



Western Australian Curriculum

The Arts | Media Arts

Scope and sequence | Pre-primary–Year 10

Revised curriculum | For familiarisation in 2026

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Overview

The current Western Australian Curriculum: The Arts was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum during 2021–2022. Teachers then advised a preference for the existing Western Australian curriculum, especially the inclusion of examples.

The revised Western Australian Curriculum: The Arts, Media Arts has been adapted from the Australian Curriculum version 9.

Guide to reading this document

The Scope and sequence Western Australian Curriculum: The Arts, Media Arts, shows the proposed content across the years of schooling from Pre-primary to Year 10.

The Scope and sequence for The Arts shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10. The **examples** illustrate the content and are **not mandated**.

The Arts learning area consists of five subjects: Dance, Drama, Media Arts, Music and Visual Arts. All students will study at least two of the five Arts subjects (including at least one performance arts subject [Dance, Drama or Music] and one visual arts subject [Media Arts or Visual Arts]) from Pre-primary to the end of Year 8. It is desirable that schools provide students with the opportunity to engage with all five Arts subjects across Pre-primary to Year 10. In Years 9 and 10, the study of The Arts is optional.

The Arts				
Performance arts			Visual arts	
Dance	Drama	Music	Media Arts	Visual Arts
Explore	Explore	Explore	Explore	Explore
Create	Create	Create	Develop	Develop
Perform	Perform	Perform	Create	Create

The Western Australian Curriculum: The Arts, Media Arts should be taught in an integrated way across the three subject strands of **Explore**, **Develop** and **Create**. The subject strands in Media Arts are organisers, ensuring content is progressive and developmental in the planning, teaching and learning of content from Pre-primary to Year 10.

The content descriptions in the **Explore** strand encourage students' understanding of how media work communicates ideas, feelings, perspectives and values. Students explore how media representations are shaped by different contexts, and learn to evaluate how media codes and conventions, narrative and representations shape meaning and influence audiences. This strand supports students' development of media literacy as they learn to analyse media work using media terminology, with consideration of industry and institutions.

The content descriptions in the **Develop** strand is about learning, building and reflecting on production skills and processes. Students experiment with, and practice using, media codes and conventions to consider how these impact the construction of genre, narrative, meaning and the development of representations and points of view. This strand supports students' growing control over media technologies, tools and processes, and strengthens their ability to work collaboratively and ethically.

The content descriptions in the **Create** strand focus on applying media production knowledge and skills to create and share media work with audiences. Students use production and post-production processes to purposefully shape and refine content, considering narrative, style, genre, audience and representation. They also practise responsible media use, including consent, copyright, and ethical decision-making when presenting work in digital and physical settings. This strand supports collaboration and creativity in the construction of media work in production teams.

Pre-primary–Year 6

Strand: Explore

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Media work represents real and imagined experiences through images, sounds or symbols For example: • illustrations that communicate information about character or setting • familiar logos and symbols in the environment (e.g. road signs, food packaging, school emblems)	Images and sounds can be selected and arranged to communicate feelings, ideas and experiences For example: • visual symbols, such as emojis, represent ideas and feelings • colour or sound effects change how an image is interpreted • sequence and rearrange images to create different stories	Images and sounds can be combined and sequenced to represent an event, feeling or simple story For example: • how sound effects (e.g. thunder, laughter) change the meaning of an image • how lighting or colour suggest time of day or mood in a photo collage	Media work uses sequenced images, audio and text to represent characters, settings and ideas For example: • audio can be used to alter the meaning of an image • characters are developed through visual elements, such as costume, facial expression, or setting • the opening shot of a film establishes the setting	Narrative structures are used to tell a story or convey a message with a beginning, middle and end For example: • setting is established through visual elements like background, lighting or soundscape • codes and conventions of comics and graphic novels support storytelling	Narrative structures and media conventions communicate ideas and points of view for specific audiences For example: • how diversity (e.g. culture, gender, ability) is represented in film and television • how music, text or image placement influences viewer perspective • how camera angles, lighting,	Narrative structures and media conventions are used to shape meaning, convey point of view and influence audience perception For example: • colour, shot type and editing techniques communicate film genre • how advertising uses persuasive techniques to influence audiences • news reports from different sources shape

