

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

Big Ideas – Elaborations

- **moving images:** audio-visual productions for a range of media or uses (e.g., TV, films, web, animation)
- **risk taking:** making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities

Curricular Competencies – Elaborations

- **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 of the world
- **ways of knowing:** various beliefs about the nature of people's knowledge (e.g., Aboriginal, gender-related, subject/discipline specific, cultural, embodied, intuitive)

Content – Elaborations

- **moving-image elements:** e.g., framing, composition, mise en scène
- **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