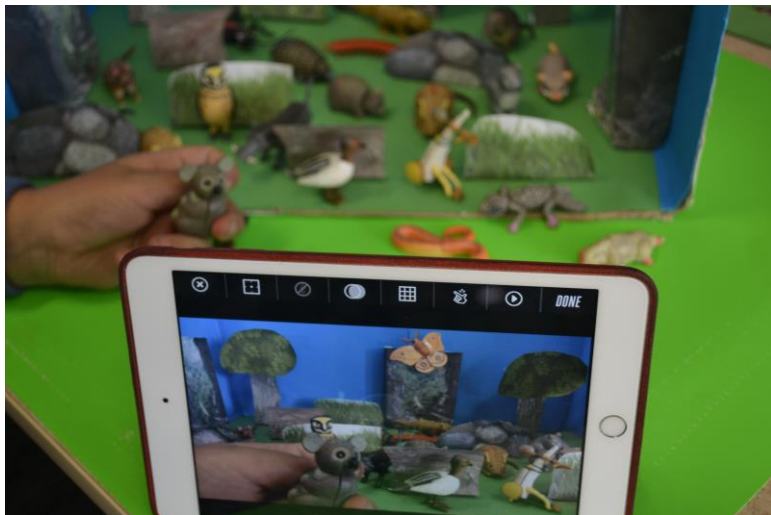


REGIONAL  
ARTS  
VICTORIA

ARTS & EDUCATION  
2017



# Animation

## Furals HQ

### Teacher Resources

2017

Ideal for Early Years – Year 6



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## ABOUT THIS RESOURCE

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This resource has been created to provide support to teachers with curriculum links to the Victorian Curriculum, and includes some preliminary and post show ideas and activities as to how to extend their experience of Animation. The activities are designed to be open-ended and multi-ability. They may need differentiation for your specific cohort.

The performances and workshops included in the Arts & Education program are designed to offer students engaging arts experiences with strong links to the Victorian Curriculum and to VEYDF, and VCE subjects where appropriate. Each Arts & Education program varies in its purpose and content and as a result the scope for integration across the curriculum varies. Please feel free to contact the Arts & Education team on [\(03\) 9644 1808](tel:0396441808) or at [education@rav.net.au](mailto:education@rav.net.au).

If you have any questions about this resource, its content or its implementation within your classroom please do not hesitate to contact the Arts & Education Department.

## ABOUT REGIONAL ARTS VICTORIA

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Regional Arts Victoria inspires art across the state. Through creative facilitation, touring, education, specialised resources, artistic projects and advocacy, we develop and sustain creative communities and artistic practice all over Victoria.

Regional Arts Victoria is an independent, not-for-profit, membership-based organisation working in long-term partnerships with every level of government, fostering contemporary and innovative regional cultural practice across five decades. We advise and impact on decision-making across multiple portfolios and levels of government.

Regional Arts Victoria is the peak body for regional artists and arts organisations, and the leading organisation for regional creative practice in Victoria.

### Our artistic program

Regional Arts Victoria inspires creative communities, creative places and creative catalysts.

CREATIVE COMMUNITIES	CREATIVE PLACES	CREATIVE CATALYSTS
Regional Arts Victoria stimulates and connects our state's communities of practice.	Regional Arts Victoria champions the places where art is made, experienced and discussed.	Regional Arts Victoria fosters current and next generation creative capacity and practice.

## PROGRAMMING TEAM

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Regional Arts Victoria's Arts & Education team pride ourselves on providing relevant and exciting activities for children and young people that are complementary to both Victorian and Australian curriculums. All of our tours come with a free set of education resources to further enrich your arts experience.

Our team is available to provide local contacts and links to research, and offer advice on how to make the most of the arts at your school or centre. Our office is a resource for Victorian teachers, so we encourage you to make use of us!

We also provide significant subsidy assistance (up to 75% of program costs) to eligible remote and disadvantaged schools. Your school may be eligible so please contact us to find out more!

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## INTRODUCTION TO THE PROGRAM

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*Animation* is designed to encourage students will investigate and learn the skills and techniques involved with animation. They will be shown the very simple, yet effective method behind this form of movie making, where attention to detail is a must! Stop-frame animation incorporates creativity, technological skills and problem solving to produce unique creations, and an unforgettable learning experience. Students will link together the iPod or iPad, Stop Motion, Stop Motion Studio and Garage Band to write, produce and publish a two-minute animation film to be published to a YouTube channel to share with family and friends.

Through the process of turning a story into a movie, children will learn to visualize their ideas for making the different scene. They will use their writing for purpose. Before you can shoot your movie, you need to come up with the story – what happens, where does it happen and why?

Throughout the process of bringing their ideas to life children will create a draft film, synthesise concepts, edit their work and use critical thinking skills to refine their ideas. They will:

- Generate ideas for products by working with tools, equipment, materials and components to make quality products
- Suggest alternative ways of making their product, if first attempts fail.

### Evaluating processes and products:

- Reflect on the progress of their work as they design and make, identifying ways they could improve their products
- Recognise that the quality of a product depends on how well it is made and how well it meets its intended purpose.

## BIOGRAPHIES

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**Mark Maxwell**  
**Presenter**

Mark Maxwell is an artist and workshop presenter. His practice encompasses marques, woodwork, building, animation, set design and lighting. When creating miniature models he explores engineering principles and tries to design projects that promote open ended creativity. Mark has completed an Art and Design degree and has worked as technical engineer in many theatres. He presents workshops for Regional Arts Victoria, which brings professional art practitioners to schools, community groups, art galleries, libraries and art festivals.



**Carla Maxwell**  
**Presenter**

Carla has been a primary school teacher with the Department of Education for the last 11 years. During that time, she has introduced many contemporary learning and teaching methods for years Prep-University. Carla has written Art and Technology workshops for various institutions in Robotics, Multimedia, Information Computer Technology (ICT) and The Arts and Design Technology.

## **SUPPORT MATERIAL**

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This workshop on animation uses a combination of script writing, creating background and props, filming and editing. The concept of clay animation first began in 1908, and has grown in popularity for all ages since then. Animation combines the theories of Claymation, which is a technique that creates the illusion of movement when a series of still images are played in a continuous sequence. Some of the recent examples of clay animation used in film include: 'Chicken Run' (2000), and 'Wallace and Grommit – The Curse of the Were-Rabbit' (2005).

When great writers write poems, stories and scripts they need to compromise their work to adapt it to the screen. Disney's Mary Poppins, which might be a cherished childhood memory for a lot of us, was for author P.L. Travers, a complete slap in the face. Despite having script approval, Travers' edits were largely disregarded. Travers loathed the movie's animated sequences and was perturbed that Mary Poppins' strict side was downplayed. After some heated meetings, Travers reluctantly approved. She would have been shunned from the star-studded premiere had she not shamed a Disney exec into an invite. The 65-year-old Travers spent most of the movie crying and ultimately refused to let Disney touch the rest of the series.

## **PUTTING THE 'A' INTO STE(A)M**

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Animation makes important connections between Science, Technologies, Engineering, The Arts and Mathematics including:

- Inspired by curiosity
- Stimulated by observation & perception
- Making and responding
- Investigating using observation & research
- Experiment and Discovery
- Driven by mastery of techniques
- Design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- Interactions between individuals, societies, economies and environments

Creativity and imagination are intrinsic to scientific and technology process and logic & reasoning are essential to artistic process.

The Science Inquiry Skills and Science as a Human Endeavour strands are described across a two-level band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the Science Understanding strand for the relevant level to ensure that these two strands are addressed over the two-level period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

## **CROSS-CURRICULAR INTERSECTIONS**

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The animation program sits in the intersection between English and Media studies, as it explores the relationship between writing a story, and visual depiction of that story on film. It also encompasses Digital Technology, through the tools (iPads, Film and Audio Editing programs, etc) and Music (soundtracks and voiceovers).

## BEFORE THE WORKSHOP

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Choose a topic or theme that will allow students to create a short story (about 90 seconds). Here is an example plan and planning template: <https://drive.google.com/file/d/0B-hc75ZORhA1UVp3a29MNmU3T3c/view?usp=sharing>

### Story boarding

First, you should come up with an idea for a character, props, and a background. With this information, come up with a storyboard for the idea to your movie. Your storyboard should include the basic layout of what you want to happen in your movie. Most importantly, USE YOUR IMAGINATION!! (You know, that thing that comes up with interesting and fun ideas that make everything better than it would have been if you hadn't used it.) After creating your character in your mind, start picking out your weapons (tools) and your colors and organize them as best you can, by putting them in order of use.

