



2020 Year 7 &8 Unit Outline

Digital Media



Education
Teacher(s): Ms Anita Briedis

Faculty: The Arts

Unit Duration: Semester 1, 2020

The **Australian Curriculum Achievement Standards in Media arts** involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices. Students learn to be critically aware of ways that the media are culturally used and negotiated and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks. Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications

Australian Curriculum Achievement Standard: By the end of year 8, students identify and analyse how representations of social values and points of view are portrayed in the media artworks 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.

Unit Description: This semester students will be researching visual communication and investigating graphic posters design. Students will acquire digital application skills, techniques and processes to produce solutions in digital media art formats. Students will develop skills and language to identify and analyse digital media. Term one will include an introduction to digital applications, exploring visual communications, media literacy, Elements of Art & Design and creating major works. Term two, will continue to development skills in ICT and the design process to produce a multimedia work that includes imagery and media graphic elements. Students will be completing a Process Portfolio Visual Diary to document their design process of completed work, including research and reflection. **This unit may contain topics which raise concerns with families in our community. Please contact the class teacher if you have any specific concerns.**

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. Identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view.
2. 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.
3. Produce representations of social values and points of view in media artworks for particular audiences and contexts.
4. Collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

Materials and Equipment Required: Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students are required to provide the following additional materials and equipment: *Visual Diary class book and maintain a Digital Diary on Google classrooms. USB when required to submit major work for printing.*

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include; catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

Late Work: Extensions may be negotiated with individual teachers before the due date

Plagiarism: Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:

	Week / Date Due	Essential Learning
1. Introduction to Digital Media Practical Tasks – VD	Week 4	1,2,3,4
2. Elements of Art & Design Research and Activities - VD	Week 5	1,2,3 ,4
3. Major Task – Poster Design	Week 10	1,2,3,4
4. Investigation of Digital Media Techniques & Applications Practical Tasks – VD	Week 12	12,3, 4
5. Trends in Digital Media Research and Activities – VD	Week 13	1,2,3,4
6. Major task – Marketing and Media	Week 15	1,2,3,4
7. Visual Diary (VD) (Students are required to record their classwork in the Visual Diary and maintain a Digital Diary on Google classrooms)	On going	1,2,3,4

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A	Demonstrating excellent achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
B	Demonstrating a high achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
C	Demonstrating satisfactory achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
D	Demonstrating partial achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
E	Demonstrating limited achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)
S	Status is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the “C” grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a ‘C’ grade. The ‘C’ grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

Executive Teacher

Michelle Coleman

14/02/2020