

Course Outline

School Name: Keewaytinook Internet High School

Department Name: Arts

Ministry of Education Course Title: *Media Arts*

Grade Level: *11*

Ministry Course Code: *ASM30*

Teacher's Name: Linda Johnson

Developed by: Linda Johnson

Date: March 2015

Revision Date:

Developed from: The Ontario Curriculum, Grades 11 and 12: The Arts
(Revised), 2010

Profile Name: Course Profiles, Media Arts, Grade 11, Open (*Public*)

Text: None

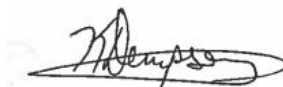
Prerequisite: None

Credits: 1.0

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 11, 2015

Course Description/rationale

This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works.

Overall Curriculum Expectations

A. CREATING AND PRESENTING

A1. The Creative Process: apply the creative process to create media art works, individually and/or collaboratively;

A2. The Principles of Media Arts: design and produce media art works, applying principles of media arts and using various elements from contributing arts (dance, drama, music, visual arts);

A3. Using Technologies, Tools, and Techniques: apply traditional and emerging technologies, tools, and techniques to produce and present media art works for a variety of audiences and purposes.

B. REFLECTING, RESPONDING, AND ANALYSING

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, assessing, and reflecting on media art works;

B2. Identity and Values: demonstrate an understanding of how media art works reflect personal and cultural identity, and affect personal, cultural, and community values and their awareness of those values;

B3. Connections Beyond the Classroom: demonstrate an understanding of the types of knowledge and skills developed in media arts and how they can be used outside the media arts classroom.

C. FOUNDATIONS

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other concepts relating to media arts;

C2. Contexts and Influences: demonstrate an understanding of the sociocultural and historical contexts of media arts;

C3. Responsible Practices: demonstrate an understanding of responsible practices associated with producing, presenting, and experiencing media art works.

Course Content

| UNIT | TITLES | LENGTH |
|--------|---|-----------|
| Unit 1 | The Still Image - Manipulation | 20 hours |
| Unit 2 | Narratives and Interactive Environments | 20 hours |
| Unit 3 | The Moving Image | 24 hours |
| Unit 4 | Narratives in Film | 22 hours |
| Unit 5 | Transformations (Cumulative Project) | 24 hours |
| | Total | 110 hours |

Unit Descriptions

Unit 1: The Still Image - Manipulation

This unit explores the intention, function, and meaning of still images. Students will examine personal, commercial and art photographs to analyze how ideas are constructed and communicated through images. Concepts of conceptual design in media arts will be explored using Photoshop Elements and completing a culminating project.

CONCEPTUAL DESIGN - 1 Project is Selected by Student - Mini Culminating

- Conceptual Design Covers for:
 - Album; or
 - Book; or
 - Film / Yearbook Cover; or
- Conceptual Design Theme Based Image; or
- Logo Design; or
- Pencil Vs. Camera; or
- Ransom Note Fortune Cookie; or
- Digital Painting Project

Unit 2: Narratives and Interactive Environments

Relationships between media and expression are expanded into the exploration of narratives and audience interactions in this unit. Students will use a series of images generated by either traditional or emergent media and by manipulating, adding text and/or sound to these images to create a specific narrative media art work and design. The form that the narrative takes, linear or non-linear, will affect the final form in which the student chooses to present this work, such as creative ebook form (online templates), e-gallery installation, mini-movie trailer, or a new variation.

CHARACTER DESIGN

- Social Justice Mixed Media
- Interactive Character/Fashion Design
- Horror Self-Portrait Transformation

Unit 3: The Moving Image

This unit uses time-based visual media as its focus. Students will use some aspects of all of the elements of media art and design. Short dramatic, documentary, experimental, and animated short films are some of the examples that may be screened and analyzed. After a short introduction to the

basic language of film/video production, students will produce a videotaped exercise which demonstrates their comprehension of these terms. They will then create a storyboard of their own idea for a short trailer/movie production that will take the form of a short animated short narrative, documentary, instructional or animated music video. Assessment will be ongoing in this unit with a culminating evaluation of a final animation production and critique.

ANIMATION - 1 Project is Selected by Student - Mini Culminating (iMOVIE and/or GoPRO)

- Animated Painting; or
- Animated Storyboard; or
- Art of The Title Sequence; or
- Lip Sync Animation; or
- Mise En Scene; or
- Stop Motion Animation; or
- Traditional Animation; or
- Type in Motion

Unit 4: Narratives in Film

While reinforcing concepts, theory, and skills learned in previous units, the main focus is on video, images and sound using iMovie, GarageBand and GoPro Software in this unit. Students are challenged to use a variety of appropriate traditional and emergent filming techniques and technologies in a production and producing a film or interactive environment project as a culminating activity.

FILM - 1 Project is Selected by Student - Mini Culminating (GoPRO CAMERA/iPAD/iPOD/iPHONE)

- Film Abstract & Soundscape; or
- Film Sequence Breakdown And Re-Edit; or
- Film (Short) Experimental; or
- Film (Short) Montage; or
- Hyper-Lapse Photography; or
- E-Card; or
- Interactive Video Face Collage

Unit 5: Transformations (Cumulative Project)

This culminating unit requires students to consolidate acquired knowledge and skills by transforming one of their own artworks from any previous unit into a new creative form, using some aspect of digital or emergent technology. Emphasis will be placed on the use of the stages of creative process. It is in this activity that students consolidate their previous learning and are challenged force the boundaries of their creative vision. The teacher acts as facilitator in this transformation process. Students will document this transformation and include it in a digital portfolio that contains preparatory and finished work from the course.

Digital Media Arts ePortfolio and Media Arts eJournal

In this course profile, all students are required to keep a Digital Media Arts ePortfolio and Media Arts eJournal. The ePortfolio and eJournal will contain all artworks created, written information, research, illustrations, sketches, and photographs. All units contain Media Arts ePortfolio and eJournal assignments that directly support the activity being done. The ePortfolio and eJournal will be used to document the planning and development of class assignments and activities.

Course Notes

The underlying continuum of the Grade 11 MediaArts expectations is the emerging awareness of possible careers in the field of media arts. The media arts eJournal and eportfolio continue to be invaluable resource tools for the student media artist as this course encourages exploration of a variety

of media art-making and media art-viewing techniques. A teacher directed time-line will be developed throughout the course to help students understand the historical significance of the works of media arts they view, research, and use as inspiration. Whenever possible teachers should draw on local expertise to complement and enhance media arts production studio activities/discussions to give students post-secondary academic and career options in the field of media arts. From Grade 11, students' Annual Education Plan should also include their tentative post-secondary destinations. This course may assist students in completing their plan while learning about possible options and choices, and the impact of their decisions on their educational and career goals. All students should be encouraged to develop and maintain a eportfolio. Students will continue to refine their media artistic skills, accumulate knowledge and experience new media art-making processes. The WHMIS Safety Manual located in the school will provide information for the safe disposal of materials and is a must for educators, including production of movies, safety on movie sites and the use of specialized equipment. The appropriate clean up, disposal, and use of any artist materials must be integrated into the process aspect of evaluation whenever possible. Responsibility, respect for materials, safety and each other are part of the goal we envision for First Nations Schools.

Teaching/Learning Strategies

- brainstorming;
- video conference;
- interviewing;
- independent research (e.g., students explore and research a specific topic related to media art history, media art processes, and careers);
- application (creation of an specific media artwork to demonstrate a specific function, portray a design concept, or communicate personal expression);
- presentation, ongoing oral, visual, and written presentation;
- viewing media artwork, present media art visuals to focus discussion regarding subject matter, content, use of the elements and principles of design, cultural influences, and styles;
- group display of art timelines;
- critiques, critical analysis of student, peer, historical, contemporary and social media artwork;
- exploration, experimentation with a variety of materials, technology, equipment and techniques;
- Media arts ejournal/information file, collection of media art visuals and written information for producing and creating media art, research and experimentation;
- display, refinement and preparation of work for formal public display;
- eportfolio, a collection of student works reflecting skills, knowledge, and understanding accumulated throughout the year/semester.

Assessment/Evaluation Techniques

Assessment Tools will include:

- Media Art Critiques (creating media art critiques; personal reflections on the creative process);
- Media Art eJournal;
- Media Art ePortfolio (digitally generated);
- Media Artist Statements;
- Critical Analysis Process;
- Oral Presentation (recorded on video live from community and submitted and/or presented in person in video conference broadcasts to all communities, including student participation via synchronized internet chat and blogs sessions);
- Research process by documenting and recording findings;
- Student Self-Assessment (strategies to understand criteria such as specific skills; peer assessment by creating media art critiques; personal reflections on creative process);
- Rubrics, marking schemes and anecdotal comments with suggestions for improvements.

Final Evaluations

- internet and online tests, quizzes;
- digital eportfolio presentations;

- student organizing their own video/movie production show;
- formal presentations (video including audio media art statement of specific media art works and productions);
- video conferencing.

The assessment plan will include the following:

Personal Communication

- media art ejournal/portfolio;
- self/peer assessment;
- student-teacher conferences via video conferences and webcam sessions;
- ongoing verbal feedback;
- critique (record reflections on experiences, plans for improvements, recommendations for changes).

Teacher Observation

- formal/informal.

Performance Assessment

- research project assigned media artwork and projects;
- assigned media artwork and projects;
- eportfolio entries;
- media arts ejournal;
- video/movie production presentation.

Accommodation

- working with a partner, peer helper
- ongoing feedback
- use of computers, Internet, video camera
- in media art history and viewing activities, oral responses for testing, taped if necessary
- additional time
- use of scribe/translator
- use of specialized tools, materials
- modifications of expectations, IEP; Individual Education Plan
- offering alternative assignments
- extra time for assignments, both gifted and learning-disabled students

Special Note

Teachers are expected to be acquainted with students' Individual Education Plans (IEPs) and the unique learning characteristics of their individual students and to make the necessary accommodations.

