evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9AMA10D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop questions to investigate complex issues and topics
• questions developed assist in forming an understanding of why phenomena or issues arise
• develop questions to investigate complex issues and topics
• questions developed facilitate increasing understanding of abstract ideas and concepts

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9AMA10D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• reflect on the thinking and processes used when completing activities or drawing conclusions
• invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
• reflect on the thinking and processes used when completing activities and drawing conclusions
• identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9AMA10D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
• identify, plan and justify opportunities to transfer knowledge into new contexts

AC9AMA10C01

design and structure media arts works that examine and communicate ideas, perspectives and/or meaning

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Elaborations

• using media technologies, languages and representations when designing a media arts work such as a computer game, community service announcement, website or music video, with the intention of developing audience awareness of a social or cultural issue
• using media technologies to design a media arts work that communicates stereotypical representations for a specific target audience; for example, creating a film poster for a that relies on stereotypical representations, a music video that perpetuates stereotypical representations of youth, a movie trailer that manipulates conventions to meet audiences' expectations, or a social media campaign to advertise a community event
• designing the camera work, sound, editing or mise-en-scène to construct alternative representations of people, places, ideas and events in a narrative media arts work such as a film, music video, documentary or animation

• examining the way technical and symbolic and conventions of specific film, television or radio have been used in a media arts work to communicate , themes or ideas to an audience; using pre-production processes such as a shot list, shooting script, screenplay, treatment or storyboard to trial ideas, designing a different media arts work that communicates or challenges these , themes or ideas; for example, a film trailer, short film or soundscape

Students learn to:

design and structure media arts works that examine and communicate ideas, persp meaning

(AC9AMA10C01)

General capabilities and cross-curriculum priorities

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

Generating

• Create possibilities
• Consider alternatives

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

• Create possibilities

Creating and exchanging

• Create, communicate and collaborate

Analysing

• Interpret concepts and problems

Generating

• Create possibilities

Creating and exchanging

• Create, communicate and collaborate

Analysing

• Interpret concepts and problems

Generating

• Create possibilities

Creating and exchanging

• Create, communicate and collaborate

Generating

• Create possibilities
• Consider alternatives

Inquiring

• Identify, process and evaluate information

Resources

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMA10C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMA10C01

Continuum extract

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

• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Create, communicate and collaborate

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

Content description

AC9AMA10C01

Continuum extract

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

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMA10C01

Continuum extract

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

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

• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Create, communicate and collaborate

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

Content description

AC9AMA10C01

Continuum extract

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

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AMA10C01

Continuum extract

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

• 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

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMA10C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Create, communicate and collaborate

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

Content description

AC9AMA10C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AMA10C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMA10C01

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Snapshot – Create, communicate and collaborate

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

Content description

AC9AMA10C01

Continuum extract

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Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMA10C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AMA10C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9AMA10C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

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

AC9AMA10C02

apply production processes and use to construct representations and produce media arts works that communicate ideas, perspectives and/or meaning, and confirm or challenge the expectations of specific audiences

•

•

Elaborations

• filming a short sequence to show a conflict, and selecting camera angles, lighting and costume to convey meaning through silent film, music video, stop motion or computer animation, experimenting with filming and framing the subject, and using basic shot types, angles and lighting to control picture space and mood

• collaborating with communities to explore, challenge and celebrate local histories, and identities; for example, using from their school or school sector as a guide to contacting local First Nations Australian communities and establishing a learning partnership or using recognised online resources

• using mise-en-scène, camera work, sound, editing and media technologies in ways that are typically used in a , auteur or film movement to safely, ethically, legally and responsibly design, produce and edit a narrative media arts work that conforms to or challenges the conventions, to communicate their understandings of the world around them, while also building relationships with and engaging audiences

• using Viewpoints to frame questions and evaluate how their intentions are being communicated; for example, considering how and why meaning and experiences, political statements, critical theories and emotions have been used during post-production work

• creating multiple representations of the same person, place or concept in different media and for different intentions, considering audience interaction and the ways that media conventions can portray different perspectives

Students learn to:

apply production processes and use media arts concepts to construct representatio media arts works that communicate ideas, perspectives and/or meaning, and confir expectations of specific audiences

(AC9AMA10C02)

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

Writing

• Creating 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

Creating and exchanging

• Create, communicate and collaborate

Social management

- Communication
- Collaboration

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.