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					and costume communicate character and emotion	meaning through language, images and video clips
Exploration of media work from different cultures or places For example: - media arts created and distributed by Aboriginal and Torres Strait Islander peoples (e.g. children's television programs) - animated stories or TV shows for children from other countries	Media work from different cultures, times or places represent people, places and ideas For example: - animations based on Dreaming narratives - children's programs from other countries - posters or visuals using Aboriginal symbols and colours	Media work from different cultures, times or places communicate stories and ideas For example: - music videos, posters or digital content reflecting Aboriginal and Torres Strait Islander peoples' cultural symbols, languages and identity - Short animated stories or digital collages sharing folktales or celebrations	Media work from different cultures, times or places express cultural identity, community and connection to place For example: - short films made by Aboriginal and Torres Strait Islander creators expressing connection to local places - local language media projects or community broadcasts - digital stories or documentaries	Media work from different cultures, times or places represent ideas and reflect cultural values For example: - animated stories from various cultures (e.g. Dreaming narratives, Japanese anime, African folktales) - propaganda posters during wartime, early television news broadcasts	Media work from different cultures, times or places communicate contemporary and historical perspectives For example: - interactive Aboriginal and Torres Strait Islander language or cultural maps - historical documentaries, podcasts or museum media displays from different cultures	Media work from different cultures, times or places reflect, challenge and shape social and cultural values For example: - branding design over time (e.g. NAIDOC week) - movie posters/ advertising from different countries showing how cultural differences shape marketing and audience responses

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		from other cultures (e.g. Lunar New Year, Diwali, Día de los Muertos)	from different cultural communities		changes in representations of family across time, culture or genre	
Responses to media work that express likes, dislikes and/or personal connections For example: - emotional responses linked to elements, such as music, colour or imagery - personal memories or experiences connected to viewed media	Responses to media work that express personal preferences and provide a reason For example: - feelings evoked by a scene, image or soundtrack - connections between personal experiences and themes in media work - discussion of mood or atmosphere created by	Responses that identify familiar features, such as characters, settings, sounds and stories, in media work they have viewed and/or produced For example: - preferences for particular characters, settings or stories - feelings associated with certain sounds, colours or imagery	Responses to the use of codes and conventions in their own and others' media work, using media terminology For example: - use of sound effects to create excitement or tension - use of shot type to show setting/character emotions - creative choices in media work discussed using appropriate language	Responses that involve identifying and reflecting on how codes and conventions make meaning and engage audiences, using media terminology For example: - intended messages communicated through images, sounds and stories - reflection on audience interpretations of media work	Responses that involve identifying and describing how codes and conventions are used to communicate meaning and create point of view, using media terminology For example: - camera angles, colour palettes or music influence emotional responses - editing techniques shape the audience's	Responses that involve identifying and describing how codes and conventions are used to shape meaning and create point of view, using media terminology For example: - sound effects and music build suspense or excitement - visual composition directing attention and shaping point of view

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	different media elements	• why specific styles or genres in media work are favoured			understanding of events	• choice of imagery influences audience interpretation of characters or events

Strand: Develop

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore and experiment with the codes and conventions of media, including: • technical (capturing, selecting and arranging images) • symbolic (objects, colour)	Explore and experiment with the codes and conventions of media, including: • technical (capturing, selecting and arranging images) • symbolic (objects, colour) • audio (selecting/capturing sounds to create a mood or feeling; dynamics) • written (adding text)	Explore and experiment with the codes and conventions of media, including: • technical (capturing, selecting and arranging images); camera shots (close-up, long-shot) • symbolic (objects, colour, setting) • audio (selecting/capturing sounds to create a mood or feeling; dynamics) • written (selecting, arranging and editing text)	Explore and experiment with the codes and conventions of media, including: • technical (capturing, sequencing and editing images to organise events in a story; camera shots (close-up, mid-shot, long-shot); camera angles (low-angle, high-angle, eye-level) • symbolic (objects, colour, setting, using costumes and props to represent	Explore and experiment with the codes and conventions of media, including: • technical (capturing, sequencing and editing images to organise events in a story; camera shots (close-up, mid-shot, long-shot); camera angles (low-angle, high-angle, eye-level) • symbolic (using costumes and props to represent fictional and/or non-fictional	Explore and experiment with the codes and conventions of media, including: • technical (capturing, sequencing and editing of images; camera shots (close-up, mid-shot, long-shot); camera angles (low-angle, high-angle, eye-level) • symbolic (using costumes and props to represent people as fictional and/or non-fictional characters;	Explore and experiment with the codes and conventions of media, including: • technical (capturing, sequencing and editing images; camera shots (close-up, mid-shot, long-shot); camera angles (low-angle, high-angle, eye-level); camera movement (pan, tilt, zoom) • symbolic (using costumes and props to represent people as fictional

