

- **Media Arts** reflect the interconnectedness of the individual, community, history, and society.
- Growth as an **artist** is dependent on perseverance, resilience, refinement 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 express personal and cultural identity 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

Learning Standards

Curricular Competencies	Elaborations	Content	Elaborations
<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 media collaboratively and as an individual using imagination, observation, and inquiry • Demonstrate creative thinking by using ideas inspired by exploration • Assess creative opportunities and points of view • Select and combine media arts materials, technologies, and processes • Engage in appropriate risk-taking to express ideas, thoughts and emotions • Experiment with a wide range of media arts materials, technologies, and processes to create works of art • Explore existing, new, and emerging tools and technologies • Apply knowledge and skills from other contexts in planning, creating, interpreting, and analyzing a variety of media • Apply creative processes and skills that engage the body and mind • Create images using media arts technology that depict a variety of values, traditions, characteristics of other artists, movements, historical and contemporary themes • Refine skills and techniques using a range of styles and a variety of sources of inspiration • Demonstrate ways to balance aesthetic design with logical 	<p>technologies: in media arts, any image-making technology, such as cameras, computers, software, props, lighting; includes the improvisational use of miscellaneous items</p> <p>skills: including problem-solving skills</p> <p>sources of inspiration: e.g., experiences, traditional cultural knowledge and approaches, places (including the land and its natural resources), people, information, and collaborative learning environments</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • media technologies for image development and design, and for manipulation of selected visual elements of design • principles of design • image development strategies • standards-compliant technology • common vocabulary used in media arts, related to artworks, materials and processes • a range of materials, processes, and techniques • a wide variety of image sources • media production skills: <ul style="list-style-type: none"> ○ pre-production ○ production ○ post-production • ethical, moral, and legal considerations associated with using media arts technology • the influence of visual culture in media • persuasive techniques • the influence of social, cultural, historical, political, and personal context on artistic works • a range of local, national, global, and inter-cultural media artists and genres • traditional and contemporary Aboriginal worldviews, and 	<p>media technologies: 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>elements of design: e.g., colour, form, line, shape, space, texture, tone, value, time</p> <p>principles of design: e.g., balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity, depth, proportion and scale, sequencing, synchronization repetition, rhythm, unity</p>

- engagement in creating works of art and resolving creative challenges
- Investigate and identify ways that media arts reflect concern for, or respond to, social and environmental issues
 - Create images using sound and movement
 - Choose a form for prototyping and develop a plan for realizing the work
- Reasoning and reflecting**
- Understand the purpose of a **critique** and choose when to apply suggestions
 - Describe and analyze, using the language of media arts, how artists and technicians use materials, media arts technologies, processes, and environments in art making
 - Apply thinking skills in the exploration, design, creation, and refinement of media arts creations
 - Develop personal answers to aesthetic questions
 - Analyze and evaluate audience response to media artworks
 - Evaluate a variety of materials for effective use and potential for reuse, recycling and biodegradability
 - Critically analyze how competing social, ethical, and sustainability considerations influence design
- 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
 - 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

critique: feedback 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)

manipulate: to alter the meaning or effect of images; or reflect stylistic or cultural influences

- 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

image development strategies: e.g., abstraction, compression, distortion, elaboration, exaggeration, gesture, 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

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- ...l voice, story, and values in connection with a specific place, time, and context
- Expand media arts skills, processes, and inquiries in connection with family members, community, and the world
 - Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through media arts
 - Expand and adapt media arts skills and processes for use in new contexts
 - Create personally meaningful artistic works that demonstrate an understanding and appreciation of how content and form influence, and are influenced by, personal, social, cultural, environmental, and historical contexts
 - Explore and engage in the reciprocal relationship between media arts, cultures, and society
 - 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
 - Apply problem-solving skills to facilitate innovation
 - Use media arts technology to **manipulate** selected visual elements and principles of art and design
 - Analyze how cultural beliefs, values, and ethical positions affect the development and use of technologies

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)

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



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Media Arts – Arts Education

of imagery, sound, and video

visual culture: aspects of culture that rely on visual representation

persuasive techniques: as they relate to narrative or text (e.g., ways of placing the viewer in a position to agree with or empathize with the artist's perspective)