# Media Arts – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By end of Foundation, students describe the media art works they make and view.They make and share media artworks representing stories with settings and characters. | By the end of Foundation, students describe experiences, observations, ideas and feelings about media arts works they encounter at school, home and in the community. Students develop an understanding of media arts processes. They use play, imagination and experimentation with media arts processes to create media arts works. Students make and share media arts works to communicate their experiences and ideas. | Additions made linking the contexts for experiencing Media Arts. Changes made to align with the restructure of the strands in the Arts curriculum |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore ideas, characters and settings in images, sounds and multi-modal texts (VCAMAE017)Respond to media artworks by describing ideas, characters, settings and stories (VCAMAR020) | explore how and why media arts are important for people and communities VC2AMAFE01 | Combines content descriptions from Explore and Represent Ideas strand and Respond and Interpret strand in VC1 to align with the change in structure of the Exploring strand in VC2. Focus on local communities |
| Explore ideas, characters and settings in images, sounds and multi-modal texts (VCAMAE017)Respond to media artworks by describing ideas, characters, settings and stories (VCAMAR020) | explore ideas in media arts works through play and media arts processesVC2AMAFE02 | Combines content descriptions from the Explore and Represent Ideas strand and Respond and Interpret strand to align with the change in structure of the Exploring strand in VC2. Content description more focused on exploring ideas in media arts works with a focus on play |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore ideas, characters and settings in images, sounds and multi-modal texts (VCAMAE017) | use play, imagination, experimentation and processes to discover possibilities and develop ideasVC2AMAFD01 | Change and addition of terminology to demonstrate the breadth of media arts practices rather than conventions. Focus on play |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use media technologies to capture and edit images, sounds and text (VCAMAM018) | use processes and materials to create media arts works that communicate ideas and explore meaningVC2AMAFC01 | Content description changed to align with the change in structure of the Creating strand. Deepened learning by creating media arts works to communicate ideas and explore meaning |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present media artworks that communicate ideas (VCAMAP019) | share their media arts works with audiencesVC2AMAFP01 | Specific reference to ‘audiences’ has been added to develop student understanding of the relationship between a media arts work and the audience |

## Levels 1 and 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 2, students describe the media artworks that they make and view, and describe where and why media artworks are made.Students use the story principles of structure, character, intent and setting, media technologies and the elements of media arts to make and share media artworks. | By the end of Level 2, students identify where they experience media arts. They describe where, when, why and how people across cultures, times, places and/or other contexts experience media arts. Students experiment with media production processes. They use media arts languages and technologies to construct representations in media arts works. Students share their work with audiences in informal settings. | Achievement standard expanded to align with revised content descriptions and strands. Provides progression and flexibility for students and schools |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore ideas characters and settings in images, sounds and multi-modal texts (VCAMAE017)Respond to media artworks and consider where and why people in their local area make media artworks, including media artworks of Aboriginal and Torres Strait Islander peoples (VCAMAR024) | explore where, when, why and how people across cultures, times, places and other contexts experience media arts, including examples of media arts by Aboriginal and Torres Strait Islander PeoplesVC2AMA2E01 | Two content descriptions have been combined into one to merge the Explore and Represent Ideas strand and Respond and Interpret strand of the curriculum. Change in focus to combine making and responding across the curriculum |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use media technologies to capture and edit images, sounds and text (VCAMAM018) | explore ways of using media technologies to capture and organise images, sounds, text and/or interactive elementsVC2AMA2D01 | Broadened the content description focused on ‘exploration’ to align with the Developing Practices strand definition |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use media technologies to capture and edit images and sounds and text to tell stories (VCAMAM022)Experiment with ideas and develop characters and settings through stories using images, sounds and text (VCAMAE021)Create and present media artworks that communicate ideas and stories to an audience (VCAMAP023) | use media languages and media technologies to construct representationsVC2AMA2C01 | Three content descriptions have been combined to align with the concepts in the Creating strand. Students use the key concepts of Media Arts learning to construct representations |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and present media artworks that communicate ideas and stories to an audience (VCAMAP023) | share media arts works with audiences in informal settingsVC2AMA2P01 | Change in strand to focus on the presentation of media artworks. ‘Creating media arts works’ now has its own strand to focus on key concepts linked to the strand definition |

