

## AC9AMA2E01

explore where, why and how people across , communities and/or other contexts experience media arts

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### Elaborations

- identifying where they might experience media arts works in their lives and communities; for example, considering how media arts works communicate and the purpose of a range of media types
- using Viewpoints to ask questions about societies and ; for example, “What story is this media arts work telling me/us?”, “Who made this media arts work?”, “Where is this media arts work from?”
- discussing the roles of media artists and what permission means; for example, deciding on a class set of rules for using and creating images, sounds and text in media arts works
- considering how media arts works communicate and celebrate in their own communities; for example, through podcasts or animated children’s shows

Students learn to:

**explore where, why and how people across cultures, communities and/or other con**  
**media arts**

(AC9AMA2E01)

### General capabilities and cross-curriculum priorities

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

#### Engaging with cultural and linguistic diversity

- Develop multiple perspectives

#### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

#### Navigating intercultural contexts

- Adapt in intercultural exchanges

#### Speaking and listening

- Interacting

### Elaborations

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

#### Analysing

- Interpret concepts and problems

#### Inquiring

- Identify, process and evaluate information

#### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

#### Inquiring

- Develop questions

#### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

#### Creating and exchanging

- Respect intellectual property

#### Creating and exchanging

- Respect intellectual property

#### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities
- Explore the influence of cultures on interactions

### Resources

#### Snapshot – Develop multiple perspectives

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

**Content description**

AC9AMA2E01

### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

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

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

### **Content description**

AC9AMA2E01

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

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

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

### **Content description**

AC9AMA2E01

### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

### **Snapshot – Interacting**

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

### **Content description**

AC9AMA2E01

### **Learning progression extract**

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and

disagreement in class discussions)

- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

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

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

##### **Content description**

AC9AMA2E01

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

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

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

##### **Content description**

AC9AMA2E01

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

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

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

##### **Content description**

AC9AMA2E01

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

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### **Snapshot – Develop questions**

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

##### **Content description**

AC9AMA2E01

##### **Continuum extract**

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

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation

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

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

### **Content description**

AC9AMA2E01

### **Continuum extract**

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

- identify who owns class data
- recognise ownership of products that others produce or that are produced collaboratively
- respect products created by someone else by acknowledging when they use them and use strategies such as indicating the source

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

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

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

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

### **Content description**

AC9AMA2E01

### **Continuum extract**

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community

## **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

## **AC9AMA2E02**

### **explore examples of media arts produced and/or distributed by First Nations Australians**

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#### **Elaborations**

- exploring when, where, how and why First Nations Australians use media arts works to share knowledge about their ; for example, during celebrations such as National Aboriginal and Torres Strait Islander Children's Day, NAIDOC Week, Reconciliation Week or the acknowledgement of significant occasions including Sorry Day
- exploring children's television programs, cartoons/animations and child-focused print media, such as an advertisement encouraging people to adopt a healthy lifestyle, created and distributed by First Nations Australians
- observing how visual, audio and/or interactive elements are used in media arts works created by First Nations Australians; for example, exploring colours, symbols and patterns used in media arts works with representatives of the First Nations Australian community or through resources that are created or co-created by First Nations Australians

- exploring media arts works created and/or co-created by First Nations Australians that communicate cultural narratives

Students learn to:

## **explore examples of media arts produced and/or distributed by First Nations Australia**

(AC9AMA2E02)

### **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**

- Explore the influence of cultures on interactions

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **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**

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

### **Elaborations**

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

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

- Reflect on the relationship between cultures and identities
- Explore the influence of cultures on interactions

#### **Culture**

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.
- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.
- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

#### **People**

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#### **People**

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

#### **Navigating intercultural contexts**

- Consider responses to intercultural contexts

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## **People**

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- Consider responses to intercultural contexts

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

## **Resources**

### **Snapshot – Develop empathy**

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

##### **Content description**

AC9AMA2E02

##### **Continuum extract**

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

- notice their own feelings, and the feelings of others, during familiar intercultural experiences
- describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences
- describe how listening to, and understanding others, supports respectful intercultural experiences and interactions

