The Arts: Media Arts

AUSVELS

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What is AusVELS?

\[ \text{Australian Curriculum} + \text{Victorian Essential Learning Standards} = \text{AusVELS} \]
• a single curriculum for levels F-10 that incorporates the Australian Curriculum as it is progressively developed
• a framework that reflects particular Victorian priorities and approaches to teaching and learning as demonstrated in VELS
• designed to ensure that schools and teachers are not required to manage two different curriculum and reporting frameworks during the development of the Australian Curriculum.
What is AusVELS?

- is the F-10 curriculum for Victorian government and Catholic schools and can be used as a model by independent schools

- sets out the content and standards of what needs to be taught and learnt

- provides teachers and students with a ‘continuum of learning’
February
ACARA publishes Australian Curriculum: The Arts

November 2014
VCAA updates the content of AusVELS. VCAA, school sectors and the Arts & Education community explore and prepare for the new curriculum.

From 2015
AusVELS: The Arts incorporating AC: The Arts taught and reported on in schools across Victoria. Two different websites running.

From 2017.
AusVELS: The Arts implemented in all Victorian government and Catholic Schools.
Resources and support: Two key websites

AusVELS - for the curriculum

Resources and support: Two key websites

VCAA - for support and resources

Curriculum Planning and Reporting Resources

Implementation

Curriculum Planning F – 10

Curriculum Planning Portal
F – 10 Curriculum Planning & Reporting

F-10 curriculum planning and reporting guidelines

February 2014

81. It is proposed that **curriculum planning at the school level commence in 2014**, with initial implementation of new teaching and learning programs to commence from the **start of the 2015 school year**, with **full school curriculum plans and implementation** to be in place in all schools from the **start of the 2017 school year**.
Foundation (Years F–2)

(a) A structured teaching and learning program in English and Mathematics at each year level
(b) Substantial attention to Health and Physical Education
(c) The provision of a Languages program
(d) **Substantial attention to The Arts**
(e) Substantial attention to Personal and Social Capability
(f) A learning program that draws on the AusVELS domains of:
   - Humanities
   - Science
   - Technologies
   - Critical and creative thinking
   - Ethical understanding
   - Intercultural understanding.
Breadth (Years 3–8)
(a) A structured teaching and learning program in English, Mathematics and Science at each year level
(b) A Health and Physical Education program
(c) A Languages program
(d) A Humanities program that includes in each two-year band of schooling the teaching and reporting of student learning in History, Geography and Civics and Citizenship and, from Year 5, Economics and Business.
(e) An Arts program that at each of Years 3 and 4 includes all five Arts disciplines and at Years 5–6 and 7–8 consists of at least two Arts disciplines, one from thePerforming Arts and one from the Visual Arts.
(f) A Technologies program that includes in each two-year band of schooling both Design and Technologies and Digital Technologies
(g) A learning program that includes teaching the content and measuring progress of student learning against each of the general capabilities at least every two years:
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.
Pathways (Years 9–10)
(a) A structured teaching and learning program in English, Mathematics and Science at each year level
(b) A Health and Physical Education program
(c) A Languages program
(d) A Humanities program that includes in this band of schooling the teaching and reporting of student learning in History, Geography, Civics and Citizenship and Economics and Business
(e) An Arts program that includes in this band of schooling learning in at least one Arts discipline
(f) A Technologies program that includes in this band of schooling both Design and Technologies and Digital Technologies
(g) A learning program that includes teaching the content and measuring progress of student learning against each of the general capabilities at least at the end of this band of schooling:
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.
Introducing whole-school curriculum planning

The AusVELS curriculum planning portal offers school leadership a range of resources to support planning and documenting a comprehensive school-wide curriculum.

In Victoria the school curriculum is set out in AusVELS. This defines the common and core set of knowledge and skills that are required both for life-long learning and active and informed citizenship.

The teaching and learning program is the school-based plan for delivering this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts. Schools have flexibility in the design of their teaching and learning program. Flexibility enables schools to develop particular specialisations, areas of expertise and innovation, while ensuring the mandated AusVELS curriculum is delivered.

