

## Australian Curriculum: The Arts Years 7 to 8 Media Band Plan 2023

CURRICULUM	YEAR 7		YEAR 8	
	TERM 1/2/3/4		SEMESTER 1 / SEMESTER 2	
	Unit 1		Unit 1	Unit 2
<b>Unit name</b>	<b>SELL THE SCHOOL</b>		<b>FILMMAKING WITH STOP MOTION</b>	<b>K'GARI TRAVEL BROCHURE</b>
	Throughout this unit we have investigated the foundations of moving image media (shot sizes, camera angles, camera movement, editing), advertising techniques and the codes and conventions of television ads.		There are content producers for digital platforms who make short films using stop motion animation. Stop motion animation continues to be a popular style of filmmaking with notable productions such as <i>Isle of Dogs</i> and <i>Fantastic Mr. Fox</i> and <i>Shaun the Sheep</i> .	Students interact with K'gari (SBS Learn) and create a travel brochure illustrating the features and history of the island. This is accompanied by a response that identifies, analyses and evaluates the techniques and points of view expressed in the brochure.

ASSESSMENT		YEAR 7		YEAR 8		
		TERM 1/2/3/4		TERM 1 / 3	TERM 2 / 4	
		AT1 Advertising		AT1 Stop Motion	AT2 Brochure	
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	Practical	Practical	Practical	Written Response	
	<b>Type of text</b>	Advertisement	Short film	Part A: A3 Brochure	PART B: Short response statement	
	<b>Mode</b>	Production	Production	Production	Written	
	<b>Conditions</b>	<b>Task 1:</b> <ul style="list-style-type: none"> <li>Storyboard 6-10 shots (group)</li> <li>Moving image media production 30 seconds (group) – audio and visual</li> <li>Group work</li> </ul>	<b>Task 1:</b> <ul style="list-style-type: none"> <li>Group work (2-3 students)</li> <li>Storyboards 6-10 shots (group)</li> <li>45 sec – 1 and ½ minute production</li> </ul>	<ul style="list-style-type: none"> <li>Digital poster</li> <li>Group work - 2 students</li> </ul>	<ul style="list-style-type: none"> <li>Written short response statement 200-300 words</li> </ul>	

Aspects of the achievement standard					
identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view					<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
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					<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
identify and analyse the social and ethical responsibility of the makers and users of media artworks					<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
produce representations of social values and points of view in media artworks for particular audiences and contexts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	

Term 1
Term 2
Term 3
Term 4



Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard