

BIG IDEAS

An artist's intention transforms media technologies into art.

Traditions, perspectives, worldviews, and stories can be shared through **media arts**.

Growth as an artist requires time, patience, and reflection.

The creation of media art relies on the interplay of the mind and body.

Media arts offer unique ways of exploring our identity and sense of belonging.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to be able to do the following:</i> Explore and create • Create media art using sensory inspiration, imagination, and inquiry • Explore artistic possibilities and take creative risks using various sources of inspiration • Create artistic works with an audience in mind • Create artistic works to reflect personal voice, story, and values • Develop and refine skills and techniques in creating media artwork • Demonstrate safe and responsible use of materials, tools, and work space Reason and reflect • Identify ways to resolve creative challenges • Describe and analyze how artists use materials, technologies, processes, and environments in media arts • Recognize and evaluate creative choices in the planning, making, interpreting, and analyzing of media artworks • Develop personal answers to aesthetic questions • Reflect on the influences of a variety of contexts on artistic works	<i>Students are expected to know the following:</i> • elements and principles of design • image development strategies • media technologies • standards-compliant technology • a variety of image sources and genres • common vocabulary used in media arts • a range of materials, processes, and techniques • media production skills: – pre-production – production – post-production • use of symbols and metaphors to represent ideas and perspectives • First Peoples worldviews and cross-cultural perspectives, stories, and history as expressed through media arts • local, national, global, and inter-cultural media artists • ethical, moral, and legal considerations associated with media arts technology

Learning Standards (continued)

Curricular Competencies	Content
Communicate and document • Document, share, and appreciate media artworks in a variety of contexts • Communicate ideas and express emotions through art making • Demonstrate respect for self, others, and place • Communicate and respond to social and environmental issues using media art Connect and expand • Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge through media arts • Engage in digital citizenship throughout the creative processes	

Big Ideas – Elaborations

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

Curricular Competencies – Elaborations

- **sensory inspiration:** ideas inspired by sensory experiences, such as the feeling of rain on our face or the sound of a dog whimpering
- **creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **sources of inspiration:** experiences, traditional cultural knowledge and approaches, places (including the land and its natural resources), people, information, and collaborative learning environments
- **skills:** including problem-solving skills
- **responsible use of materials:** using materials in an environmentally responsible way, considering their level of biodegradability and potential for reuse and recycling
- **aesthetic questions:** questions relating to the nature, expression, and perception of artistic works
- **variety of contexts:** for example, personal, social, cultural, environmental, and historical contexts
- **Document:** through 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); includes recording the various iterations of media works throughout the creative process
- **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 on the world.
- **social and environmental issues:** occurring locally, regionally, nationally, and/or globally
- **ways of knowing:** First Nations, Métis and Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **digital citizenship:** using information and technology in a way that is respectful of self, others, and privacy laws, and mindful of cultural values and beliefs

Content – Elaborations

- **elements:** colour, form, line, shape, space, texture, tone, value, time
- **principles of design:** balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity, depth, proportion and scale, sequencing, synchronization repetition, rhythm, unity
- **image development strategies:** abstraction, compression, distortion, elaboration, exaggeration, gesture, figure, fragmentation, free association, juxtaposition, magnification, metamorphosis, minification, multiplication, point of view, reversal, rotation, simplification, stylization, thumbnail sketch, transformation
- **media technologies:** in media arts, any image-making technology, such as cameras, computers, software, props, and lighting, including established and emerging technologies; also includes video production, layout and design, graphics and images, photography (digital and traditional), new and emerging media processes (e.g., performance art, collaborative work, sound art, network art, kinetic art, biotechnical art, robotic art, space art), and the improvisational use of miscellaneous items
- **standards-compliant technology:** layout conventions, markup language, current web standards, other digital media compliance requirements
- **vocabulary:** for example, storyboard, thumbnail sketch, duration, animation, tweening, point of view, hybridization, flip book, avatar, acoustics, installation, camera angles, long shot, panning, close-up, medium shot, depth of field, concept mapping, flow chart
- **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:** of media arts (e.g., techniques for organizing ideas and information to create points of view in images)
- **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; involves, for example, shooting video or film, developing negatives and making enlargements, setting up lights, programming a website
- **post-production:** the stage after 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)
- **First Peoples worldviews:** including contemporary and traditional perspectives
- **ethical, moral, and legal considerations:** regulatory issues related to responsibility for duplication, copyright, and appropriation of imagery, sound, and video