Whole-school curriculum planning involves four interrelated layers:

- **By School** – a high-level summary of the coverage of all the AusVELS domains, reflecting the school’s goals, vision and any particular areas of specialisation or innovation
- **By Domain** – the sequencing of key knowledge and skills across the years of schooling to support a progression of learning
- **By Year Level** – a coherent program from a student perspective that enables effective connections across domains
- **By Unit / Lessons** – specifying AusVELS content and achievement standards, activities and resources to ensure students of all achievement levels are able to progress

Additional information to assist schools with their curriculum planning is available in Hints and Tips and Resources.
Planning Curriculum

Student Learning

Curriculum (What)
Pedagogy (How)
Assessment (How Well)
Reporting (Where)

AusVELS from 2015

- Physical, Personal and Social Learning
- Discipline-based Learning
- Interdisciplinary Learning

Learning Areas
- Cross-curriculum priorities
- General Capabilities
AusVELS = Australian Curriculum + VELS

<table>
<thead>
<tr>
<th>Physical, Personal and Social Learning</th>
<th>Discipline-based Learning</th>
<th>Interdisciplinary Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics and Citizenship</td>
<td>The Arts</td>
<td>Communication</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>English</td>
<td>Design, Creativity and Technology</td>
</tr>
<tr>
<td>Interpersonal Development</td>
<td>The Humanities</td>
<td>Information and Communications</td>
</tr>
<tr>
<td>Personal Learning</td>
<td>The Humanities - Economics</td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td>The Humanities - Geography</td>
<td>Thinking Processes</td>
</tr>
</tbody>
</table>

*AC* marks domains that are part of the Australian Curriculum
## AusVELS structure from 2015

<table>
<thead>
<tr>
<th>Learning Areas</th>
<th>General Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Critical &amp; Creative Thinking</td>
</tr>
<tr>
<td>Maths</td>
<td>Personal &amp; Social Capabilities</td>
</tr>
<tr>
<td>Science</td>
<td>Intercultural Understanding</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Ethical Understanding</td>
</tr>
<tr>
<td>Languages</td>
<td></td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td></td>
</tr>
<tr>
<td>• History, Geography, Civics &amp; Citizenship, Economics &amp; Business,</td>
<td></td>
</tr>
<tr>
<td>The Arts</td>
<td></td>
</tr>
<tr>
<td>• Dance, Drama, Media Arts, Music, Visual Arts, Visual Communication Design (7 – 10)</td>
<td></td>
</tr>
<tr>
<td>Technologies</td>
<td></td>
</tr>
<tr>
<td>• Digital technologies and Design technologies</td>
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</tbody>
</table>
General Capabilities

• Discrete and identifiable domains of knowledge that can be taught, learnt and assessed.

• Explicit instruction with a context of rich, meaningful learning conditions.

• Metacognitive capacities of the General Capabilities can be assessed in different, specific, discipline-based contexts which can be measured against the continuum of the specific General Capabilities.

(F – 10 Curriculum & Reporting Guidelines, Pge 14)
General Capabilities

- Literacy
- Numeracy
- ICT

Embedded into the curriculum

- Creative & Critical Thinking
- Personal & Social Capabilities
- Ethical Understanding
- Intercultural Understanding
Cross curriculum priorities

Three priorities:

• Aboriginal and Torres Strait Islander histories and cultures
• Asia and Australia’s engagement with Asia
• Sustainability

About the cross curriculum priorities:

• embedded in domains, but with varying presence
• not treated as separate areas of learning
• no curriculum content located, rather illustrate how learning can be integrated across the domains
The Australian Curriculum

AusVELS curriculum components

Overview

• Introduction (rationale and aims)
• Structure
• Diversity of learners

Curriculum

• Content descriptions
  • Elaborations provided but not curriculum

• Achievement standards (Standard)
AusVELS AC – The Arts

• 5 + 1 interrelated arts subjects:
  • Dance, Drama, Media Arts, Music, Visual Arts and Visual Communication Design (7-10)

• 2 strands
  • Making and Responding.
  • (Currently Exploring & Responding & Creating and Making)

• Level Descriptions
• Content Descriptions (and Elaborations)
• Achievement Standards
Australian Curriculum – Arts Learning

Making

Responding

Practice

Artwork

Audience

Artist
Key terminology

ARTS LEARNING – MAKING & RESPONDING

Knowledge
Skills, Techniques & Processes
Practices
Forms

Visual Conventions
Technical & Symbolic elements
Viewpoints
Representation
<table>
<thead>
<tr>
<th>Content description</th>
<th>Foundation to Year 2</th>
<th>Years 3 and 4</th>
<th>Years 5 and 6</th>
<th>Content description</th>
<th>Years 7 and 8</th>
<th>Years 9 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exploring ideas and improvising with ways to represent ideas</td>
<td></td>
<td></td>
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<td>Exploring ideas and improvising with ways to represent ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>Manipulating and applying the elements/concepts with intent</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Developing understanding of practices</td>
<td></td>
<td></td>
<td>3</td>
<td>Developing and refining understanding of skills and techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>Structuring and organising ideas into form</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sharing artworks through performance, presentation or display</td>
<td></td>
<td></td>
<td>5</td>
<td>Sharing artworks through performance, presentation or display</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Responding to and interpreting artworks</td>
<td></td>
<td></td>
<td>6</td>
<td>Analysing and reflecting upon intentions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>Examining and connecting artworks in context</td>
<td></td>
</tr>
</tbody>
</table>
Media Learning

• Engagement with communication technologies.
• Cross – disciplinary art forms to design, produce, distribute and interact with print, audio, screen based and hybrid art forms.
• Explore, view, analyse and participate in media culture in a range of viewpoints and contexts.
• Critical reflection: own and others media experiences.
• Evaluate media artworks, cultures and contexts.
Media Learning

Making

• Using communication technologies to design, produce, and distribute media artworks.

