

BIG IDEAS

<p>Moving images offer dynamic ways of exploring one's identity and sense of belonging.</p>	<p>Growth as an artist is dependent on risk taking, perseverance, resilience, and reflection.</p>	<p>Ideas and beliefs conveyed in moving images can effect change in artists, audience, and environment.</p>	<p>Production of moving images develops creativity, innovation, and collaboration by encouraging original solutions to challenges.</p>	<p>History, culture, community, and value systems influence creative processes.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Create works collaboratively and as an individual using imagination, observation, and inquiry • Intentionally select and combine moving-image elements and techniques • Engage in appropriate risk taking to express ideas, meaning, and emotions • Demonstrate creative thinking using ideas inspired by improvisation and experimentation • Explore a range of processes and technologies • Develop projects with an intended audience in mind • Explore historical and contemporary Canadian film and television, as well as emerging media • Demonstrate increasingly sophisticated application of moving-image elements, conventions, and skills through production <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Describe, analyze, interpret, and respond to the ways in which technologies, environments, and techniques create meaning in moving images • Engage critical, creative, and reflective thinking skills in the exploration, creation, and viewing of moving images • Make connections to other experiences • Apply knowledge and skills from other disciplines in planning, producing, recording, and refining creative works 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • moving-image elements, principles, language, vocabulary, industry terms, and symbols • pre-production, production, and post-production strategies, activities, techniques, and technologies • skills and approaches to acting for the camera • roles and responsibilities of pre-production, production, and post-production personnel • historical, current, and emerging consumer and commercial moving-image formats and technologies • history and theory of structure, form, narrative, and genre • how moving images convey meaning through relationships between movement, sound, image, structure, and form • roles and responsibilities of artists and audiences in a variety of contexts. • contributions of innovative artists from a variety of genres, contexts, time periods, and cultures, including Aboriginal culture • structure, form, narrative, and genre of local, national, and intercultural cinematic traditions

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and documenting</p> <ul style="list-style-type: none"> • Share and respond to creative works and experiences in a variety of ways and contexts • Receive and synthesize constructive feedback to develop and refine projects • Use moving images to communicate and respond to social and environmental issues • Use moving images to express personal voice and sense of place <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Develop and express personal voice as a moving-image artist • Explore ways in which moving images impact cultures and societies • Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through film and television • Explore career possibilities in the film and television industry and in emerging media • Make connections through moving images on a local, regional, and national scale • Adhere to safety protocols and procedures in all aspects of moving-image production 	<ul style="list-style-type: none"> • traditional and contemporary Aboriginal worldviews, history, and stories communicated through moving images • the influence of social, cultural, historical, political, and personal contexts on the creation and reception of moving images • ethical and legal implications of moving-image distribution and sharing • personal and social responsibility associated with planning, creating, and responding to moving images • the ethics of cultural appropriation and plagiarism