Evaluation

The student's final grade for this course will be determined as outlined in Program Planning and Assessment 2009 (p.26).

- Seventy per cent (70%) of the grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout the course, although special consideration should be given to the more recent evidence of achievement.
- Thirty per cent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay and / or other method of evaluation suitable to the course content and administered towards the end of the course.

| Type of Assessment | Category | Details | | Weighting (%) |
|--------------------|-----------------------------------|--|-----|---------------|
| Formative (70%) | Knowledge/ Understanding | Creation - use concepts and procedures from other art forms in creating media artworks | | 13% |
| | | Theory- demonstrate an understanding of conventions as they apply to the practice of media arts production | | |
| | | Analysis - identify connections between media arts and possible future education and careers | | |
| | Thinking/Inquiry | Creation - use concepts of media art in their own work | | 19% |
| | | Theory - explain the elements and principles of media arts as they apply to their own work and the work of others | | |
| | | Analysis - use the stages of critical analysis to examine and discuss the aesthetic and compositional components of current and historical media artworks | | |
| | Communications | Creation - use the stages of the creative process to communicate their ideas individually and in groups (e.g. exploration, experimentation, productions, evaluation); all artworks and writings to be collected in a Media Arts Portfolio and Media Arts Journal throughout the course | | 19% |
| | | Theory - explain the historical foundations of media arts; explain the elements and principles of media arts as they apply to their own work and the work of others | | |
| | | Analysis - identify the impact of media artworks and productions on themselves and their community; identify the function of media art in society | | |
| | Application | Creation - demonstrate skills in manipulating traditional art tools related to media art (e.g., camera, video camera, photocopier, tape recorder); demonstrate skills in manipulating new and emergent digital technologies used in creating media art (e.g. digital camera, scanner, digital recorder, computer); creating Media Arts Portfolio and Media Arts Journal containing all artworks and writings | | 19% |
| | | Theory- demonstrate an understanding of conventions as they apply to the practice of media arts production in creating their own artworks | | |
| | | Analysis -use the stages of critical analysis to examine and discuss the aesthetic and compositional components of their creative media artworks | | |
| Summative (30%) | Culminating Activity (10%) | (Transformations -students to consolidate acquired knowledge and skills by transforming one of their own media artworks from any previous unit into a new | K/U | 2% |
| | | | T/I | 2% |
| | | | C | 3% |

| | | | | |
|---|--|-----|----|------|
| | | | A | 3% |
| Media Arts ePortfolio and eJournal (10%) | (Digital ePortfolio -Photographic production – preparatory media work; photographic Self-Portrait; Production of thaumatrope; Movie production, camera work; storyboard Media Arts eJournal - critiques and self-evaluations; notes on movie productions; create media artist statement; report on personal history of film watching; notes on media arts careers, research, creative thoughts) | K/U | 2% | |
| | | T/I | 2% | |
| | | C | 3% | |
| | | A | 3% | |
| Final Exam (10%) | (Examination includes multiple-choice and short answers demonstrating an understanding of elements, principles, and applications of art used in the media art; demonstrate knowledge and skills explaining the use of different tools and mediums in creating media artworks; and create a slide-show presentation introducing their own concept of media arts.) | K/U | 2% | |
| | | T/I | 2% | |
| | | C | 3% | |
| | | A | 3% | |
| Total | | | | 100% |

Resources

Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools (First Edition), 2010

Profile: Media Arts, Grade 11, Open (College/University)

Software

- Adobe Photoshop Elements 8.0
- Garage Band
- Google Picasa 3.8
- Pixlar
- Youtube
- Photostory 3
- iMovie
- Windows Movie Maker
- Microsoft Office
- Open Office

Websites: Media Arts and Graphic design, production and tutorials

www.photoshop.com

www.youtube.com

www.gmail.com

<http://www.kodak.com>

www.artednet.getty.edu

www.artlex.com

www.artsconnected.org/toolkit/explore.cfm

Career Gateway www.edu.gov.on.ca

Museums and Galleries

<http://www.aperture.org>

<http://national.gallery.ca/cmcp.html>

<http://www.eastman.org/>

<http://www.icp.org/>

<http://www.moma.org/docs.cfm/collection/>

Program Planning

This version of ASM30 is offered to students living in isolated northern First Nation communities, which do not have access to the usual high school facilities, amenities and equipment associated with standard secondary education.

The course is uniquely tailored to the KiHS program in part, as many of the units require use of computer software and computer access time, both of which are provided. The course makes use Internet for some instruction, direction and research. Where applicable, the course attempts to make use of the computer equipment and resources available, to provide a practical experience.

As the course is related to many fields of work in the computer and media industry, where appropriate, reference will be made to opportunities and trends that currently exist in the workplace. This is done through Internet research with reference to software and course material that is covered.