## Levels 3 and 4

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 4, students describe 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. They identify the characteristics of audiences who view media artworks and the social, historical and cultural contexts in which media artworks are viewed.Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience.  | By the end of Level 4, students identify and describe the media languages and media technologies used to construct representations in media arts works they experience and/or produce. They recall where, when, why and how media arts works are created and distributed across cultures, times, places and other contexts, including the work of Aboriginal and Torres Strait Islander Peoples. Students explore and experiment with media arts production processes and technologies. They use media languages, technologies and production processes to communicate ideas, perspectives and meaning in media arts works. Students share their work in informal and formal settings with different audiences using responsible media practice. | Achievement standard has been broadened to include knowledge and skills linked to each strand. The achievement standard follows the scaffolding of Media Arts learning across all 4 strands. Includes an understanding of the media arts works created by Aboriginal and Torres Strait Islander Peoples. There is an additional focus on presenting and displaying media arts works |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text (VCAMAE025)Identify intended purposes and meanings of media artworks considering who makes media artworks and the characteristics of audiences who view them in different social, historical and cultural contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples (VCAMAR028) | explore where, when, why and how media arts are created and distributed across cultures, times, places and other contextsVC2AMA4E01 | Two content descriptions from the Explore and Represent Ideas strand and Respond and Interpret strand have been combined to align with the change in strand definitions |
| Identify intended purposes and meanings of media artworks considering who makes media artworks and the characteristics of audiences who view them in different social, historical and cultural contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples (VCAMAR028) | explore how Aboriginal and Torres Strait Islander Peoples use media arts to communicate their connection to and responsibility for Country and Place VC2AMA4E02 | The content description has been moved from the Respond and Interpret strand to the Exploring strand, aligning with the change in structure of the curriculum. Exploring and Responding as key concepts are now combined. Provides a focus on media arts works and practices by Aboriginal and Torres Strait Islander Peoples. Media arts works are no longer viewed as static artefacts. Embraces contemporary works and practices of Aboriginal and Torres Strait Islander Peoples |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories (VCAMAM026) | develop media production skills by exploring ways of shaping ideas using media languages and technologies, including images, sounds, text and/or interactive elementsVC2AMA4D01 | Change in terminology to focus on ‘developing practices’ in VC2. Students explore and experiment with key concepts in media arts practices to create media arts works |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories (VCAMAM026)Plan, create and present media artworks for specific purposes with awareness of responsible media practice (VCAMAP027) | use media arts language, production processes and technologies to construct representations that communicate ideas, perspectives and meaningVC2AMA4C01 | New content description to align with the change in structure of the strand. Students learn about the concepts of media arts, to communicate ideas and create meaning |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Plan, create and present media artworks for specific purposes with awareness of responsible media practice (VCAMAP027) | share media arts works in formal and informal settings considering responsible media practiceVC2AMA4P01 | Change in terminology with a focus on the display or presentation of media arts works. ‘Responsible media practice’ is included in the strand definition as the focus is on ‘sharing media arts works’ |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 6, students explain how viewpoints, ideas and stories are shaped and portrayed in media artworks they make, share and view.Students use materials and media technologies to make media artworks for specific audiences and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions. They explain the purposes of media artworks made in different cultures, times and places for different audiences. | By the end of Level 6, students explain how media languages and media technologies are used in media arts works they construct and experience. They describe how media arts works are created across cultures, times, places and other contexts to communicate ideas, perspectives and meaning. They identify how media arts are used to continue and revitalise cultures, including the work of Aboriginal and Torres Strait Islander Peoples.Students develop ideas in media arts works using media languages and production processes. They select and use media languages, media technologies and production processes to construct representations in media arts works for specific purposes and audiences. Students present their work in informal and formal settings for different audiences using responsible media practice. | Reworded to align with the change in the structure of the strands. Refined to provide learning progression in Media Arts learning. Inclusion of content referring to artworks by Aboriginal and Torres Strait Islander Peoples |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text (VCAMAE029)Explain how the elements of media arts and story principles communicate meaning and viewpoints by comparing media artworks from different social, cultural and historical contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples (VCAMAR032) | explore ways that media languages and media technologies are used to communicate ideas, perspectives and meaning in media arts practices across cultures, times, places and other contexts, including from Aboriginal and Torres Strait Islander Peoples VC2AMA6E01 | Content descriptions from the Explore and Represent Ideas strand and Respond and Interpret strand in VC1 have been combined. Changed to focus on elements of media arts practices to align with the definition of the Developing Practices strand in VC2. References to practices of Aboriginal and Torres Strait Islander Peoples added for inclusivity |
| Explain how the elements of media arts and story principles communicate meaning and viewpoints by comparing media artworks from different social, cultural and historical contexts, including media artworks of Aboriginal and Torres Strait Islander Peoples (VCAMAR032) | explore ways Aboriginal and Torres Strait Islander Peoples use media arts to continue and revitalise culturesVC2AMA6E02 | The content description from the Respond and Interpret strand in VC1 has moved to the Exploring strand in VC2 to focus on practices and media arts works by Aboriginal and Torres Strait Islander Peoples |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories (VCAMAM030) | develop media production skills through manipulation of media languages and media technologies including images, sounds, texts and/or interactive elementsVC2AMA6D01 | Changed terminology in the content description to align with the key concepts of media arts practices defined in the strand |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories (VCAMAM030)Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (VCAMAP031) | use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and meaning for specific audiencesVC2AMA6C01 | The content description has been broadened to include the key concepts of the Creating strand. Planning and producing are key skills embedded in the concepts of the strand. ‘Using responsible media practice’ has moved to the Presenting strand |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (VCAMAP031) | select and present media arts works for specific audiences in informal and formal settings using responsible media practiceVC2AMA6P01 | Change in terminology with a focus on the ‘selection and presentation’ of media arts works to align with the definition of the strand. ‘Responsible media practice’ is included in the strand definition as the focus is on ‘sharing media arts works’. ‘Planning and producing’ have moved to the Creating strand |

