|  |
| --- |
| Years 1–2 band Media Arts Curriculum and assessment plan[Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a band in the Australian Curriculum: Media Arts. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable)  |
| --- | --- |
| In this band, learning in The Arts builds on each student’s prior learning and experiences. Students continue to learn through purposeful and creative play in structured learning programs designed to foster a strong sense of wellbeing and develop their connection with and contribution to the world. They work individually and in collaboration with peers and teachers drawing on their imaginations, works of fiction, real-life experiences and learnings from across the curriculum to support their engagement in arts learning, as artists and as audiences.Students explore media arts works that they experience at home, school or through family and community events. They connect with media artists who live and work in the community; for example, by visiting arts spaces or exploring media arts works and experiences such as in-person or online screenings, exhibitions and presentations. They use stimulus materials such as images, events, texts, questions and/or observations as inspiration for their own media arts works. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value media arts works and practices from across cultures, communities and/or other contexts.In this band, the focus is on students:1. exploring and responding to
* media arts works and media arts practices they experience across cultures, communities and/or other contexts
* examples of media arts works created by First Nations Australians
1. developing critical and creative practices and skills
* creative practices for using media languages and available technologies
* critical practices for observing, reflecting on and responding to media they experience (including their own media arts works)
1. creating media arts works by selecting and combining images, sounds, text and/or interactive elements to construct representations
2. presenting/sharing media arts works they have created in informal settings such as classroom presentations.
 | Describe the context and cohort. Consider the following to make informed professional decisions during the planning process:* + relevant student data and information, e.g. achievement data
	+ available resources, e.g. timetabling
	+ school and sector priorities.

[Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the band.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievement standard is provided if a multi-arts subject is offered.

|  | Unit 1 | Unit 2  | Unit 3 | Unit 4 |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 2, students identify where they experience media arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience media arts.Students use media languages and media technologies to construct representations in media arts works. They share their work with audiences safely and in informal ways. | By the end of Year 2, students identify where they experience media arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience media arts.Students use media languages and media technologies to construct representations in media arts works. They share their work with audiences safely and in informal ways. | By the end of Year 2, students identify where they experience media arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience media arts.Students use media languages and media technologies to construct representations in media arts works. They share their work with audiences safely and in informal ways. | By the end of Year 2, students identify where they experience media arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience media arts.Students use media languages and media technologies to construct representations in media arts works. They share their work with audiences safely and in informal ways. |
| Learning area achievement standard | By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. [They share their work in informal settings.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) | By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. [They share their work in informal settings.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) | By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. [They share their work in informal settings.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) | By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. [They share their work in informal settings.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Unit | Content descriptions | Unit | Content descriptions | Unit | Content descriptions | Unit |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Exploring and responding | 1 | 2 | 3 | 4 | Developing practices and skills | 1 | 2 | 3 | 4 | Creating and making | 1 | 2 | 3 | 4 | Presenting and performing | 1 | 2 | 3 | 4 |
| explore where, why and how people across cultures, communities and/or other contexts experience media arts AC9AMA2E01 | [ ]  | [ ]  | [ ]  | [ ]  | explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements AC9AMA2D01 | [ ]  | [ ]  | [ ]  | [ ]  | use media languages and media technologies to construct representations AC9AMA2C01 | [ ]  | [ ]  | [ ]  | [ ]  | share media arts works with audiences in informal settings AC9AMA2P01 | [ ]  | [ ]  | [ ]  | [ ]  |
| explore examples of media arts produced and/or distributed by First Nations Australians AC9AMA2E02 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units |  | Cross-curriculum priorities | Units |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking  | [ ]  | [ ]  | [ ]  | [ ]  |  | Aboriginal and Torres Strait Islander histories and cultures | [ ]  | [ ]  | [ ]  | [ ]  |
| Digital literacy  | [ ]  | [ ]  | [ ]  | [ ]  |  | Asia and Australia’s engagement with Asia | [ ]  | [ ]  | [ ]  | [ ]  |
| Ethical understanding | [ ]  | [ ]  | [ ]  | [ ]  |  | Sustainability | [ ]  | [ ]  | [ ]  | [ ]  |
| Intercultural understanding | [ ]  | [ ]  | [ ]  | [ ]  |
| Literacy  | [ ]  | [ ]  | [ ]  | [ ]  |
| Numeracy | [ ]  | [ ]  | [ ]  | [ ]  |
| Personal and social capability | [ ]  | [ ]  | [ ]  | [ ]  |

 © State of Queensland (QCAA) 2023

**Licence:** <https://creativecommons.org/licenses/by/4.0> **| Copyright notice:** [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. **| Attribution** (include the link): © State of Queensland ([QCAA](https://www.qcaa.qld.edu.au/copyright)) 2023 [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright).

Unless otherwise indicated material from the Australian Curriculum is © ACARA 2010–present, licensed under CC BY 4.0. For the latest information and additional terms of use, please check the [Australian Curriculum website](https://www.australiancurriculum.edu.au/) and its [copyright notice](https://www.acara.edu.au/contact-us/copyright).