BRITISH COLUMBIA
Ministry of Education

# BIG IDEAS

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| **Media arts** are an essential element of culture and reveal insights into the human experience. | Refining artistic expression requires perseverance, resilience, and risk taking. | Purposeful artistic choices enhance the depth and impact of an artistic work. | **Aesthetic experiences** have the power to change our perspective. |

## Learning Standards

| Curricular Competencies | Content |
|---|---|
| *Students are expected to be able to do the following:* | *Students are expected to know the following:* |
| **Explore and create** <br><br> • Create media art using **sensory inspiration**, imagination, and inquiry <br> • Examine artistic possibilities and **take creative risks**, using various **sources of inspiration** <br> • Refine skills and techniques from various **styles** and **genres** <br> • Examine established, new, and emerging technologies used in media arts <br> • Create innovative media artworks for a specific audience with an audience <br> • Refine skills and techniques in creating media artworks <br> • Demonstrate innovation in creating media artworks and resolving creative challenges <br><br> **Reason and reflect** <br><br> • Recognize and engage in the reciprocal process of a **critique** <br> • Interpret and evaluate, using discipline-specific language, how artists use materials, technologies, processes, and **environments** in media arts <br> • Recognize and evaluate creative choices in the planning, making, interpreting, and analyzing of media artworks <br> • Refine personal answers to **aesthetic questions** <br> • Examine the influences of a **variety of contexts** on artistic works | • **elements** and **principles of design** <br> • **image development strategies** <br> • **media technologies** <br> • **standards-compliant technology** <br> • a variety of image sources and genres <br> • **terminology** used in media arts <br> • a range of **materials**, **processes**, and **techniques** <br> • media production skills to enhance, alter, or shape technical elements of a project: <br>   – **pre-production** <br>   – **production** <br>   – **post-production** <br> • symbols and metaphors <br> • influences of **visual culture** in media arts <br> • local, national, global, and intercultural media artists and genres <br> • **ethical, moral, and legal considerations** associated with media arts technology <br> • **moral rights**, and the ethics of **cultural appropriation** and plagiarism <br> • health and safety protocols and procedures |

## Learning Standards (continued)

| Curricular Competencies | Content |
|---|---|
| **Communicate and document** <br><br> • **Document**, share, and engage with media artworks in a variety of contexts <br> • Communicate ideas and express emotions through art making <br> • Demonstrate respect for self, others, and **place** through art making <br> • Investigate and respond to **social and environmental issues** and values using media art <br><br> **Connect and expand** <br><br> • Demonstrate personal and social responsibility associated with creating, perceiving, and responding in media arts <br> • Examine First Peoples perspectives, knowledge, and protocols; other **ways of knowing**, and local cultural knowledge through media arts <br> • Create artistic works to reflect **personal voice**, story, and values <br> • Examine the reciprocal relationships between media arts, culture, and society <br> • Evaluate personal, educational, and professional opportunities in media arts and related fields <br> • Engage in **digital citizenship** throughout the creative process <br> • Connect with others on a local, national, or global scale through media arts <br> • Demonstrate safe and **responsible use of materials**, tools, and work space | |

**Big Ideas – Elaborations**

- **media arts:** unique art forms that employ film, video, new media, and sound as a means of artistic expression
- **Aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

**Curricular Competencies – Elaborations**

- **sensory inspiration:** ideas inspired by sensory experiences, such as the scent of pine needles or the sound of tires screeching
- **take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **sources of inspiration:** including experiences, traditional cultural knowledge and approaches, places (including the land and its natural resources), people, information, and collaborative learning environments
- **styles:** Media artworks that share common characteristics can be described as belonging to the same artistic style.
- **genres:** media arts genres such as installation art, digital arts, computer graphics, interactive art, internet art, biotechnological art
- **critique:** age-appropriate feedback strategies (e.g., one-on-one dialogue, safe and inclusive group discussions, reflective writing, gallery walks)
- **environments**: place-based influences on the creation of media artworks; art related to or created for a specific place
- **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:** includes local, regional, national, and global issues, as well as social justice issues
- **ways of knowing:** First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **personal voice**: a style of expression that conveys an individual's personality, perspective, or worldview
- **digital citizenship:** understanding human, cultural, and societal issues related to technology, and engaging in legal and ethical behaviours
- **responsible use of materials:** using materials in an environmentally responsible way, including considering their level of biodegradability and potential for reuse and recycling

- **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:** processes that transform ideas and experiences into visual images (e.g., 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:** for example, layout conventions, markup language, current web standards, other digital media compliance requirements
- **terminology:** for example, mock-ups, pixilation, resolution, technological obsolescence, zoetrope, ethics, fair use, hybridization, copyright, multimodal, multimedia, storyboard, cinematography, pace, panning, credits, sequence, mapping, installation
- **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 phase before a production begins; involves planning (e.g., developing treatments, writing and fine-tuning scripts or storyboards, designing costumes)
- **production:** the phase 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 phase 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)
- **visual culture:** aspects of culture that rely on visual representation
- **ethical, moral, and legal considerations:** regulatory issues related to responsibility for duplication, copyright, and appropriation of imagery, sound, and video
- **moral rights:** the rights of an artist to control what happens to his or her creations (e.g., preventing them from being revised, altered, or distorted); students should understand when they can and cannot modify an image created by someone else
- **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