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

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

##### **Content description**

AC9AMA2E02

##### **Continuum extract**

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community

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

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

### **Content description**

AC9AMA2E02

### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

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

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

### **Content description**

AC9AMA2E02

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

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

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

### **Content description**

AC9AMA2E02

### **Continuum extract**

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community

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

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

### **Content description**

AC9AMA2E02

### **Continuum extract**

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

- notice how they, and their family members, respond in unfamiliar intercultural contexts
- describe how past intercultural experiences affect how they understand and respond to new experiences
- examine the influence of past intercultural experiences on what they learn about themselves and others

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

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

### **Content description**

AC9AMA2E02

### **Continuum extract**



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

- notice how they, and their family members, respond in unfamiliar intercultural contexts
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## **AC9AMA2D01**

**explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements**

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### **Elaborations**

- exploring ways to use to capture moving image; for example, using a digital device to capture and manipulate short videos, add sound effects or voice-overs, and considering how best to combine the visual and audio elements to communicate ideas or a narrative
- exploring how sound can be used to communicate ideas; for example, creating sound effects using found objects or sound recording technology to integrate with a picture book story
- experimenting with images; for example, retelling the story of a school day using a digital camera to capture still or moving images and adding appropriate captions
- experimenting with ways that media artists communicate with audiences by combining text, symbols and images; for example, combining headlines, subtitles and digital images to communicate ideas or emotions
- using Viewpoints to develop questions as they experiment with media technologies, such as, “What happens if I take a photo up close to the object, and how does it change as I move further away?”, “How can I change the meaning of this image by adding different text headings?”

Students learn to:

**explore ways of using media technologies responsibly to capture and organise images and/or interactive elements**

(AC9AMA2D01)

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

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

#### **Writing**

- Creating texts

#### **Creating and exchanging**

- Plan
- Create, communicate and collaborate

#### **Managing and operating**

- Select and operate tools

### **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

#### **Managing and operating**

- Select and operate tools

#### **Generating**

- Create possibilities

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Managing and operating**

- Select and operate tools

## **Generating**

- Create possibilities

## **Creating and exchanging**

- Create, communicate and collaborate

## **Managing and operating**

- Select and operate tools

## **Generating**

- Create possibilities

## **Creating and exchanging**

- Create, communicate and collaborate

## **Managing and operating**

- Select and operate tools

## **Generating**

- Create possibilities

## **Inquiring**

- Develop questions

## **Creating and exchanging**

- Create, communicate and collaborate

## **Managing and operating**

- Select and operate tools

## **Resources**

### **Snapshot – Creating texts**

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

##### **Content description**

AC9AMA2D01

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

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

##### **Crafting ideas**

- writes ideas in sentence fragments or a simple sentence (e.g. "I am 6.")
- explains the purpose and audience of familiar imaginative and informative texts
- creates short texts in different forms such as a simple recount
- combines visuals with written text where appropriate
- reads back own writing word by word
- talks about own text and describes subject matter and images

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

- writes some appropriate letter combinations to represent less familiar words (see Spelling and Phonic knowledge and word recognition)
- writes with noun-verb agreement (e.g. "I am"), articles (e.g. "a man") and personal pronouns (e.g. "my mum") (see Grammar)
- writes from left to right using spaces between attempted words
- uses basic noun groups/phrases (e.g. "my house") (see Grammar)
- uses some sentence punctuation (e.g. capital letters at the beginning of a text)

##### **Vocabulary**

- writes simple familiar words (e.g. "saw", "food", "they")
- includes some learning area vocabulary in own texts (e.g. "season")
- uses taught high-frequency words

##### **Crafting ideas**

- creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
- includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
- creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

### **Text forms and features**

- writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")
- writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
- makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
- uses capital letters correctly to indicate proper nouns (see Punctuation)
- uses capital letters at the start and full stops at the end of sentences (see Punctuation)
- spells some high-frequency words correctly (see Spelling)
- uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

### **Vocabulary**

- uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
- uses words in own writing adopted from other writers
- uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

## **Snapshot – Plan**

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

#### **Content description**

AC9AMA2D01

#### **Continuum extract**

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

- use simple digital tools to contribute to a basic plan to complete a task
- use familiar digital tools to develop and follow a basic plan to complete a task

