

## BIG IDEAS

<p><b>Media arts</b> reflect the interconnectedness of the individual, community, history, and society.</p>	<p>Growth as an <b>artist</b> is dependent on perseverance, resilience, refinement, and reflection.</p>	<p>Artistic expression is an artist's physical and cognitive articulation of our <b>humanity</b>.</p>	<p>Media arts provide a unique way to represent self, identity, and culture.</p>
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Explore and create</b></p> <ul style="list-style-type: none"> <li>• Create media art using <b>sensory inspiration</b>, imagination, and inquiry</li> <li>• Explore artistic possibilities and <b>take creative risks</b>, using various <b>sources of inspiration</b></li> <li>• Experiment with media arts materials and processes to create media artworks</li> <li>• Explore established, new, and emerging technologies used in media arts</li> <li>• Create artistic works for a specific audience</li> <li>• Refine skills and techniques in creating media artworks</li> <li>• Demonstrate active engagement in creating media artworks and resolving creative challenges</li> </ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"> <li>• Understand the purpose of a <b>critique</b> and choose when to apply suggestions</li> <li>• Describe and analyze, using discipline-specific language, how artists use materials, technologies, processes, and <b>environments</b> in media arts</li> <li>• Analyze creative choices in the planning, making, interpreting, and analyzing of media artworks</li> <li>• Develop personal answers to <b>aesthetic questions</b></li> <li>• Reflect on the influences of a <b>variety of contexts</b> on artistic works</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>elements and principles of design</b></li> <li>• <b>image development strategies</b></li> <li>• <b>media technologies</b></li> <li>• <b>standards-compliant technology</b></li> <li>• a variety of image sources and genres</li> <li>• common <b>terminology</b> used in media arts</li> <li>• <b>materials, processes, and techniques</b> of media arts</li> <li>• media production skills: <ul style="list-style-type: none"> <li>– <b>pre-production</b></li> <li>– <b>production</b></li> <li>– <b>post-production</b></li> </ul> </li> <li>• symbols and metaphors</li> <li>• influences of <b>visual culture</b> in media arts</li> <li>• local, national, global, and intercultural media artists and genres</li> <li>• <b>ethical, moral, and legal considerations</b> associated with media arts technology</li> <li>• <b>moral rights</b>, and the ethics of <b>cultural appropriation</b> and plagiarism</li> <li>• health and safety protocols and procedures</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicate and document</b></p> <ul style="list-style-type: none"> <li>• <b>Document</b>, share, and appreciate media artworks in a variety of contexts</li> <li>• Communicate ideas and express emotions through art making</li> <li>• Demonstrate awareness of self, others, and <b>place</b> through art making</li> <li>• Communicate about and <b>respond</b> to <b>social and environmental issues</b> through media arts</li> </ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"> <li>• Demonstrate personal and social responsibility associated with creating, perceiving, and responding in media arts</li> <li>• Explore First Peoples perspectives, knowledge, and protocols; other <b>ways of knowing</b>, and local cultural knowledge through media arts</li> <li>• Create artistic works to reflect <b>personal voice</b>, story, and values</li> <li>• Explore the relationships between media arts, culture, and society</li> <li>• Explore personal, educational, and professional opportunities in media arts and related fields</li> <li>• Engage in <b>digital citizenship</b> throughout the creative process</li> <li>• Connect with others on a local, regional, or national scale through media arts</li> <li>• Demonstrate safe and <b>responsible use of materials</b>, tools, and work space</li> </ul>	

**Big Ideas – Elaborations**

- **Media arts:** unique art forms that employ film, video, new media, and sound as a means of artistic expression
- **artist:** an individual, including a student, who creates or designs artistic works
- **humanity:** for example, the capacity for love, creativity, inquiry

**Curricular Competencies – Elaborations**

- **sensory inspiration:** ideas inspired by sensory experiences, such as the feeling of rain on our face or the sound of a dog whimpering
- **take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **sources of inspiration:** including experiences, traditional cultural knowledge and approaches, places (including the land and its natural resources), people, information, and collaborative learning environments
- **critique:** age-appropriate feedback strategies (e.g., one-on-one dialogue, safe and inclusive group discussions, reflective writing, gallery walks)
- **environments:** place-based influences on the creation of artistic work; art related to or created for a specific place
- **aesthetic questions:** questions relating to the nature, expression, and perception of artistic works
- **variety of contexts:** for example, personal, social, cultural, environmental, and historical contexts
- **Document:** through activities that help students reflect on their learning (e.g., drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio); includes recording the various iterations of media works throughout the creative process
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **respond:** through activities ranging from reflection to action
- **social and environmental issues:** including local, regional, and national issues, as well as social justice issues
- **ways of knowing:** First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **personal voice:** a style of expression that conveys an individual’s personality, perspective, or worldview
- **digital citizenship:** understanding human, cultural, and societal issues related to technology, and engaging in legal and ethical behaviours
- **responsible use of materials:** using materials in an environmentally responsible way, including considering their level of biodegradability and potential for reuse and recycling

## Content – Elaborations

- **elements:** colour, form, line, shape, space, texture, tone, value, time
- **principles of design:** balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity, depth, proportion and scale, sequencing, synchronization repetition, rhythm, unity
- **image development strategies:** processes that transform ideas and experiences into visual images (e.g., abstraction, compression, distortion, elaboration, exaggeration, gesture, figure, fragmentation, free association, juxtaposition, magnification, metamorphosis, minification, multiplication, point of view, reversal, rotation, simplification, stylization, thumbnail sketch, transformation)
- **media technologies:** in media arts, any image-making technology, such as cameras, computers, software, props, and lighting, including established and emerging technologies; also includes video production, layout and design, graphics and images, photography (digital and traditional), new and emerging media processes (e.g., performance art, collaborative work, sound art, network art, kinetic art, biotechnical art, robotic art, space art), and the improvisational use of miscellaneous items
- **standards-compliant technology:** for example, layout conventions, markup language, current web standards, other digital media compliance requirements
- **terminology:** for example, storyboard, thumbnail sketch, duration, animation, tweening, point of view, hybridization, flip book, avatar, acoustics, installation, camera angles, long shot, panning, close-up, medium shot, depth of field, concept mapping, flow chart
- **materials:** of media arts (e.g., modelling clay, interlocking blocks, props, toys, lighting)
- **processes:** of media arts (e.g., animation, claymation, montage, soundscape, storyboard, fonts, formats, illustration, layout, loop, narrative, real time, still image, transposition)
- **techniques:** of media arts (e.g., techniques for organizing ideas and information to create points of view in images)
- **pre-production:** the phase before a production begins; involves planning (e.g., developing treatments, writing and fine-tuning scripts or storyboards, designing costumes)
- **production:** the phase during which a product is actively created and developed; involves, for example, shooting video or film, developing negatives and making enlargements, setting up lights, programming a website
- **post-production:** the phase after most of the production stage is complete; involves fine-tuning and manipulating the production, resulting in a complete and coherent product (e.g., editing video footage, touching up and mounting photos, conducting multimedia tests)
- **visual culture:** aspects of culture that rely on visual representation
- **ethical, moral, and legal considerations:** regulatory issues related to responsibility for duplication, copyright, and appropriation of imagery, sound, and video
- **moral rights:** the rights of an artist to control what happens to his or her creations (e.g., preventing them from being revised, altered, or distorted); students should understand when they can and cannot modify an image created by someone else
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn