

BIG IDEAS

Design for the life cycle includes consideration of social and **environmental impacts**.

Personal design choices require self-exploration, evaluation, and the refinement of ideas and skills.

Tools and technologies can influence people's lives.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Applied Design</p> <p><i>Understanding context</i></p> <ul style="list-style-type: none"> Engage in user-centered research and empathetic observation Participate in reciprocal relationships throughout the design process <p><i>Defining</i></p> <ul style="list-style-type: none"> 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 <p><i>Ideating</i></p> <ul style="list-style-type: none"> 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 Work with users throughout the design process <p><i>Prototyping</i></p> <ul style="list-style-type: none"> Identify and apply sources of inspiration and information Choose an appropriate form and level of detail for prototyping, and plan procedures for prototyping multiple ideas 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> design opportunities media technologies for image development and design and for manipulating selected visual elements media production to enhance, alter, or shape the technical elements of a project development, maintenance, and evolution of voice in storytelling ethical, moral, and legal considerations associated with using media arts technology for image, video, and sound development, including cultural appropriation image-development strategies and image manipulation in order to create, respond to, or challenge design problems role of media design in reflecting, sustaining, and challenging beliefs and traditions ways in which content and form influence and are influenced by historical, social, and cultural contexts ways that innovative technologies reflect the complexity of social, environmental, and ethical concerns of the 21st century

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> Analyze the design for the life cycle and evaluate its impacts Record and document iterations of prototyping <p>Testing</p> <ul style="list-style-type: none"> 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 <p>Making</p> <ul style="list-style-type: none"> Identify appropriate tools, technologies, materials, processes, and time needed for production Use project management processes when working individually or collaboratively to coordinate production <p>Sharing</p> <ul style="list-style-type: none"> Share progress while creating to increase opportunities for critique, collaboration, and, if applicable, marketing Decide on how and with whom to share or promote 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 <p>Applied Skills</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> developments in media design that incorporate the audience as active participants in the construction and evolution of content characteristics and influences of various designers, movements, and periods ways to use elements of design and principles of design to convey a message, create an effect, and/or influence personal preference technical, stylistic, symbolic, and cultural influences and their intentional use to target audiences use of form, content, and visual and sound effects to achieve a specific emotional response in a target audience media use for social advocacy and for exploration of First Peoples perspectives in Canada design for the life cycle interpersonal skills, including ways to interact with clients appropriate use of technology, including digital citizenship, etiquette, and literacy

Learning Standards (continued)

Curricular Competencies	Content
<p>Applied Technologies</p> <ul style="list-style-type: none"> • Explore existing, new, and emerging tools, technologies, and systems to evaluate their suitability for 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 	