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:	September 2017	
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, 2017

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

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

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

- *Terminology*: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other concepts relating to media arts;
- *Contexts and Influences*: demonstrate an understanding of the sociocultural and historical contexts of media arts;
- *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	24 hours
Unit 2	Narratives and Interactive Environments	30 hours
Unit 3	The Moving Image	30 hours
Unit 4	Narratives in Film	26 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

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 Media Arts 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 an 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

Teacher and students will communicate over the internet throughout the term (eight-week series of lessons and activities), while mentors in the classrooms will assume the role of liaison between the teacher and student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies will include the following:
- 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.

Learning Goals

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics, checklists, and exemplars.

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

Assessment information will include some of the following:
- 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 follows (Ontario Ministry of Education, 2010):

- 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 (p. 47).

Ontario Ministry of Education. (2010). *Growing Success: Assessment, evaluation and reporting in Ontario schools.* Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details	Weighing (%)
Term Work (70%)	**Knowledge/ Understanding**	Creation - use concepts and procedures from other art forms in creating media artworks 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	13
	Thinking	Creation - use concepts of media art in their own work 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	19
	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 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	19

	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 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	19
Final Evaluation (30%)	**Culminating (10%)**	Knowledge/Understanding	2
		Thinking	2
		Communication	3
		Application	3
	ePortfolio (10%)	Knowledge/Understanding	2
		Thinking	2
		Communication	3
		Application	3
	Final Exam (10%)	Knowledge/Understanding	2
		Thinking	2
		Communication	3
		Application	3
		Total	100%

Resources

- Ontario Ministry of Education. (2017). Indigenous education strategy. *The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples*. Retrieved from http://ontario.ca/page/journey-together-ontarios-commitment-reconciliation-indegenous-peoples
- Ontario Ministry of Education. (2016). Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements. Retrieved from http://edu.gov.on.ca/eng/document/policy/os/index.html
- Ontario Ministry of Education. (2010)*. Growing Success: Assessment, evaluation and reporting in Ontario schools.* Toronto, ON: Queen's Printer for Ontario.
- Ontario Ministry of Education. (2010). *The Ontario curriculum grades 11 and 12: The Arts.* Toronto, ON: Queen's Printer for Ontario.

Software

Adobe Photoshop Elements 8.0
Garage Band
Google Picasa 3.8
Pixlr
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 ASM3O is offered to Indigenous 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.

Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.