

# Primary Learning Guide



The News In My Neighbourhood competition spotlights the multimedia content created by students from across Australia. The competition lets students of all ages share their thoughts and experiences about different topics and issues, while also developing their media and communication skills.

Students' entries show their unique thoughts, experiences and perspectives about the world; what matters to them, what they're interested in, what they want others to know about and what they're curious or excited about.

## Audiences and purpose

Students in Foundation – Year 4 should think about why they're creating their entry (*to explore, express or represent their experiences and ideas*) and think about who they want to create their work for (*to identify and explore the purpose of creating artworks or texts*).

Students in Years 5 – 6 should think about how their entry can address specific audiences (*like general readers of the ABC compared to their family and friends*) and think about how they can communicate experiences and perspectives in different modes (*visual communication verses text-based communication*).

## Following safe media practices

All primary students must follow safe media practices. Students must avoid including personal or identifying details (like addresses, full names, school uniforms), and must know how and why consent/permission is important when producing media.

Primary students must also make sure their entry includes only material created by them, or material they have permission to use including, but not limited to, any use of footage, drawings, artworks, illustrations, photos, essays, articles and scripts. Artificial intelligence cannot be used at any point.

**We recommend that students' entries be carefully reviewed before they're submitted.**

# Primary Curriculum Links



## Media Arts

### Foundation

- Create arts works that communicate ideas
- Share their arts works with audiences

### Years 1 and 2

- Explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements
- Use media languages and media technologies to construct representations

### Years 3 and 4

- Develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or interactive elements
- Use media languages, media technologies and production processes to construct representations that communicate ideas, perspectives and/or meaning

### Years 5 and 6

- Develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies
- Use media languages, media technologies and production processes to construct media arts works for specific audiences

## English

### Foundation

- Create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly

### Year 1

- Create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words

### Year 2

- Create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words

### Year 3

- Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and

# Primary Curriculum Links



- layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words

## Year 4

- Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation

## Year 5

- Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation

## Year 6

- Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features

# Primary Rubric



Student entries for the four Primary challenges will be judged based on the below criteria:

Achievement Demonstrated	Excellent	Proficient	Developing
<b>Perspective and purpose:</b> The entry is created from a clear point of view that showcases the student's unique voice, thoughts and experiences about their chosen topic.			
<b>Audience:</b> The entry has been created for a specific audience but is also still accessible for a general public audience.			
<b>Languages and technique:</b> A range of creating, making, critical thinking and language skills appropriate to the student's year level are demonstrated in their entry.			
<b>Safe media practices:</b> The student demonstrates safe and responsible media practice by considering issues of privacy, consent, language, tone and copyright in the creation of their entry.			
<b>Guidelines:</b> The entry follows all challenge rules and guidelines including length, language use, permissions and the exclusion of copyright material.			