## Levels 7 and 8

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students identify and analyse how representations of social values and viewpoints are portrayed in the media artworks they make, distribute and view. Students use intent, structure, setting, characters and genre conventions to shape technical and symbolic elements for specific purposes and meanings. They evaluate how they and others use these genre conventions and elements to make meaning. They identify and analyse the social and ethical responsibilities of both makers and users of media artworks in social, cultural, historical and institutional contexts. Students produce representations of social values and viewpoints in media artworks for particular audiences. They use production processes, equipment and technologies to achieve their intentions. | By the end of Level 8, students analyse the use of media arts concepts in media arts works they produce and experience. They describe ways in which media arts concepts in media arts works from across cultures, times, places and other contexts communicate ideas, perspectives and meaning, including the works of Aboriginal and Torres Strait Islander Peoples. They identify and describe how and why respectful approaches are used in creating and responding to media arts works. Students select and manipulate media languages, technologies and production processes to construct representations. They document and reflect on their media arts practice and use media arts terminology. They create and produce media arts works using media languages, media technologies and production processes that communicate ideas, perspectives and meaning. They plan and present where and how they could distribute their media arts works to engage specific audiences using responsible media practices. | Change in terminology to provide progression across the bands and to align with the structure of the strands. References to practices and media arts works by Aboriginal and Torres Strait Islander Peoples added for inclusivity |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify specific features and purposes of media artworks from contemporary and past times, including media artworks of Aboriginal and Torres Strait Islander Peoples, to explore viewpoints and enrich their media arts making (VCAMAR039)Analyse how technical and symbolic elements are used in media artworks to create representations influenced by genre and the values and viewpoints of particular audiences (VCAMAR038) | investigate the ways that media arts concepts are used in media arts works to communicate ideas, perspectives and meaning across cultures, times, places and other contextsVC2AMA8E01 | Content descriptions from the Explore and Represent Ideas strand and Respond and Interpret strand in VC1 have been combined to align with the Exploring strand in VC2. Reference to artworks by Aboriginal and Torres Strait Islander Peoples has been moved into a single content description |
| Identify specific features and purposes of media artworks from contemporary and past times, including media artworks of Aboriginal and Torres Strait Islander Peoples, to explore viewpoints and enrich their media arts making (VCAMAR039) | explore the diversity of media arts works created by Aboriginal and Torres Strait Islander Peoples and culturally responsive approaches to creating media arts works, including Indigenous Cultural and Intellectual Property rightsVC2AMA8E02 | Content description moved from Respond and Interpret strand in VC1 to Exploring strand in VC2 to align with the change in strand definitions. Provides a focus on media arts works by Aboriginal and Torres Strait Islander Peoples, including Indigenous Cultural and Intellectual Property rights |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Develop and refine media production skills using the technical and symbolic elements of images, sounds and text to represent a specific story, purpose and meaning (VCAMAM035) | develop media production skills throughout the production process to construct representations using media languages and media technologiesVC2AMA8D01 | Refined content description to broaden the understanding of media arts practice. Some content has been moved to the Creating strand |
| Plan, structure and design media artworks for a range of purposes that engage audiences using media elements, technologies and production processes (VCAMAM036) | reflect on, analyse and document their own and others’ media arts works and practices to inform decisions they make during the production processVC2AMA8D02 | Refined content description to broaden the understanding of media arts practice. Some content has moved to the Creating strand |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Plan, structure and design media artworks for a range of purposes that engage audiences using media elements, technologies and production processes (VCAMAM036) | design and structure media arts works to communicate ideas, perspectives and meaning to an intended audienceVC2AMA8C01 | Aspects of the content description from Media Arts Practices has been moved to the Creating strand to align with the strand definition. Key concepts are used to communicate perspectives and meaning |
| Develop media representations to show familiar or shared social and cultural values and beliefs (VCAMAE034) | apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and meaning for specific audiencesVC2AMA8C02 | Content description from the Explore and Represent Ideas strands in VC1 has moved to the Creating strand of VC2. Refined content description to align with the definition of the Creating strand. Key concepts of media arts are used to construct representations and produce media arts works, linking ideas, perspective and meaning |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present media artworks within different community and institutional contexts for different audiences, with consideration of ethical and regulatory issues (VCAMAP037) | refine and present media arts works, considering the conventions of the genre, audience engagement and contextVC2AMA8P01 | Additional concepts have been added to the content description. Broadened the content description to include genre. Ethical and regulatory issues are embedded in the strand definition |