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

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

#### **Content description**

AC9AMA2D01

## **Continuum extract**

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

- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

## **Snapshot – Select and operate tools**

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

#### **Content description**

AC9AMA2D01

#### **Continuum extract**

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

- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help

## **Snapshot – Create possibilities**

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

#### **Content description**

AC9AMA2D01

#### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

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

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

#### **Content description**

AC9AMA2D01

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

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

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- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

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

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

## **Content description**

AC9AMA2D01

### **Continuum extract**

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

- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

## **Snapshot – Select and operate tools**

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

### **Content description**

AC9AMA2D01

#### **Continuum extract**

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

- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help

### **Snapshot – Create possibilities**

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

### **Content description**

AC9AMA2D01

#### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
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AC9AMA2D01

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AC9AMA2D01

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

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### **Snapshot – Create possibilities**

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

### **Content description**

AC9AMA2D01

#### **Continuum extract**

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### **Snapshot – Develop questions**

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

### **Content description**

AC9AMA2D01

### **Continuum extract**

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

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation

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

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

### **Content description**

AC9AMA2D01

### **Continuum extract**

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

- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content
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### **Snapshot – Select and operate tools**

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

### **Content description**

AC9AMA2D01

### **Continuum extract**

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

- use simple digital tools to explore tasks and consolidate learning
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- use familiar digital tools to complete tasks and consolidate learning
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- select and use a range of digital tools to complete tasks
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### **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
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- 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.

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## **AC9AMA2C01**

### **use media languages and media technologies to construct representations**

- 
- 

#### **Elaborations**

- creating a story through a series of captioned or voice-over images or direct to camera footage; exploring composition through character creation using images, sounds, and/or animation; for example, claymation
- selecting and editing images, sound and text to re-create the characters in well-known stories or songs, using Viewpoints to develop questions when making decisions about composition; for example, asking questions about use of elements and content such as, “What images will I keep or delete?”, “Which image interests me and why?”
- capturing and sequencing images and text to create a media arts work, such as a comic book that retells familiar or traditional stories
- producing and presenting a media arts work for a particular purpose; for example, creating an advertisement that recommends appropriate behaviour when using cameras
- using features such as shot types in media arts works; for example, identifying long-shots, mid-shots and close-ups; discussing what the shots tell the audience about the story

Students learn to:

### **use media languages and media technologies to construct representations**

(AC9AMA2C01)

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

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

##### **Generating**

- Create possibilities
- Put ideas into action

##### **Speaking and listening**

- Speaking

##### **Elaborations**

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

##### **Generating**

- Put ideas into action

##### **Creating and exchanging**



- Create, communicate and collaborate

### **Managing and operating**

- Select and operate tools

### **Generating**

- Create possibilities

### **Creating and exchanging**

- Create, communicate and collaborate

### **Managing and operating**

- Select and operate tools

### **Generating**

- Create possibilities

### **Country/Place**

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

### **Generating**

- Put ideas into action

### **Creating and exchanging**

- Create, communicate and collaborate

### **Managing and operating**

- Select and operate tools

### **Generating**

- Put ideas into action

### **Resources**

### **Snapshot – Create possibilities**

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

##### **Content description**

AC9AMA2C01

##### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

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

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

##### **Content description**

AC9AMA2C01

##### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

### **Snapshot – Speaking**

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

##### **Content description**

AC9AMA2C01

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

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

##### **Crafting ideas**

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

### **Vocabulary**

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

### **Crafting ideas**

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

### **Vocabulary**

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

### **Crafting ideas**

- creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
- uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
- adjusts register according to purpose and audience
- elaborates on ideas using a short sequence of sentences
- incorporates learnt content into spoken text
- sequences ideas and events appropriately
- uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
- varies volume and intonation to suit purpose and audience
- plans and delivers spoken presentations using appropriate structure and language
- includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

### **Vocabulary**

- experiments with vocabulary drawn from a variety of sources
- uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
- uses a range of vocabulary to indicate connections (e.g. consequences)
- uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

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

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

#### **Content description**

AC9AMA2C01

#### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

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

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

#### **Content description**

AC9AMA2C01

#### **Continuum extract**

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

- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

#### **Snapshot – Select and operate tools**

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

#### **Content description**

AC9AMA2C01

#### **Continuum extract**

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

- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help

#### **Snapshot – Create possibilities**

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

#### **Content description**

AC9AMA2C01

#### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
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AC9AMA2C01

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### **Content description**

AC9AMA2C01

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## Content description

AC9AMA2C01

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

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## 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.