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.

Creating and exchanging

- Create, communicate and collaborate

Managing and operating

- Select and operate tools

Analysing

- Draw conclusions and provide reasons

Inquiring

- Develop questions

Generating

- Create possibilities

Resources

Snapshot – Create, communicate and collaborate

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

Content description

AC9AMA10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9AMA10C02

Learning progression extract

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

Generic indicators

- maintains appropriate tense throughout the text (see Grammar)
- uses a range of sentences including correctly structured complex sentences (see Grammar)
- spells simple, most complex and some challenging words correctly (see Spelling)
- uses all simple and complex punctuation correctly (e.g. semi colons) apostrophes of possession) (see Punctuation)
- writes cohesive paragraphs that develop one main idea

Generic indicators

- organises related information and ideas into paragraphs/sections
- uses a range of complex punctuation flexibly and correctly to pace and control the reading of a

text (see Punctuation)
• spells complex and most challenging words correctly (see Spelling)
• uses a range of sentence types for effect
Generic indicators
• spells a range of challenging words correctly (see Spelling)

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMA10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Create, communicate and collaborate

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

Content description

AC9AMA10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9AMA10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9AMA10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Create, communicate and collaborate

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

Content description

AC9AMA10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9AMA10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks
- select and operate advanced and emerging digital tools confidently
- troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9AMA10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9AMA10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AMA10C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

AC9AMA10P01

present media arts works to audiences and plan approaches for creating relationships with audiences if/when media arts works are distributed in selected personal, community and/or institutional contexts using responsible media practice

-
-

Elaborations

- investigating differences between government regulation and self-regulation, and the processes involved in media production and distribution by different media producers as they develop

relationships with, for example, sole digital producers, multi-platform media, cross-media organisations, public and private sector, and/or multinational organisations
• researching Australia's classification system for various media platforms and analysing the impact these have on producers and users of media arts works
• distributing a media arts work they have produced via an online platform, such as a school learning management system, using appropriate rights and permissions; for example distributing a community service announcement for safe, ethical and responsible behaviours for online conduct; producing a set of guidelines for appropriate online conduct; alerting others to issues relating to appropriation, for respecting First Nation Australians' Cultural and Intellectual Property rights and their impact on media artists, , communities and audiences
• using media technologies to design and produce a media arts work that promotes a community event, using a range of formats such as print and online formats; making decisions about time, technological access and ethical and economic constraints, and how the relationships their intended audience has with media impacts their understanding of media arts works
• investigating the relationships created between intended audiences and the media arts works they create, including the relationships that are created and formed between the audiences that come together from viewing their media arts works, and consider how these audiences can inform the creation of new media arts works
Students learn to:

present media arts works to audiences and plan approaches for creating relationshi if/when media arts works are distributed in selected personal, community and/or ins contexts using responsible media practice

(AC9AMA10P01)
General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.
Responding to ethical issues
• Explore ethical perspectives and frameworks
• Making and reflecting on ethical decisions
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 .
Responding to ethical issues
• Explore ethical perspectives and frameworks
• Making and reflecting on ethical decisions
Inquiring
• Identify, process and evaluate information
Creating and exchanging
• Respect intellectual property
Practising digital safety and wellbeing
• Manage digital privacy and identity
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.
Creating and exchanging
• Plan

• Create, communicate and collaborate

Responding to ethical issues

• Explore ethical perspectives and frameworks

• Making and reflecting on ethical decisions

Resources

Snapshot – Explore ethical perspectives and frameworks

Ethical Understanding: Responding to ethical issues: Explore ethical perspective

Content description

AC9AMA10P01

Continuum extract

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

• explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

• analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9AMA10P01

Continuum extract

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

• consider how values and beliefs influence approaches to ethical issues, and■analyse■how these affect■outcomes