Responding

• Explore, analyse and participate in media culture.

Making & Responding

Students engage with key concepts, story principles, and elements of media.
Key Concepts in Media

Form a framework to create and analyse media artworks.

Student understanding

Explore

Key Concepts

Media artwork representations

Constructed realities of the world, communicated through language and technology for an audience in community and institutional contexts.
Key Concepts in Media

- Media
- Language
- Technologies
- Institutions
- Representations
- Audiences
Knowledge and Skills of Media

• **TECHNICAL & SYMBOLIC ELEMENTS**
  Composition, Space, Time, Movement, Sound & Lighting.

• **STORY PRINCIPLES**
  Structure, intent, characters, settings, points of view and Genre conventions.

• **MATERIALS**
  Images, sound, text, technologies, equipment, props, costumes and sets.

• **SKILLS, TECHNIQUES & PROCESSES**
  Pre – production, production and post production.
As Students make, investigate or critique media artworks as producers and consumers of media arts, they may ask and answer questions to interrogate the producer’s meanings and the consumer’s interpretations.

Meanings and interpretations are formed by contexts of societies, cultures, histories and an understanding of how elements, materials, skills and processes are used.

They make informed, critical judgements about their own media artworks and the media artworks they see, hear, interact with and consume as audiences.

They consider the interests and concerns of artists and audiences regarding philosophies and ideologies, critical theories, institutions and psychology.
Media Forms

• Film, news reports, documentary, advertisements, music videos, animation, video games and/or a combination of these.

• How forms, styles and contexts of media artworks are shaped by histories, purpose, traditions and communication technologies.

• Explore stylistic forms from local and global contexts including those from Aboriginal & Torres Strait Islander and Asian cultures.

• Produce artworks in narrative and non-narrative form to reach audiences through specific media contexts.

• Print, radio, cinema, television, internet, mobile devices or new and emerging contexts.
## Content Descriptor Examples – Media Level 4

<table>
<thead>
<tr>
<th></th>
<th>4.1</th>
<th>Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4.2</td>
<td>Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories</td>
</tr>
<tr>
<td>3</td>
<td>4.3</td>
<td>Plan, create and present media artworks for specific purposes with awareness of responsible media practice</td>
</tr>
<tr>
<td>4</td>
<td>4.4</td>
<td>Identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia including media artworks of Aboriginal and Torres Strait Islander Peoples</td>
</tr>
</tbody>
</table>
By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks.

Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.
### Content Descriptor Examples – Media Level 8

<table>
<thead>
<tr>
<th></th>
<th>Content Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>8.1</strong> Experiment with the organization of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text.</td>
</tr>
<tr>
<td>1</td>
<td><strong>8.2</strong> Develop media representations to show familiar of shared social and cultural values and beliefs, including those of Aboriginal &amp; Torres Strait Islander Peoples.</td>
</tr>
<tr>
<td>2</td>
<td><strong>8.3</strong> Develop &amp; refine media production skills to shape the technical and symbolic elements of images, sound and text for a specific purpose and meaning.</td>
</tr>
<tr>
<td>2</td>
<td><strong>8.4</strong> Plan, structure and design media art works that engage audiences.</td>
</tr>
<tr>
<td>3</td>
<td><strong>8.5</strong> Present media artworks for different community and institutional context with consideration of ethical and regulatory issues.</td>
</tr>
<tr>
<td>4</td>
<td><strong>8.6</strong> Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences.</td>
</tr>
<tr>
<td>4</td>
<td><strong>8.7</strong> Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with Australian media artworks including those of Aboriginal and Torres Strait Islander media artworks.</td>
</tr>
</tbody>
</table>
By the end of level 8, students identify and analyse how representations of social values and points of view are portrayed in the media art works they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.

Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.
Planning the Curriculum – Current AusVELS

- Learning Focus (What activities will be used?)
- Standard (What are they going to achieve?)
- How will this be demonstrated?
Planning the Curriculum – AusVELS 2015

http://www.australiancurriculum.edu.au/TheArts/Curriculum/F-10#page=va
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