Decide on your 2 characters – names, characteristics, roles in the story etc.  
Think about the actions your characters will need to perform in the movie  
Think about the dialogue your characters will say – develop a script

**Start with a script.** You must know what you want to communicate. Sometimes it's easier to start this in writing. Write a story just like any other. The intro, which explains the characters and the core of the film. The development, in which more elements are introduced to further complicate or challenge what already existed. And then the conclusion and resolution of story and all it's elements where your audience can take away the final message.

**Mentally visualize your story.** What visual elements create the intro, the development, and the conclusion? Will you need to alternate between wide angle and detail shots? Remember, the point of stopped motion is to literally CATCH MOTION. The series of HOW you catch that motion is what you need to visualize.

Decide on your background scene/s and props you will require – you can bring things from home

Complete attached Storyboard example worksheet and bring it first session  
<https://drive.google.com/file/d/0B-hc75ZORhA1bUdLMUpDWFZFZjQ/view?usp=sharing>

Storyboard Template:

<https://drive.google.com/file/d/0B-hc75ZORhA1TXJHdHkzbDY1eW8/view?usp=sharing>

**This is what we bring to the workshop:**

<https://docs.google.com/document/d/1DATFGTqJdUrPKjUJshhTPcfjohSfQPEsQa2Iku3FMX8/edit?usp=sharing>

**The equipment students could bring are:**

- An Ipad (only if you have access to one, otherwise one will be provided) with the following free Apps: Stop Motion, Stop Motion Studio and Garage Band.
- Decide on some props you would like to include in your movie– you can bring things from home

## SUGGESTED POST-VISIT ACTIVITIES:

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- Have a movie presentation evening or afternoon with students and/or friends and family
- Create other stop-frame animations using ipads and the Lego Movie Maker app.

## FURTHER READING

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### BOOKS

Piercy, H, Animation Studio, Walker Books Australia, 2013 (Multimedia Kit and Animation Handbook) The Animator's Survival Kit / Richard Williams  
Cartoon Animation / Preston Blair  
The Illusion of Life / Frank Thomas and Ollie Johnston  
EXTRA: Animation for Beginners / Morr Meroz

### DVD

How to Build Miniature Sets for Stop Motion DVDs (Two DVD set)  
First Light Video Mike Sawicki's Clay Animation Studio: Stop Motion Animation Training DVD

### INTERNET

#### Best Free Animation Software for Children

Back to basics: Stickman animation

The latest stable version of Pivot, which adds several [keyboard shortcuts](#) for the figure builder window and the ability to load multiple sprites. See the readme.txt file for a full list of changes.  
<http://pivotanimator.net/>

#### MonkeyJam

MonkeyJam is a digital pencil test and stop motion animation program. It is designed to let you capture images from a webcam, camcorder, or scanner and assemble them as separate frames of an animation. You can also import images and sound files already on your computer. Although it is designed for pencil and paper, Monkey Jam can also be used for Stop Motion animation and has several features just for that. Movies created in Monkey Jam can be exported as AVI files.

<http://monkeyjam.org>

#### ACMI

This is the front page of the Animation section of ACMI's Generator website, from which a range of resources about animation can be accessed. An overview of the history of animation is provided that refers to flip books, animal characters, drawn animation, computerised animation and stop-motion animation.

<http://generator.acmi.net.au/storyboard>

#### Stop Frame Animator

<http://www.culturestreet.org.uk/activities/stopframeanimator/>

#### Animate! Use movement in Character Maker

Build animated characters for a new cartoon show. Choose each character's walking movements to suit their personality, mood, actions and relationship to other characters.

Combine elements such as speed, posture and bounciness. Make all of the elements work together to give a clear message to the audience.

<http://splash.abc.net.au/res/i/L2852/index.html>

You've probably seen stop motion movies, a kind of animation based on frames captured one by one and then joined in a video file. It takes time and patience to create animations like that, but MonkeyJam makes things easier.