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			familiar people as fictional characters) • audio (dynamics; music to convey mood; sound effects) • written (selecting, arranging and editing text to tell a clear story)	characters; manipulating familiar places to create fictional settings) • audio (dynamics; music to convey mood; sound effects) • written (selecting, arranging and editing text to enhance meaning)	manipulating familiar places to create fictional settings; consideration of natural light to enhance a shot) • audio (dynamics; music to convey a mood; sound effects) • written (selecting text to strengthen meaning or create point of view)	and/or non-fictional characters; manipulating familiar places to create fictional settings; manipulating light to enhance a shot; using body language to create meaning) • audio (dynamics; music to convey mood; sound effects) • written (selecting text to strengthen a point of view and engage an audience)

Strand: Create

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create media work that represents personal experiences, familiar environments or imagined stories For example: • photo collages showing family, friends or community places • digital drawings combined with voice recordings to describe favourite places or events	Create media work that tells real or imagined stories about themselves, familiar people or places For example: • photo stories of classroom or playground activities with simple captions or voice-over • posters showing class events or special days, combining drawings, images and brief text • videos that combine spoken descriptions and simple sound effects to	Create media work that communicates a story or experience with an audience For example: • digital stories that use images, captions and voice to recount events • a sequence of events (e.g. a school day, a special trip) that use image and sound • posters that include drawings and simple text to represent celebrations, seasons or community life	Create media work that uses codes and conventions to enhance the story or message for an audience For example: • short video clips that use close-ups, sound, and sequencing to show a character's problem and solution in a simple story • photographs that use costume, props and camera angle to communicate a character's personality or mood	Create media work that uses narrative structures to engage an audience For example: • use of storyboards to organise story elements • stop-motion animation using voice, sound effects and music to build setting, introduce characters, and resolve a simple conflict • book trailers that use images, text and audio to represent a narrative	Create media work that communicates a point of view or message for a specific audience For example: • short videos aimed at younger students that use friendly narration, bright colours, and simple visuals to promote safe online behaviour • power relationships (e.g. heroes and villains) shaped through	Create media work that engages and influences an audience through purposeful storytelling For example: • short documentaries presenting aspects of school or community life • advertisements that use camera techniques and slogans to promote social messages • music video production combining dance, music and media arts

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	communicate personal stories				framing, colour and costume comic books, animations or stop-motion videos retelling familiar stories through image and text sequencing	
Use media technologies responsibly when creating media work For example: - handle devices with care - ask permission before taking photos of classmates - choose whether or not to be included in	Use media technologies responsibly and consider respectful practices when creating media work For example: - handle devices with care - ask permission before recording someone's voice or image - select and sequence photos	Use media content responsibly and demonstrate clear organisation of media files For example: - check classmates are happy with images or sound used before including them - save and name media files clearly (e.g. 'OurBookParade 2026')	Apply simple protocols for image and voice use, with awareness of privacy and consent For example: - include a 'permission checklist' for images used in a class photo story - reflect on why permission matters when	Follow protocols for permission and awareness of appropriate audience sharing For example: - design a school event poster using only media with approved permissions - check school guidelines before publicly sharing a video	Responsible media practice, including consent and consideration of audience For example: - select respectful visuals and sound for media that promotes wellbeing or inclusion - record interviews with	Ethical and responsible choices, including permissions, attribution, and cultural protocols For example: - use Creative Commons content and acknowledging image/music sources in end credits - create a digital story that

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
photos or recordings	for a class display, with discussion about who is included		creating group videos		peer consent and review recordings together before final editing	represents a local community event with consultation and acknowledgement

Years 7–10

Strand: Explore

Year 7	Year 8	Year 9	Year 10
Media languages used in media work to create meaning For example: codes and conventions used in narrative, genre or style	Media languages used in media work to create meaning including in narrative, genre and style For example: - construction of specific settings in a short film - emotive music used in podcasts	Media languages used in media work to manipulate meaning and convey point of view For example: - selection, omission and emphasis to shape media work - codes and conventions used in a persuasive print advertisement	Audience responses to the use of media languages in media work to manipulate meaning and convey point of view For example: - how an audience responds to the purposeful use of codes and conventions - audience responses to the construction of biased messages
The purpose and point of view of contemporary media work for intended audiences For example: - the reason why media work was made - who media work was made by - whether the message was clear for the audience	The purpose, point of view and context of contemporary and historic media work for intended audiences For example: - the reason why media work was made - who media work was made by - who media work was made for - where and when media work was made	The purpose, point of view and context of Australian or international media work for intended audiences For example: - the reason why Australian or international media work was made - who Australian or international media work was made by	The purpose, point of view and context of Australian and international media work for intended audiences For example: - the reason why Australian and international media work was made - who Australian and international media work was made by

