Video transcript

Understanding the Victorian Curriculum F–10 Version 2.0, Media Arts 7–10

Hello, and welcome.

In a world with increasing exposure to multiple forms of media, students need to be critically aware of the ways that media is used culturally, how it might be negotiated by different audiences, and the impact it can have on students’ own understanding of the world.

Our aim today is to familiarise you with the Victorian Curriculum F–10 Version 2.0 Media Arts.

In Media Arts, communication, storytelling, and persuasion are used to connect audiences and ideas.

Media Arts plays an important role in sustaining cultural diversity and continuing local, national and global cultures, It offers opportunities to use media platforms to celebrate, maintain or revitalise ways of knowing, being, doing, belonging and becoming.

In Media Arts students develop the confidence to participate in, experiment with and interpret the media-rich culture and communication practices that surround them.

Students learn to be critically aware of the ways that media is used culturally, how it might be negotiated by different audiences and the impact it can have on their own understanding of the world.

Now let’s look at the key features of the Media Arts curriculum.

Media Arts is one of 6 Arts disciplines at Levels 7–10. The structure of the strands, achievement standards and content descriptions are consistent across all disciplines to support schools and teachers to develop a school-based approach that encompasses learning in all of the Arts and addresses the needs and interests of their students.

The curriculum is centered on making and responding. The 2 are intrinsically connected, and together they form the practice of an artist, creator, designer, performer, or producer.

Making and responding is embedded into the practice of each arts discipline and involves students using creative and critical thinking skills to create and respond to media arts works.

Through making and responding students develop knowledge and understanding of the relationships between the artist, the world, the viewer or audience, and the artwork.

This structure provides a progression of learning from Foundation through to senior secondary and maintains the integrity of learning in the Media Arts discipline.

This structure also provides consistency in knowledge and skills to align media arts with other arts disciplines, provides learning experiences in making and responding as well as providing flexibility and accessibility for teachers, students and schools across Victoria.

The Media Arts Curriculum Version 2.0 has been adapted to maintain the integrity of learning in media arts. The revisions to the structure of the curriculum, progression of learning, and terminology align the Media Arts F–10 Curriculum with VCE Media.

Revisions were made to the achievement standards to provide clear links between the knowledge and skills in Media Arts F–10 to VCE Media, the VCE Vocational Major and Victorian Pathways Certificate.

Content descriptions and elaborations were also updated to include content that links specifically to the VCE VM and VPC, by focusing on the development of folio work and documentation. These components are integral to these senior secondary certificates.

Achievement standards and content descriptions relating to Aboriginal and Torres Strait Islander Peoples, artists, practices, and arts works have been added through Levels 3–10.

Content descriptions in the Presenting strand have been updated to include content relating to presenting media arts works in different contexts.

To provide support and accessibility for teachers in both making and responding, additional teaching and learning examples have been added to the elaborations. The elaborations also provide explicit links between Media Arts, other learning areas and the Capabilities curriculums.

The Media Arts Glossary provides stronger consistency in the progression of learning from Foundation to Level 10 and alignment with terminology used in the VCE Visual Arts, VCE VM and VPC.

Additional content has also been added to the curriculum regarding safe media practices.

The curriculum provides a consistency in knowledge and skills to align Media Arts with other arts disciplines. It provides learning experiences in making and responding and flexibility and accessibility for teachers, students, and schools across Victoria.

In the Media Arts curriculum students develop knowledge and skills across 4 interrelated strands: Exploring, Developing Practices, Creating, and Presenting.

The strands provide the framework for learning in making and responding and form the structure of the Media Arts curriculum across Foundation to Level 10.

Within the Exploring strand, students explore media arts practices including media arts works and their contexts, and the diversity of how, where, and why people create, make, and respond to media arts works.

Within the Developing Practices strand, students develop skills for producing and responding to media arts works.

Within the Creating strand, students apply media arts and production processes.

Within the Presenting strand, students, individually or collaboratively exhibit, screen, publish or distribute their media arts works.

There are several overarching knowledge and skills that are embedded throughout the progression of learning.

The ‘learning in’ focus describes the key concepts and skills that students will learn in the discipline.

Viewpoints are an integral element of the curriculum structure. These are an inquiry tool that initiates and guides students’ explorations, responses, and practices. They are included at all levels in the curriculum and are embedded in the content descriptions.

The references to Aboriginal and Torres Strait Islander Peoples, artists, practices and artworks in the achievement standards and content descriptions of all arts disciplines provide inclusivity in the curriculum in both making and responding.

The curriculum provides students with specific knowledge and practices in the media arts discipline. As students learn and make meaning as artists and as audiences they engage with the arts and creative industries, and arts professionals.

Most importantly, through learning in media arts students develop their personal, emotional and social well-being and gain an understanding of how they can contribute to the future of communities both locally and globally.

For more information, I encourage you to explore the Victorian Curriculum F–10 website. The website provides easy access to the curriculum and all its supporting resources.

Thank you for watching.