

- Purposeful design choices enhance the depth and impact of a message.
- Growth as an artist is dependent on perseverance, resilience, and **risk-taking**.
- Traditions, perspectives, worldviews, and stories can be shared through **media arts**.
- Ideas and beliefs within media artwork have the power to effect change.
- Active participation in media arts informs culture and personal identity, and reveals insights into the human experience.

risk-taking: making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities

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

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 • Create and document drafts and revisions of media works throughout the design process • Combine and adapt media arts materials, technologies, and processes • Engage in appropriate risk-taking as a means to innovation • Apply knowledge and skills from other contexts in planning, creating, interpreting, and analyzing a variety of media • Explore existing, new, and emerging tools and technologies, and evaluate their suitability for particular design interests • Demonstrate active and disciplined engagement in creating media and resolving creative challenges • Adapt and refine skills and techniques using a range of styles and a variety of sources of inspiration • Demonstrate ways to balance aesthetic design with logical reasoning and practical application 	<p>technologies: in media arts, any media 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>document: activities that help students reflect on their learning (e.g., drawing, painting, journaling, taking</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 manipulating selected visual elements of design • principles of design • design strategies • image development strategies • image manipulation • 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 to enhance, alter or shape the technical elements of a project <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 • development, maintenance, and evolution of voice in storytelling 	<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> <p>design strategies: includes strategies that convey a message,</p>

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Media Arts – Arts Education

<p>manipulation to challenge a design</p> <ul style="list-style-type: none"> Assess design opportunities and points of view Analyze and evaluate, using the language of media arts, how artists and technicians use materials, technologies, processes, and environments Conduct audience-centered research to understand design opportunities and barriers Reflect on or respond to social and environmental issues through media arts Predict audience response to media artworks Assess the context or purpose of a critique and choose when to apply suggestions Critically analyze how competing social, ethical, and sustainability considerations impact design Assess and adapt design processes <p>Communicating and documenting</p> <ul style="list-style-type: none"> Share, document, and engage with media artworks in a variety of ways and contexts 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 <p>Connecting and expanding</p> <ul style="list-style-type: none"> Connect media arts skills, process, and inquiry with family, community, and the world Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain 	<p>pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)</p> <p>digital citizenship: using information and technology in a way that is respectful of self, others, and privacy laws</p> <p>manipulate: alter the meaning or effect of images; or reflect stylistic or cultural influences</p>	<ul style="list-style-type: none"> the role of the artist in presenting issues to an audience 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 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 	<p>create an effect, or influence a specific audience</p> <p>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</p> <p>standards-compliant technology: e.g., layout conventions, markup language, current web standards, other digital media compliance requirements</p> <p>materials: of media arts: e.g., modelling clay, interlocking blocks, props, toys, lighting</p> <p>processes: of media arts: e.g., animation, claymation, montage, soundscape, storyboard, fonts, formats, illustration, layout, loop, narrative, real time, still image, transposition</p> <p>pre-production: the stage before a production begins; involves planning</p>
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- and 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
 - 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
 - Examine the role of media arts in reflecting, sustaining, and challenging beliefs and traditions

Media Arts – Arts Education

(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 of imagery, sound, and video

visual culture: aspects of culture that rely on visual representation

issues: e.g. social justice, environmental or political issues