Year 7	Year 8	Year 9	Year 10
• awareness of media work created by Aboriginal and Torres Strait Islander peoples • contemporary media work such as online videos or content from influencers	• whether the message was clear for the audience • contemporary perspectives in media work created by Aboriginal and Torres Strait Islander peoples • contemporary media work such as video games or anime • historic media work such as newspapers	• where and when Australian or international media work was made • how Australian media work reflects Australian identity • the role media work plays in creating and sharing Aboriginal and Torres Strait Islander peoples' perspectives	• where and when Australian and international media work was made • the diversity of perspectives in Aboriginal and Torres Strait Islander peoples' media work • streaming platforms and access to international media work
Representation in media work For example: • ideas, issues, people or places are constructed using media languages • positive or negative representations	Representation in media work and the values represented For example: • stereotypical depictions of teenagers in an advertising campaign and the communication of values	Representation of ideas, issues, people or places in media work and the values represented or challenged For example: • representations of women in TV shows and the values depicted • representations of sporting groups	Representation of ideas, issues, people or places in media work across different contexts or cultures, and how values are represented, reinforced or challenged For example: • representations of Australian culture in news media and how the values depicted are reinforced • representations of issues in media work such as environmental or social issues • how representations in different contexts are used to challenge audience values

Year 7	Year 8	Year 9	Year 10
Awareness of controls and constraints For example: technological constraints when producing media work	How controls and constraints are managed or navigated during the production of media work For example: - production schedules - film, television or video game classifications	How controls and constraints impact the creation or distribution of media work For example: the funding of films and what impact this has on film content and screenings, or audience reach	How controls and constraints within media industry organisations impact the creation or distribution of media work For example: - the trustworthiness of media messages due to their funding source - perceived freedom of speech of the everyday user on the internet compared to media industry censorship
Media technologies used to produce and consume media work For example: the technologies used to make a film and view a film	The impact of new technologies on the creation and viewing experience of media work For example: - immersive media experiences or technologies - audience viewing behaviours or preferences	The impact of current trends and new media technologies in the production and consumption of media work For example: - streaming platforms vs the cinema experience - short form media - AI tools to create media content	The impact of current trends and new media technologies in the production and consumption of media work compared to past times or different audience contexts For example: - AI-created content and issues related to authenticity or authorship of media work - new media and moral panics

Strand: Develop

Year 7	Year 8	Year 9	Year 10
Experiment with codes and conventions For example: practise different camera shots, angles and movement	Experiment with codes and conventions to create representations For example: costumes, props and lighting to build a character	Experiment with codes and conventions to manipulate representations and convey point of view For example: sound effects and music to show a location is dangerous	Experiment with manipulating codes and conventions to determine the most effective representations or preferred meanings For example: use different editing techniques to emulate a professional news story
Understand the use of pre-production documentation For example: identify differences between scripts and storyboards	Understand the use of pre-production documentation and the stages of the production process For example: identify how filming or editing is guided by pre-production planning	Understand the purpose of pre-production documentation and its relationship to the stages of the production process For example: identify how a shot list is linked to a production schedule	Understand the purpose of pre-production documentation and its impact on the success of the production process and media work For example: identify how thorough pre-production plans can ensure a smooth production process
The development of ideas for media work, understanding how their intended audience influences the selection process	The development of ideas for media work, understanding how their intended audience influences the selection process	The development of ideas for media work, understanding how the intended audience influences the selection process and construction of meaning in planned media work	The development of ideas for media work, understanding how intended audience values influence the selection process and construction of meaning in planned media work