### **The original claymation figure - Gumby**

<http://en.wikipedia.org/wiki/Gumby>

### **Wallace and Gromit**

<http://www.wallaceandgromit.com>

Josh is a young filmmaker who creates fantastic special effects and animation for his low-budget productions. He is inspired by the work of professionals in the industry. As you will see in this clip, Josh gets the once-in-a-lifetime chance to meet his special effects hero, Douglas Trumbull.

<http://splash.abc.net.au/home#!/media/1647107/>

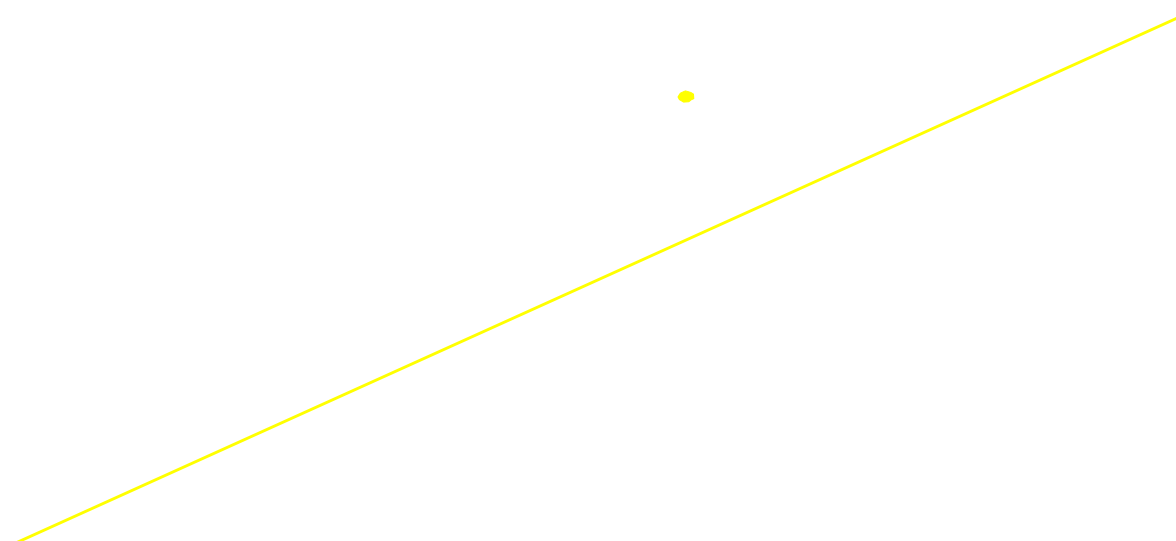
### **Lesson Plans for Teaching Screenwriting to Children**

<http://www.mensaforkids.org/teach/lesson-plans/writing-a-screenplay/>

### **IMAGES**

#### **Animation drawing**

<https://www.google.com.au/search?espy=2&biw=1215&bih=625&tbm=isch&q=animation+drawing&sa=X&ved=0ahUKEwi9mL3-z-PQAhUFoJQKHedECw8QhyYIHQ>



**Capabilities**

**Personal & Social Capability**

By the end of Level 2, students show an awareness of the feelings and needs of others. They identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life. They recognise the importance of persisting when faced with new and challenging tasks.

By the end of Level 4, students explain the consequences of emotional responses in a range of social situations. They recognise personal strengths and challenges and identify skills they would like to develop. They suggest strategies for coping with difficult situations. They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful.

By the end of Level 6, students describe different ways to express emotions and the relationship between emotions and behaviour. They describe the influence that personal qualities and strengths have on achieving success. They undertake some extended tasks independently and describe task progress. They identify and describe personal attributes important in developing resilience.

By the end of Level 8, students reflect on the influence of emotions on behaviour, learning and relationships. They use feedback to identify their achievements and prioritise areas for improvement. They initiate and undertake some tasks independently, within negotiated time frames and use criteria to review their work. They reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.

**Critical and Creative Thinking**

By the end of Level 2, students use and give examples of different kinds of questions. Students generate ideas that are new to them and make choices after considering personal preferences.

By the end of Level 4, students use concrete and pictorial models to facilitate thinking, including a range of visualisation strategies. They practice and apply an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation. Students select and apply a range of problem-solving strategies.

By the end of Level 6, students represent thinking processes using visual models and language. They practice and apply learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information. Students disaggregate ideas and problems into smaller elements or ideas, develop criteria to assess and test thinking, and identify and seek out new relevant information as required.

By the end of Level 8, Students use a range of strategies to represent ideas and explain and justify thinking processes to others. They evaluate the effectiveness of a range of learning strategies and select strategies that best meet the requirements of a task. Students independently segment problems into discrete stages, synthesise new knowledge at intermediate stages during problem-solving and develop and apply criteria to assess ideas, proposals and emerging thinking.

By the end of Level 10, students structure complex valid arguments. They explain and apply a range of techniques to test validity within and between arguments. Students identify, articulate, analyse and reflect on their own and others thinking processes.

## Learning Areas

### The Arts

#### Drama

By the end of Level 2, students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

In Levels 3 and 4, students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They use performance skills to communicate ideas and create a sense of time and place in their drama.

By the end of Level 6, students use the elements of drama to shape character, voice and movement in improvisation, play- building and performances of devised and scripted drama for audiences.

By the end of Level 8, students devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills, stagecraft and design elements to shape and focus relationships with an audience.

By the end of Level 10, students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft.

#### Visual Arts

By the end of Level 2, students make artworks using different materials, techniques and processes to express their ideas, observations and imagination.

By the end of Level 4, students plan and make artworks that are inspired by artworks they experience. They use materials, visual conventions, techniques and processes to express their ideas in artworks.

By the end of Level 6, students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks. They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks

By the end of Level 8, students identify, analyse and evaluate how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning.

Students plan and make their artworks in response to exploration of techniques, technologies and processes used in the work of other artists. They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks.

By the end of Level 10, students analyse and evaluate how artists communicate ideas and convey meaning in artworks.

Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks.

#### Media Arts

By the end of Level 2, students use the story principles of structure, character, intent and setting, media technologies and the elements of media arts to make and share media artworks.

By the end of Level 4, students describe similarities and differences between media artworks they make

and view. They discuss how and why they and others use images, sound and text to make and present media artworks. They identify the characteristics of audiences who view media artworks and the social, historical and cultural contexts in which media artworks are viewed.

Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience.

By the end of Level 6, students explain how viewpoints, ideas and stories are shaped and portrayed in media artworks they make, share and view.

By the end of Level 8, students identify and analyse how representations of social values and viewpoints are portrayed in the media artworks they make, distribute and view.

Students use intent, structure, setting, characters and genre conventions to shape technical and symbolic elements for specific purposes and meanings. They evaluate how they and others use these genre conventions and elements to make meaning. They identify and analyse the social and ethical responsibilities of both makers and users of media artworks in social, cultural, historical and institutional contexts.

Students will also identify and analyse how representations of social values and viewpoints are portrayed in the media artworks they make, distribute and view.

## **Music**

By the end of Level 2, students use imagination, their voices and instruments to improvise, compose, arrange and perform music. They explore and make decisions about ways of organising sounds to communicate ideas. They achieve intended effects and demonstrate accuracy when performing and composing.

By the end of Level 4, students improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences. They document their compositions.

Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition.

By the end of Level 6, students use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music. They sing and play music in different styles and use music terminology, demonstrating listening, technical and expressive skills, performing with accuracy and expression for audiences.

Students explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform. They describe how their music making is influenced by music from different cultures, times and locations, using music terminology.

By the end of Level 8, students manipulate the elements of music and stylistic conventions to improvise, compose and perform music. They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use music terminology and symbols to recognise, describe and notate selected features of music.

Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others have made to communicate ideas and intentions as performers and composers of music from different cultures, times and locations.

By the end of Level 10, students interpret, rehearse and perform solo and ensemble repertoire in a range of

forms and styles. They demonstrate a developing personal voice and technical control, expression and stylistic understanding. They use general listening and specific aural skills to enhance their performances and use knowledge of the elements of music, style and notation to compose, document and share their music.

### **Visual Communication**

By the end of Level 8, students identify and describe how designers use visual communication practices to respond to briefs in different historical, social and cultural contexts. They apply this knowledge in the development of their own visual communication practices.

Students select and use appropriate drawing conventions, methods, materials, media, design elements and design principles to create effective visual communications.

