**Area of Learning: Applied Design, Skills, and Technologies —   
Digital Media Development Grade 12**

**BIG IDEAS**

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| The **design cycle**  is an ongoing reflective process. |  | Personal design choices  require self-exploration, collaboration, and evaluation and refinement of skills. |  | Design and content can influence the lives of others. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Applied Design  Understanding context   * Conduct **user-centred research** to determine design opportunities  and barriers   Defining   * Establish a point of view for a chosen design opportunity * Identify potential users, intended impact, and possible unintended negative consequences * Make decisions about premises and **constraints** that define the design space   Ideating   * Identify gaps to explore a design space * Generate ideas and add to others’ ideas to create possibilities, and prioritize them for prototyping * Critically analyze how competing social, ethical, and community factors may impact design * Prioritize ideas for prototyping * Work with users throughout the design process | *Students are expected to know the following:*   * design opportunities * design cycle * **2D**, **3D**, **audio**,and **video** digital media editing tools, including paid, freeware, open source, and cloud-based solutions * **principles of 2D graphic design** * tools and techniques for **image manipulation** * methods and **principles of 3D graphic design** * **methods for digital animation** * **methods for 3D modelling** * **digital sound** and **audio data compression** * computer-assisted versus computer-generated * principles of **desktop video production** * principles of user-centred design * appropriate use of technology, including digital citizenship, etiquette, and literacy * ethics of **cultural appropriation** * **interpersonal skills**, including ways to interact with clients |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Prototyping   * Identify and apply **sources of inspiration** and **information** * Choose an appropriate form, scale, and level of detail for prototyping, and plan procedures for prototyping multiple ideas * Analyze the design for the life cycle and evaluate its **impacts** * Construct prototypes, making changes to tools, materials, and procedures  as needed * Record **iterations** of prototyping   Testing   * Identify and communicate with **sources of feedback** * Develop an **appropriate test** of the prototype * Apply critiques to design or processes throughout * Iterate the prototype or abandon the design idea   Making   * Identify appropriate tools, technologies, materials, processes, and time needed for production * Use **project management processes** when working individually or collaboratively to coordinate production   Sharing   * **Share** progress while creating to increase opportunities for critique, collaboration, and, if applicable, marketing * Decide on how and with whom to share or promote their product, creativity,  and, if applicable, **intellectual property** * Consider how others might build upon the design concept * Critically reflect on their design thinking and processes, and identify new  design goals * Assess ability to work effectively both as individuals and collaboratively while implementing project management processes |  |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Applied Skills   * Apply safety procedures for themselves, co-workers, and users in both physical and digital environments * Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time   Applied Technologies   * Explore existing, new, and emerging tools, **technologies**, and systems to evaluate their suitability for their design interests * Evaluate impacts, including unintended negative consequences, of choices made about technology use * Analyze the role technologies play in societal change * Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies |  |