

## The Arts Levels 5–6 Media

In the Arts Levels 1–4 progression points focus on the arts disciplines of Art, Dance, Drama, Media and Music individually and/or in combination. From Level 5 progression points have been developed for the arts disciplines of Art, Dance, Drama, Media, Music and Visual Communication.

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### The Arts (Media) – Progressing towards Level 5

#### Progression point 4.25

*At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

#### Creating and making

- awareness of purpose and audience when planning a media product
- awareness of basic ways that equipment can be used in selected media forms
- incorporation of influences to communicate ideas about themselves and/or others
- understanding of approaches that can be used to evaluate the effectiveness of the final media product in achieving intended aims
- generation of ideas for media products in response to stimulus materials; for example, through brainstorming

#### Exploring and responding

- awareness of the nature and structure of a variety of media forms and texts
- awareness of some features of media texts that place the work in a particular culture, tradition or genre

#### Progression point 4.5

*At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

#### Creating and making

- selection of appropriate genre and/or style when planning a media product for a specific audience
- experimentation with appropriate media equipment when making media products
- understanding of an appropriate media form to communicate an idea or intention
- investigation of a range of source materials to explore ideas for media products
- ability to reflect on the final product and make suggestions for improvement; for example, through an annotated design plan

#### Exploring and responding

- identification of the structure of media forms and texts, expressed in language appropriate to the media style or genre

#### Progression point 4.75

*At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

#### Creating and making

- consideration of relevant stylistic elements of a media form when preparing a product for a defined audience
- trials of production techniques appropriate to a selected media form
- selection of appropriate production techniques to communicate effectively a chosen style and/or genre
- incorporation of research findings when developing ideas for media products
- application of reflection and evaluation processes at key stages when creating a media product

#### Exploring and responding

- analysis of media texts, using language appropriate to the media style or genre

**Progression point 4.25**

*At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

- understanding of ways that media texts can be identified as being products of their time and place

**Progression point 4.5**

*At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

- identification of ways visual and/or technical elements are used in media texts from a range of cultures, traditions and styles or genres
- understanding and ability to show that all media texts and products are influenced by their time and place of production

**Progression point 4.75**

*At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

- contribution to discussions about the effect on an audience of specific production techniques in media texts from a range of cultures, traditions and styles or genres
- comparison of social and cultural contexts of a range of historical and contemporary media texts

**The Arts – Level 5****Creating and making**

At Level 5, students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present arts works that represent and communicate ideas and purpose. They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles. They generate and develop ideas that explore particular concepts, techniques and issues when making arts works. They combine and manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks. They maintain a record of the creating and making of their arts works and explain their decisions about how they present arts works for specific purposes and audiences.

**Exploring and responding**

At Level 5, students research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others' use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies. They compare, analyse, evaluate and interpret the content, meaning and qualities in arts works created in different social, cultural and historical contexts, offering informed responses and opinions, and using appropriate arts language. They describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary arts works, including their own, are influenced by cultural and historical contexts. They use appropriate arts language.

**The Arts (Media) – Progressing towards Level 6**
**Progression point 5.25**

*At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

**Creating and making**

- understanding of how concepts of audience can shape the planning of a media product
- application of appropriate production techniques to communicate intended ideas when planning and developing media products
- use of appropriate production techniques to communicate ideas effectively in media products
- visual and annotated examples of decision making when planning media products to communicate meaning
- reflection about planning and creation processes used to make own and peer media productions

**Progression point 5.5**

*At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

**Creating and making**

- understanding of the relationship between audience and genre when planning a media product
- experimentation with visual and/or technical codes in accordance with selected genre and/or style when developing plans for a media product
- considered application of appropriate media forms, techniques and processes to communicate an idea, intention and/or genre
- documentation of trials of production techniques that refer to intended outcome/s
- evaluation of own media product/s to achieve intention more effectively

**Progression point 5.75**

*At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

**Creating and making**

- planning of a media product that shows awareness of how codes and conventions within a genre may be manipulated to engage an audience
- refinement and application of genre-specific codes and conventions to communicate an intended meaning or style
- refinement of production techniques relevant to the selected media form to convey meaning effectively
- ability to investigate a range of media forms, examining alternate ways of achieving intended purpose
- critical evaluation focusing on intention, process and completed product in relation to their own and peer media productions