By the end of Level 10 students analyse and evaluate the visual communications they make and view, and how visual communications from different historical, social and cultural contexts communicate ideas and information.

Within visual communication fields, students develop briefs and visualise, generate and develop ideas in response to audience needs. They evaluate, reflect on, refine and justify their decisions and aesthetic choices.

### **Design Technology**

By the end of Level 2, students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. They identify the features and uses of some technologies for each of the prescribed technologies contexts.

By the end of Level 4 students explain how solutions are designed to best meet needs of the communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts.

By the end of Level 6 students describe some competing considerations in the design of solutions taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.

### **English**

#### **Reading and Viewing**

By the end of Level 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts.

By the end of Level 4, students understand that texts have different structures depending on the purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts.

By the end of Level 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

#### **Writing**

In Level 2, when writing, students provide details about ideas or events, and details about the participants in those events.

In Level 3, students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters

In Level 4, students use language features to create coherence and add detail to their texts.

In Level 5, students create imaginative, informative and persuasive texts for different purposes and audiences.

### **Speaking and Listening**

By the end of Level 2, students create texts that show understanding of the connection between writing, speech and images. Students also create short texts for a small range of purposes. Students create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned.

By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

By the end of Level 5, students create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences.

In Level 6, students show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts, elaborating on key ideas for a range of purposes and audiences

### **Science**

By the end of Level 2, students use their senses to explore the world around them and record informal measurements to make and compare observations. They record, sort and represent their observations and communicate their ideas to others.

Science as a human endeavour

Science knowledge helps people to understand the effects of their actions (VCSSU056), by investigating how people can use science to select appropriate materials for their work, for example, builders, clothing designers, engineers, gardeners and chefs.

Science Enquiry Skills

In Levels 3 and 4, student will work in groups, with teacher guidance, to plan ways to investigate questions and evaluating which ways might be most successful.

Recording and processing

Students will be making and recording measurements using familiar formal units and appropriate abbreviations, such as seconds (s), metres (m) and millilitres (ml).

In Levels 5 and 6 students will consider how guidelines help to ensure the safe use of electrical devices.

The growth and survival of living things are affected by the physical conditions of their environment (VCSSU075)

Planning and conducting

Students will be using tools and digital technologies to accurately measure objects and events in investigation and exploring which tools provide the most accurate measurements. They will also record data digitally.

Mathematics

Measurement

By the end of Level 1, students will tell time to the half-hour and explain time durations. Students describe two-dimensional shapes and three-dimensional objects. They use the language of distance and direction to move from place to place.

Students draw two-dimensional shapes, specify their features and explain the effects of one-step transformations. They recognise the features of three-dimensional objects.

They solve problems involving time duration.

Ethical Capability

### **Digital Technologies**

By the end of Level 2, students identify how common digital systems are used to meet specific purposes.

Students use digital systems to represent simple patterns in data in different ways and collect familiar data and display them to convey meaning.

Students design solutions to simple problems using a sequence of steps and decisions. They create and organise ideas and information using information systems and share these in safe online environments.

By the end of Level 4, students describe how a range of digital systems and their peripheral devices can be used for different purposes.

Students explain how the same data sets can be represented in different ways. They collect and manipulate different data when creating information and digital solutions. They plan and safely use information systems when creating and communicating ideas and information, applying agreed protocols.

Students define simple problems, and design and develop digital solutions using algorithms that involve decision-making and user input. They explain how their developed solutions and existing information systems meet their purposes.

By the end of Level 6, students explain the functions of digital system components and how digital systems are connected to form networks that transmit data.

Students explain how digital systems use whole numbers as a basis for representing a variety of data types. They manage the creation and communication of ideas, information and digital projects collaboratively using validated data and agreed protocols. ●

Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and develop their digital solutions, including a visual program. Students explain how information systems and their developed solutions meet current and future needs taking sustainability into account.

### **The Humanities**

#### **Civics and Citizenship**

Students explain what it means to be an Australian citizen and how people can participate as global citizens. They analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues. They identify possible solutions to an issue as part of a plan for action.

Contact the Arts & Education team at [education@rav.net.au](mailto:education@rav.net.au) with further questions or, even better, examples of your work!

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