

- **Media arts** is influenced and informed by social, ethical, and sustainability issues.
- Growth as an **artist** requires **organization**, time, patience, and reflection.
- Traditions, perspectives, worldviews, and stories can be shared through media arts.
- Meaningful artistic expression requires the engagement of the mind and body.
- Media arts communicate ideas, emotions, and perspectives through technology-based materials and processes.

**Media arts:** unique art forms that employ film, video, new media, and sound as a means of artistic expression

**artist:** an individual creating or designing art works, including the students themselves

**organization:** complex tasks require the sequencing of skills

**Learning Standards**

Curricular Competencies	Elaborations	Content	Elaborations
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Create media collaboratively and as an individual using imagination, observation, and inquiry</li> <li>• Demonstrate creative thinking by using ideas inspired by exploration</li> <li>• Identify creative opportunities and points of view</li> <li>• Identify and select media arts materials, <b>technologies</b>, and processes</li> <li>• Engage in appropriate risk-taking to express ideas</li> <li>• Explore existing, new, and emerging tools and technologies</li> <li>• Identify and develop <b>skills</b> and techniques using a range of styles and a variety of <b>sources of inspiration</b></li> <li>• Apply knowledge and skills from other contexts in planning, creating, interpreting, and analyzing a variety of media</li> <li>• Investigate and identify ways that media arts reflect concern for, or respond to, social and environmental issues</li> <li>• Demonstrate active and disciplined engagement in creating works of art and resolving creative challenges</li> <li>• Brainstorm and prioritize ideas to create a range of possibilities</li> <li>• Choose a form for prototyping and develop a plan for realizing the work</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Create and document drafts and revisions of media works</li> </ul>	<p><b>technologies:</b> in media arts, any image-making technology, such as cameras, computers, software, props, lighting; includes the improvisational use of miscellaneous items</p> <p><b>skills:</b> including problem-solving skills</p> <p><b>sources of inspiration:</b> e.g., experiences, traditional cultural knowledge and approaches, places (including the land and its natural resources), people, information, and collaborative learning environments</p> <p><b>critique:</b> feedback</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>media technologies</b> for image development and design</li> <li>• <b>elements of design</b></li> <li>• <b>principles of design</b></li> <li>• <b>image development strategies</b></li> <li>• <b>standards-compliant technology</b></li> <li>• common vocabulary used in media arts</li> <li>• a range of <b>materials, processes</b> and <b>techniques</b></li> <li>• a variety of image sources</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>• <b>ethical, moral, and legal considerations</b> associated with using media arts technology</li> <li>• the influence of social, cultural, historical, political, and personal context on artistic works</li> <li>• a range of local, national, global, and inter-cultural media artists and genres</li> <li>• traditional and contemporary Aboriginal</li> </ul>	<p><b>media technologies:</b> e.g., video production, layout and design, graphics and images, photography (digital and traditional), new emerging media processes (e.g., performance art, collaborative work, sound art, network art, kinetic art, biotechnical art, robotic art, space art)</p> <p><b>elements of design:</b> e.g., colour, form, line, shape, space, texture, tone, value, time</p> <p><b>principles of design:</b> e.g., balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity, depth, proportion and scale, sequencing, synchronization repetition, rhythm, unity</p> <p><b>image development strategies:</b> e.g., abstraction, compression, distortion, elaboration, exaggeration, gesture,</p>

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## Media Arts – Arts Education

- Understand the purpose of a **critique** and choose when to apply suggestions
- Describe, using the language of media arts, how artists and technicians use materials, technologies, processes, and environments in art making
- Identify the potential audience and possible response to media artworks
- Critically analyze how social, ethical, and sustainability considerations impact design
- Evaluate a variety of materials for effective use and potential for reuse, recycling and biodegradability

### Communicating and documenting

- Share, **document**, and appreciate media artworks in a variety of ways and contexts
- Create works of art with a specific audience in mind
- Engage in **digital citizenship** throughout the design process
- Demonstrate respect for self and others through image making and use of materials
- Use media art to communicate and respond to social and environmental issues occurring locally, regionally, and globally as they connect to personal values
- Analyze how cultural beliefs, values, and ethical positions affect the development and use of technologies
- Examine the influences of digital and non-digital media in documentation, communication, and self-expression

### Connecting and expanding

- Create artistic works to reflect personal voice, story, and values
- Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through media arts

strategies (e.g., one-on-one dialogue, safe and inclusive group discussions, reflective writing, gallery walks)

**document:** 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)

**digital citizenship:** using information and technology in a way that is respectful of self, others, and privacy laws

worldviews, and cross-cultural perspectives, stories, and history as expressed through media arts

- personal and social responsibility associated with creating, perceiving, and responding in media arts
- the skills and training required for various career opportunities in media arts

figurative, fragmentation, free association, juxtaposition, magnification, metamorphosis, minification, multiplication, point of view, reversal, rotation, simplification, stylization, thumbnail sketch, transformation

**standards-compliant technology:** e.g., layout conventions, markup language, current web standards, other digital media compliance requirements

**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:** includes techniques for organizing ideas/information or to create points of view in images

**ethical, moral, and legal considerations:** regulatory issues relating to responsibility for duplication, copyright, and appropriation of imagery, sound, and

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processes for use in new

- Identify how cultural beliefs, values, and ethical positions affect the development and use of technologies
- Demonstrate increasingly sophisticated application of the elements and principles of design, image development strategies, and media arts processes and technologies
- Demonstrate safe use, care, and maintenance of tools, equipment, materials, and work space

## Media Arts – Arts Education

video

**visual culture:** aspects of culture that rely on visual representation

**pre-production:** the stage before a production begins; involves planning (e.g., developing treatments, writing and fine-tuning scripts or storyboards, designing costumes)

**production:** the stage during which a product is actively created and developed (e.g., shooting video or film, developing negatives and making enlargements, setting up lights, programming a website)

**post-production:** occurs once 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)