

BIG IDEAS

Personal design choices require self-exploration and refinement of skills.

Social, ethical, and sustainability considerations impact design choices.

Tools and technology have an impact on people's lives.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to be able to do the following:</i> Applied Design <i>Understanding context</i> - Engage in a period of research and empathetic observation - Engage in reciprocal relationships throughout the design process <i>Defining</i> - Identify potential users and relevant contextual factors for a chosen design opportunity - Identify criteria for success, intended impact, and any constraints - Identify potential user, intended impact, and possible unintended negative consequences <i>Ideating</i> - Take creative risks in generating ideas and add to others' ideas in ways that enhance them - Screen ideas against criteria and constraints - Critically analyze and prioritize competing factors to meet community needs for preferred futures - Recognize community needs for balanced futures - Maintain an open mind about potentially viable ideas	<i>Students are expected to know the following:</i> - design opportunities media technologies - techniques for organizing ideas to structure stories or information and to create points of view in images - media production skills, including pre-production production post-production standards-compliant technology ethical, moral, and legal considerations, and ethics of cultural appropriation - technical and symbolic elements that can be used to create representations influenced by points of view, story, genre, and values - specific features and purposes of media artworks, past and present, to explore multiple viewpoints and to explore the perspectives of First Peoples - influences of digital and non-digital media in documentation, communication, reporting, and self-expression digital citizenship, etiquette, and literacy - history of design: local, indigenous, regional, and global

Learning Standards (continued)

Curricular Competencies	Content
Prototyping - Identify and apply sources of inspiration and information - Choose a form for prototyping and develop a plan that includes key stages and resources - Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability - Prototype, making changes to tools, materials, and procedures as needed - Record iterations of prototyping Testing - Identify and communicate with sources of feedback - Edit based on feedback from critiques - Iterate the prototype or abandon the design idea Making - Identify and use appropriate tools, technologies, materials, and processes for production - Make a step-by-step plan for production and carry it out, making changes as needed - Use materials in ways that minimize waste Sharing Share progress while creating design to enable ongoing feedback - Decide on how and with whom to share or promote design - Critically evaluate the success of the design, and explain how ideas contribute to the individual, family, community, and/or environment - Critically reflect on their design thinking and processes, and identify new design goals - Assess ability to work effectively both as individuals and collaboratively in a group, including ability to share and maintain an efficient collaborative work space	

Learning Standards (continued)

Curricular Competencies	Content
Applied Skills • Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments • Identify the skills needed in relation to specific projects, and develop and refine them Applied Technologies • Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for tasks • Evaluate impacts, including unintended negative consequences, of choices made about technology use • Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies	

Curricular Competencies – Elaborations

- **research:** may include traditional cultural knowledge and approaches of First Peoples and others, secondary sources, collective pools of knowledge in communities and collaborative atmospheres, both online and offline
- **empathetic observation:** may include experiences; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; users, experts, and thought leaders
- **reciprocal relationships:** communicate with knowledge keepers for greater understanding of perspectives and history within the community, such as seniors, Elders, chiefs, First Nations tribal or band councils, and later career professionals
- **constraints:** limiting factors such as task or user requirements, materials, expense, environmental impact
- **factors:** including social, ethical, and sustainability
- **balanced futures:** consideration of long-term impacts to ensure healthy and sustainable outcomes
- **sources of inspiration:** may include aesthetic experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users and experts
- **plan:** for example, thumbnail drawings, mind mapping, sketches, flow charts
- **iterations:** repetitions of a process with the aim of improvement to attain a desired result
- **sources of feedback:** may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, users, and other experts
- **technologies:** tools that extend human capabilities
- **Share:** may include showing to others or use by others, giving away, or marketing and selling
- **impacts:** personal, social, and environmental

Content – Elaborations

- **media technologies:** for example, video production; layout and design; graphics and images; photography, digital, and traditional; new emerging media processes such as sound design, network art, kinetic design, biotechnical art and design, robotic art, space art
- **pre-production:** for example, treatments, scripts, storyboards, costume designs
- **production:** for example, shooting video or film, developing negatives and making enlargements, setting up lights, programming a website
- **post-production:** for example, fine-tuning and manipulating the production, editing video footage, touching up and mounting photos, conducting multimedia tests
- **standards-compliant:** for example, layout conventions, mark-up language, current web standards, other digital media compliance requirements
- **ethical, moral, and legal considerations:** for example, duplication, copyright, manipulation and appropriation of imagery, sound, and video
- **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
- **digital citizenship, etiquette, and literacy:** appropriate and responsible technology use