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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.

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Explore more

## AC9AMA2P01

### share media arts works with audiences in informal settings

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#### Elaborations

- collecting and sharing class stories and presenting them in the form of a class news bulletin, with permission of the people involved and observing relevant , such as obtaining permission to use cultural material that belongs to a collective or a cultural group rather than an individual
- presenting a media arts work they have made to the class, a small group or their teacher, and explaining how they made it and what they enjoyed about making it
- considering relationships that peers may have with their work when creating, rehearsing and recording a radio , and seeking permission to share it with another class

- exploring what permission means; for example, consulting relevant people such as holders or using online safety resources, and deciding on a class set of rules for using and creating images, sounds and text in media arts works

Students learn to:

## **share media arts works with audiences in informal settings**

(AC9AMA2P01)

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

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

#### **Speaking and listening**

- Interacting

#### **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**

- Create, communicate and collaborate

#### **Managing and operating**

- Manage content

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

- Reflect on the relationship between cultures and identities

#### **Reflecting**

- Think about thinking (metacognition)

#### **Social management**

- Communication

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

- Explore ethical concepts

#### **Social awareness**

- Relational awareness

#### **Social management**

- Collaboration

#### **Creating and exchanging**

- Respect intellectual property

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

- Manage digital privacy and identity

#### **Managing and operating**

- Manage content

#### **Resources**

#### **Snapshot – Interacting**

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

#### **Content description**

AC9AMA2P01

#### **Learning progression extract**

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")

- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

### **Snapshot – Communication**

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

##### **Content description**

AC9AMA2P01

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

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

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

##### **Content description**

AC9AMA2P01

##### **Continuum extract**

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

- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

### **Snapshot – Manage content**

#### **Digital Literacy: Managing and operating: Manage content**

##### **Content description**

AC9AMA2P01

##### **Continuum extract**

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

- save and retrieve content in an app
- save and retrieve content with an agreed name
- save and retrieve content in agreed locations with an appropriate name

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

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

##### **Content description**

AC9AMA2P01

##### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

### **Snapshot – Think about thinking (metacognition)**

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

##### **Content description**

AC9AMA2P01

### **Continuum extract**

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

- identify thinking and learning strategies used when completing activities and drawing conclusions
- identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions
- select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions

### **Snapshot – Communication**

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

##### **Content description**

AC9AMA2P01

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### **Snapshot – Explore ethical concepts**

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

##### **Content description**

AC9AMA2P01

### **Continuum extract**

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

- identify examples of ethical concepts such as right and wrong
- identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these
- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour

### **Snapshot – Relational awareness**

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

##### **Content description**

AC9AMA2P01

### **Continuum extract**

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

- share feelings, needs and interests with others through play and working within diverse groups
- describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts
- identify how they can contribute to healthy relationships and manage challenging relationships

### **Snapshot – Collaboration**

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

##### **Content description**

AC9AMA2P01

### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

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

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

##### **Content description**

AC9AMA2P01

### **Continuum extract**



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

- identify who owns class data
- recognise ownership of products that others produce or that are produced collaboratively
- respect products created by someone else by acknowledging when they use them and use strategies such as indicating the source

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

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

##### **Content description**

AC9AMA2P01

##### **Continuum extract**

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

- recognise their personal data and that data (including text, images, and video) can be seen by others when shared online
- recognise that online tools (website and apps) store their personal data, which may give an impression of them
- identify their digital footprint (personal data stored by online tools)
- recognise their digital identity represents them online and can give a negative impression
- give and seek consent before sharing online with peers and trusted adults

### **Snapshot – Manage content**

#### **Digital Literacy: Managing and operating: Manage content**

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AC9AMA2P01

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