**Exploring and responding**

- contribution to classroom discussions about different ways that meaning can be communicated in selected media texts
- use of appropriate language to describe the use of production techniques, genre, technologies, equipment and/or processes in professionally produced media texts

**Exploring and responding**

- observation and interpretation of media texts to uncover a variety of possible meanings
- use of appropriate media language to communicate understanding of the relationship between selected genres and associated codes and conventions

**Exploring and responding**

- comparative analysis of the ways that codes and conventions and production techniques have been used in selected media texts
- confident and appropriate use of media language when observing, discussing and reflecting on professionally produced media texts

**Progression point 5.25**

*At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

- awareness of cultural and historical influences on a range of contemporary and traditional media texts

**Progression point 5.5**

*At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

- informed knowledge of characteristics common to media texts from the past and present, and from different times and places

**Progression point 5.75**

*At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

- use of research to support a comparative analysis of characteristics of media texts from selected forms from a broad range of cultural, social and historical contexts

**The Arts – Level 6****Creating and making**

At Level 6, within and across areas of specialisation, students apply decision making skills to find the most effective way to implement ideas; design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style. They evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices. Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities. Independently and collaboratively, they apply their knowledge and understanding to design; create and produce arts works influenced by the style of particular artists or cultures. They vary the content, structure and form of their arts works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes. They effectively use a range of traditional and contemporary media, materials, equipment and technologies. They maintain a record of how ideas develop in the creating, making and presenting of their arts works.

**Exploring and responding**

At Level 6, students observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working. They analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists and made in particular times and cultural contexts. They describe and discuss ways that their own and others' arts works communicate and challenge ideas and meaning. They use appropriate arts language and, in the arts works they are exploring and responding to, refer to specific examples. They comment on the impact of arts works, forms and practices on other arts works and society in general.

**The Arts (Media) – Progressing beyond Level 6**
**Progression point 6.25**

*At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

**Creating and making**

- planning for an original media product that acknowledges the influence/s of a particular media artist such as a director, photographer, web designer or a genre on personal style
- experimentation with alternative ways to use media technologies and/or forms to enhance personal style
- awareness of ways that other media artists use specific production techniques to realise intentions for specific audiences
- awareness of content and aesthetic qualities of their own and others' media products
- documentation outlining the effect of choices made in the use of codes and conventions to represent a key theme or idea

**Progression point 6.5**

*At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

**Creating and making**

- planning for an original media product that incorporates ideas for using equipment and/or processes to communicate a personal style
- trials showing potential outcomes that result from different approaches to using media technologies and/or forms
- trials showing possible ways of using production techniques to realise intention for specific audiences
- exploration, through discussion and annotation, of how content and stylistic aspects of a media product can be communicated
- documentation outlining modifications made to the use or interpretation of codes and conventions following audience feedback

**Progression point 6.75**

*At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

**Creating and making**

- refinement of planning document content to enhance communication of a personal or distinctive style
- refinement of selected approaches to use of media technologies and/or forms to realise ideas in ways appropriate to personal style
- inventive use of production skills and equipment to realise intention for a specific audience
- evaluation of the effectiveness of different applications for creating specific aesthetics in media products
- refinement of an approach that reflects response to audience feedback about the use or interpretation of codes and conventions in representing a key theme or idea

**Exploring and responding**

- identification and critical discussion of specific techniques used to construct a media text or product
- use of appropriate language, when discussing analysis of stylistic features of media texts and products

**Exploring and responding**

- informed understanding of how stylistic, technical and expressive features combine to communicate ideas, themes, emotions or an aesthetic style
- use of diverse and appropriate media language when comparing, through discussion, stylistic features of a range of media texts and products

**Exploring and responding**

- comparison and evaluation of the impact of specific elements and devices used by a range of producers to convey a narrative, idea or aesthetic feature
- use of evidence drawn from evaluation and language appropriate to selected styles and genres when discussing the impact of media texts and products

**Progression point 6.25**

*At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

- identification and description of the impact of selected media forms on a culture/subculture/society

**Progression point 6.5**

*At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

- research findings into the role and characteristics of media texts within a specific medium

**Progression point 6.75**

*At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

- examination of the historical role of a selected media form and individual media texts from a chosen context