Year 7	Year 8	Year 9	Year 10
For example: • use methods for ideation such as story cubes • align ideas with audience interests	For example: • use methods for ideation such as crowd sourcing • plan media work by choosing costuming that interests or appeals to the intended audience	For example: • use methods for ideation such as a stimulus item • plan to use language in scripts that the intended audience uses and understands	For example: • use methods for ideation such as a prompt word • identify the values of the audience and shape ideas for the media work to suit the intended audience
Practise fundamental technical skills using available media technologies to develop experience in capturing images, sound and/or footage For example: • operate a camera correctly • take the required steps to record clean dialogue	Practise technical skills using available media technologies, to build production techniques with growing confidence For example: • take photos and improve each shot by adjusting the angle, pose, focus or framing	Practise technical skills through the operation of available media technologies, to refine production techniques with increasing accuracy For example: • improve the exposure or lighting of video footage to ensure a well-focused shot	Practise technical skills through the control of available media technologies, to enhance production techniques with advancing consistency For example: • re-record an interview in different locations to improve the quality of the audio
Team skills including specific production role responsibilities For example: • cooperate in a production group • perform different production roles	Team skills including specific production role responsibilities and development of problem-solving skills For example: • show problem-solving or leadership in a production group • show individual growth in initiative across production roles	Team skills including specific production role responsibilities, production scheduling and development of problem-solving skills For example: • set and meet production deadlines	Team skills including specific production role responsibilities, production scheduling and successful application of problem-solving skills For example: • identify and act on instances where re-shooting is required to improve media work

Year 7	Year 8	Year 9	Year 10
		• direct actors to ensure the best performance is captured	• independently follow a pre-determined production schedule

Strand: Create

Year 7	Year 8	Year 9	Year 10
Pre-production planning, feedback and reflection to create and review media work For example: • brainstorm • develop an idea or script • pitch an idea • review and adjust ideas • self-reflection on planning or final product	Pre-production planning, feedback and reflection to create and review media work For example: • script or storyboard • pitch an idea • provide constructive feedback to others • review and adjust ideas and plans based on controls and constraints • self or peer reflection throughout the production process	Pre-production planning, feedback and reflection to create and evaluate media work For example: • create a mood board to communicate visual inspiration • produce storyboards that show integration of codes and conventions • review and adjust ideas and plans based on controls and constraints or intended audience preferences or values • self and peer discussion about production plans or processes	Pre-production planning, feedback and reflection to create and evaluate media work For example: • research a topic, idea or theme • produce storyboards that show integration of codes and conventions to communicate ideas, point of view and/or meaning • review and adjust ideas and plans based on controls and constraints or to confirm or challenge audience expectations or values • self and peer evaluation

Year 7	Year 8	Year 9	Year 10
Communicate meaning to an intended audience using media languages For example: • use genre conventions in their media work that interests their specified audience	Communicate meaning to an intended audience using media languages For example: • use narrative conventions in their media work that engages their specified audience	Construct meaning and inform representations using selected media languages to appeal to an intended audience For example: • use codes and conventions in their media work to create representations that attract or entertain their specified audience	Construct meaning and portray representations using selected media languages to influence an intended audience For example: • purposeful use of codes and conventions in their media work to create representations that influence their specified audience
Apply codes and conventions of narrative, genre or style when creating media work	Follow planning to apply codes and conventions of narrative, genre or style when creating media work	Follow planning to manipulate codes and conventions of narrative, genre or style when creating media work	Follow planning to purposefully integrate codes and conventions to achieve specific narrative, genre or style choices when creating media work
Ethical and safe application of media technologies when creating media work For example: • seek permission to film or take photos of someone • handle a camera safely	Ethical decision-making and safety when using media technologies during production and post-production processes For example: • acknowledge copyright when using borrowed images and sounds • ethical use of AI in editing processes	Ethical decision-making during production and post-production processes with awareness of responsible representation and messaging in media content For example: • realistic and respectful characterisation, image editing or manipulation on media content	Ethical workflows in media production, acknowledging legal implications of media technologies, and following responsible media creation practices For example: • recognise appropriate and inappropriate use of media technologies and content
		Follow safe production practices and protocols when using media technologies or content creation tools	Independent awareness of safety and risk management in media environments

Year 7	Year 8	Year 9	Year 10
		For example: • check media equipment before filming	For example: • ensure film location or studio is safe before operating the camera or directing actors
Methods to consider when sharing created media work For example: • how their media work should be accessed or screened	Marketing or distribution methods for created media work For example: • how their short film might be advertised or where it might be screened	Marketing and distribution of created media work For example: • create an advertisement or poster for their media work • cross-promotion of their media work with an existing product or service	Plan approaches for publicity, marketing or distribution of created media work For example: • conduct a mock interview with the actors from their short film • plan a screening session or display for their media work