



Western Australian Curriculum

The Arts | Media Arts

Achievement standards | Pre-primary–Year 10
(Provisional)

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.

The proposed revisions to the Western Australian Curriculum: The Arts, Media Arts are adopted and adapted from the Australian Curriculum version 9.

Pre-primary

By the end of the year, children create media work that represents personal experiences, familiar environments or imagined stories. They use media technologies to capture and select mostly relevant images, signs and symbols. Children explore media work from different cultures or places, and provide responses, including likes, dislikes or personal connections. They begin to recognise how familiar objects and colours can be used to communicate meaning. Children use media equipment responsibly when creating media work.

Year 1

By the end of the year, children create media work that tell stories about themselves, familiar people or places, using images, sounds and text. They experiment with basic codes and conventions, including capturing, selecting and arranging mostly relevant images, using colour and objects to represent ideas, adding text, and selecting sounds to create a mood or feeling. Children identify that media work from different cultures, times or places represent people, places and ideas and when responding, express personal preferences with a reason. Children use media equipment responsibly and follow respectful practices when capturing and combining content.

Year 2

By the end of the year, children create media work that communicates a story or experience for an audience, combining and sequencing images, sounds and text. They experiment with media codes and conventions, including camera shots, colour, setting, audio and text, and identify that media work from different cultures, times or places, communicate stories and ideas. They express personal responses to media work and identify familiar features such as character and setting. Children use media content responsibly and organise media files clearly when producing and sharing their work.

Year 3

By the end of the year, students create media work that uses codes and conventions to enhance the story or message for an audience. They identify how images, audio and text can be sequenced to represent characters, settings and ideas. Students identify some ways that media work from different cultures, times or places express cultural identity, community and connection to place. Students use media conventions including shot type, camera angle, colour, props, setting, sound effects and text to construct meaning and identify how codes and conventions are used in their own and others' media work, using some media terminology. They use simple protocols when working with images and voices, showing awareness of privacy and consent.

Year 4

By the end of the year, students create media work that uses narrative structures with a beginning, middle and end, to engage an audience. They use codes and conventions, including camera shots and angles, costume, props, audio and text to represent characters, settings and events. Students identify some ways that media work from different cultures, times or places, represent ideas and reflect cultural values. They identify and reflect on how codes and conventions are used to make meaning, using some media terminology. Students follow some simple protocols for gaining permission and sharing of media work.

Year 5

By the end of the year, students create media work for specific audiences, using narrative structures and media conventions to communicate a message or point of view. They identify some ways that media work from different cultures, times or places communicate contemporary and historical perspectives, and sequence and edit images, audio, and text to represent characters, setting and mood. Students use media codes and conventions including camera shots and angles, lighting, props, costume, sound effects, music and text to construct meaning. They identify how codes and conventions are used in their own and others' media work, using developing media terminology and follow some appropriate media protocols.

Year 6

By the end of the year, students create media work for specific purposes to engage an audience. They explore how narrative structures and media conventions shape meaning and create a point of view. Students describe some ways media work from different cultures, times or places reflect, challenge or shape social and cultural values. They use media codes and conventions including camera shots, angles and movement, costume, props, lighting, body language, audio and text to construct meaning, and respond using developing media terminology. Students make responsible choices when producing and sharing media work, including gaining permissions, providing simple attribution and following some appropriate media protocols.

Year 7

By the end of the year, students identify media languages, representation, audiences and media technologies in media work they explore, develop or create. They identify the purpose and point of view of contemporary media work. Students develop simple ideas for media work and show some awareness of the use of pre-production documentation. They develop fundamental technical skills, fulfilling most production role responsibilities and use media technologies ethically and safely. Students apply some codes and conventions to create narrative, genre or style, producing mostly effective media work. They use simple media languages to communicate meaning to an intended audience. Students reflect on and review their media work, considering methods for sharing their media work.

Year 8

By the end of the year, students identify media languages, representation, audiences and media technologies in media work they explore, develop or create. They identify and outline the purpose, point of view and context of contemporary or historic media work. Students develop ideas that mostly link to their intended audience and show awareness of the use of pre-production documentation and the stages of the production process. They develop technical skills, fulfilling production roles with growing confidence and use media technologies ethically and safely during production and post-production. Students plan their use of codes and conventions to create narrative, genre or style, producing mostly effective media work. They communicate meaning to an intended audience somewhat effectively using media languages. Students reflect on and review their media work, considering methods for marketing or distributing their media work.

Year 9

By the end of the year, students describe media languages, representation, audiences and media technologies in media work they explore, develop or create. They identify and begin to describe the purpose, point of view and context of Australian or international media work, outlining representations and associated values in media work. Students develop ideas for media work that construct meaning, guided by a selection process that is influenced by their intended audience. They identify how the purposeful use of pre-production documentation can link to the stages of the production process. They follow safe production practices and develop technical skills, fulfilling production roles with increasing accuracy in their use of media technologies and production techniques. They make ethical decisions in the production and post-production processes to show some awareness of responsible representation or messaging in media content. Students follow planning to manipulate codes and conventions to create narrative, genre or style, producing mostly effective media work. They construct meaning and inform representations using media languages to mostly appeal to an intended audience. Students reflect on and evaluate their media work, considering methods for marketing and distributing their media work.

Year 10

By the end of the year, students describe media languages, representation, audiences and media technologies in media work they explore, develop or create. They describe the purpose, point of view and context of Australian or international media work. They outline and begin to describe the representations in media work across different contexts or cultures, and how values are represented, reinforced or challenged. Students develop ideas for media work that construct meaning, guided by an accurate selection process that is influenced by their intended audience. They identify how the purposeful use of pre-production documentation can impact the success of the production process and media work. They demonstrate independent awareness of safety and develop technical skills, fulfilling production roles with control of media technologies to enhance production techniques. They demonstrate responsible media creation practices by following ethical workflows in media production. Students follow planning to purposefully integrate codes and conventions to create narrative, genre or style, producing mostly effective media work. They construct meaning and portray representations using media languages to influence an intended audience. Students reflect on and evaluate their media work, and plan approaches for publicity, marketing or distribution of their media work.