## Levels 9 and 10

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students analyse how values and alternative viewpoints are portrayed in the media artworks they make, interact with and distribute.Students use intent, structure, setting, characters and genre conventions to evaluate how technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.Students communicate alternative viewpoints in media artworks for different community and institutional contexts. They apply design, production and distribution processes to the media artworks they make. | By the end of Level 10, students analyse and evaluate how and why media arts concepts are manipulated to construct representations in media arts works they produce and experience. They evaluate how and why media artists across cultures, times, places and/or other contexts use media arts concepts to represent and/or challenge ideas, perspectives and/or meaning, including the practices of Aboriginal and Torres Strait Islander creators and producers. They evaluate how media arts are used to celebrate and challenge perspectives of Australian identity, including the media arts works of Aboriginal and Torres Strait Islander Peoples. Students use media arts concepts to construct representations and communicate ideas, perspectives and meaning. They document, reflect on and annotate their use of media languages and production processes. They use media languages, media technologies and production processes to create and produce media arts works in selected genres, styles and/or forms for specific audiences. They use media languages, media technologies and production processes to produce media arts works that communicate ideas, perspectives and meaning for specific audiences. They present and plan where and how they could distribute their work, considering audience engagement in a range of contexts. | Change in terminology to provide progression across the bands and to align with the structure of the strands. References to practices and artworks by Aboriginal and Torres Strait Islander Peoples added for inclusivity. Terminology and progression provide a link to VCE Visual Arts and Visual Communication Design |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts (VCAMAR045)Analyse and evaluate a range of media artworks from contemporary and past times, including media artworks of Aboriginal and Torres Strait Islander Peoples, to explore differing viewpoints and enrich their media arts making (VCAMAR046) | investigate the ways that media artists across cultures, times, places and other contexts use media arts concepts to construct representations in media arts works to communicate and challenge ideas, perspectives and meaningVC2AMA10E01 | Content descriptions from the Explore and Represent Ideas strand and Respond and Interpret strand in VC1 have been combined to align with the structure of the Exploring strand in VC2. The content description provides a link to the key knowledge and skills of VCE Visual Arts, Media and Visual Communication Design |
| Analyse and evaluate a range of media artworks from contemporary and past times, including media artworks of Aboriginal and Torres Strait Islander Peoples, to explore differing viewpoints and enrich their media arts making (VCAMAR046)Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts (VCAMAR045) | investigate the ways media artists, including Aboriginal and Torres Strait Islander Peoples, celebrate and challenge multiple perspectives of Australian identity through creation and production of media arts worksVC2AMA10E02 | Content description has moved from the Respond and Interpreting strand in VC1 to the Exploring strand in VC2 to align with the structure of media arts practice and to align with the structure of practice in VCE Media. Links to the content, key knowledge and key skills in VCE Visual Arts, Media and Visual Communication Design |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text (VCAMAE040)Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style (VCAMAM042) | experiment with media processes and skills, media language and media technologies throughout the production process to construct representations that reflect ideas, perspectives and meaningVC2AMA10D01 | Content descriptions from the Explore and Represent Ideas strand and Media Arts Practices strand have been combined to align with the structural change in the strand. Includes key concepts of media arts practice. Links to VCE Visual Arts, Media and Visual Communication Design study designs |
| Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style (VCAMAM042)Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes (VCAMAM043) | reflect on, analyse, evaluate and document their own or others’ media arts works and/or practices to refine and inform choices they make throughout the production processVC2AMA10D02 | Content from the two existing content descriptions has been embedded into a new content description that focuses on the key concepts of media arts practice that are defined in the strand. Links to VCE Visual Arts, Media and Visual Communication Design study designs |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes (VCAMAM043)Manipulate media representations to identify and examine social and cultural values and beliefs (VCAMAE041)Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues (VCAMAP044) | design and structure media arts works that communicate ideas, perspectives and meaningVC2AMA10C01 | Components of the Explore and Represent Ideas, Media Arts Practices and Present and Perform strands have been combined to align with the key concepts of the Creating strand. Links to VCE Visual Arts, Media and Visual Communication Design study designs |
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| --- |
| Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues (VCAMAP044)Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes (VCAMAM043) |

 | select and apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and meaning to an intended audienceVC2AMA10C02 | Components of the Explore and Represent Ideas, Media Arts Practices and Present and Perform strands have been combined to align with the key concepts of the Creating strand. Links to VCE Visual Arts, Media and Visual Communication Design study designs |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
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| --- |
| Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues (VCAMAP044) |

 | critique and evaluate the presentation of media arts works in different contexts, genres and styles for specific audiences to inform the presentation of their own media arts works VC2AMA10P01 | Change in content description to align with the key concepts and structure of the strand. Strong link to VCE Media, Visual Arts and Visual Communication Design with critical evaluation. Content has shifted from the Explore and Represent Ideas strand as students evaluate the presentation of media arts works to inform their own presentations of media arts works. Social, ethical and regulatory issues are embedded into learning in the strand |