• analyse■biases■when applying ethical concepts,■values■and ethical frameworks,■in order to explore and evaluate ethical decisions

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9AMA10P01

Learning progression extract

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

Comprehension

• reads and views complex texts (see Text complexity)

• identifies the main themes or concepts in complex texts by synthesising key ideas or information

• summarises the text, identifying key details only

• draws inferences, synthesising clues and evidence across a text

• builds meaning by actively linking ideas from a number of texts or a range of digital sources

• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)

• identifies different interpretations of the text citing evidence from a text

• evaluates language features for relevance to purpose and audience

• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose

• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)

• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

• uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning

• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)

• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for

evidence)
• judiciously selects texts for learning area tasks and purposes

Vocabulary
• identifies language used to create tone or atmosphere
• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
• applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
• uses a range of context and grammatical cues to understand unfamiliar words
• interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension
• reads and views complex or some highly complex texts (see Text complexity)
• interprets abstract concepts integrating complex ideas
• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
• evaluates the reasoning and evidence in a persuasive text
• explains how context (e.g. time, place, situation) influences interpretations of a text
• analyses the author's perspectives in complex or some highly complex texts
• analyses the techniques authors use to position readers
• recognises when ideas or evidence have been omitted from a text to position the reader

Processes
• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
• navigates extended texts including complex digital texts

Vocabulary
• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension
• reads and views highly complex texts (see Text complexity)
• interprets symbolism in texts, providing evidence to justify interpretation
• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
• analyses the credibility and validity of primary and secondary sources
• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
• analyses the cumulative impact of use of language features and vocabulary across texts
• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
• evaluates the social, moral and ethical positions taken in texts

Processes
• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
• identifies subtle contradictions and inconsistencies in texts

Vocabulary
• interprets complex, formal and impersonal language in academic texts
• uses lexical cues to interpret unfamiliar vocabulary
• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Explore ethical perspectives and frameworks

Ethical Understanding: Responding to ethical issues: Explore ethical perspective

Content description

AC9AMA10P01

Continuum extract

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

• explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

• analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9AMA10P01

Continuum extract

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• consider how values and beliefs influence approaches to ethical issues, and■analyse■how these affect■outcomes

• analyse■biases■when applying ethical concepts,■values■and ethical frameworks,■in order to explore and evaluate ethical decisions

Snapshot – Identify, process and evaluate information

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

Content description

AC9AMA10P01

Continuum extract

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

• 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

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Respect intellectual property

Digital Literacy: Creating and exchanging: Respect intellectual property

Content description

AC9AMA10P01

Continuum extract

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

• respect intellectual property by applying practices that comply with ethical and legal obligations, referencing conventions and copyright protocols

• respect intellectual property by identifying and applying practices that meet legal and ethical obligations, referencing conventions, copyright and trademark protocols

Snapshot – Manage digital privacy and identity

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

Content description

AC9AMA10P01

Continuum extract

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

• 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

• recognise their actions contribute to their passive digital footprint

• manage their digital identity by controlling privacy, connections and group settings, and curating posts

• consent selectively to data collection after assessing the benefits and risks of an online tool

privacy policy

Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9AMA10P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple planning tools to develop and follow a plan to complete individual and collaborative
projects
• use project management tools to develop and track a plan to complete individual and collaborative
projects

Snapshot – Create, communicate and collaborate

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

Content description

AC9AMA10P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control advanced features of appropriate digital tools to independently create content
and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively
communicate and collaborate, inclusive of diverse groups

Snapshot – Explore ethical perspectives and frameworks

Ethical Understanding: Responding to ethical issues: Explore ethical perspective

Content description

AC9AMA10P01

Continuum extract

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ethical decision-making
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ethical decisions

Snapshot – Making and reflecting on ethical decisions

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

Content description

AC9AMA10P01

Continuum extract

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• consider how values and beliefs influence approaches to ethical issues, and■analyse■how these
affect■outcomes
• analyse■biases■when applying ethical concepts,■values■and ethical frameworks,■in order to explore
and evaluate ethical decisions

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.
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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
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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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