Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Arts

Ministry of Education Course Title: Media Arts

Grade Level: 11

Ministry Course Code: ASM3O

Teacher's Name: Linda Johnson

Developed by: Linda Johnson Date: March 2015

Revision Date: September 2021

Developed from:
Ontario Ministry of Education. (2010). *The Ontario curriculum, grades 11 and 12: The Arts.*
Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:

Approval Date:

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

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.

Reflecting and responding
- 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.

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	Length
1. **The Still Image - Manipulation**	24 hours
2. **Narratives and Interactive Environments**	30 hours
3. **The Moving Image**	30 hours
4. **Narratives in Film**	26 hours
Total	110 hours

Unit Descriptions

Through exposure to modern First Nations artists, students are guided through a journey of expressing themselves and their individual First Nations communities in multiple artistic mediums. Exemplars provided to students include FNMI artists such as Zacharias Kunuk, the

filmmaker behind Atanarjuat (The Fast Runner). Students learn the technical skills necessary to explore and express their links to the land as First Nations peoples through electronic mediums such as photography and movie making.

Unit 1 – The Still Image - Manipulation
This unit explores the intention, function, and meaning of still images. Students will examine personal photographs of themselves and their community, 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 artwork 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. References made to current local, regional and national trends in the media industry and workplace.

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 Indigenous and non-Indigenous films are some of the examples that may be screened and analyzed. Cultural influences will be analysed. 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
- 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, Windows Movie Maker and other movie editing 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 (*VIDEO-TYPE CAMERA/iPAD/iPODiPHONE/ANDROID)*
- 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

This course is organized into an eight-week series of lessons and activities that is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

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

- Brainstorming;
- Virtual video conferences;
- Interviewing,
- Independent research (e.g. students explore and research a specific topic related to media art history, media art processes, and careers);
- Application (e.g. creating of a 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 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 and checklists.

Evaluation
The final grade will be determined as follows (Ontario Ministry of Education, 2010):
- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 41).

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	Weighting (%)
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
	Communication	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**

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 *for* learning and assessment *as* learning is obtained through a variety of means, including the following:
- Ongoing descriptive feedback (e.g., descriptive feedback on students' photographs, media, electronic portfolio etc.);
- Wednesday Whine sessions allow for collaboration and assessment as learning between students of the multiple First Nations communities within KiHS
- Media critiques;
- Critical analysis process;
- Mentor observations (e.g. of specific course content related to cultural influences, personal influences etc.);
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.
- Student self-assessment of work and process (e.g. strategies to understand criteria such as specific skills; peer assessment by creating media art critiques; personal reflections on creative process)
- Oral presentations;
- Research processes and documenting, recording findings.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:
- Ongoing observations of most consistent work, with consideration given to most recent work;
- Conversations with students;
- Online tests and quizzes;
- Portfolio presentations;
- Video-conferencing;
- Examination of e-portfolio;
- Media arts e-journal;
- Culminating activities;
- Video/movie production and presentation;
- Final exam.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

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Toulouse, P.R. (2016). *What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement.* https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf

United Way East Ontario. (2017, Aug. 23). A two-spirit journey: Finding identity through Indigenous culture. [Video]. YouTube. https://www.youtube.com/watch?v=LLmrBGrUy-w

Zamon, R. (2017, June 21). *Indigenous Canadians on Instagram celebrate their culture beautifully.* Huffpost. https://www.huffingtonpost.ca/2017/06/21/indigenous-canadians-on-instagram_a_22520154/

Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.