

# Course Outline

School Name: Keewaytinook Internet High School

Department Name: Arts

Ministry of Education Course Title: *Media Arts*

Grade Level: *10*

Ministry Course Code: *ASM20*

Teacher's Name: Linda Johnson

Developed by: Linda Johnson

Date: January 2004

Revision Date: August 2009

Developed from: The Ontario Curriculum, Grades 9 and 10: The Arts, 1999

Profile Name: Course Profiles, Media Arts, Grade 10, Open (*Public*)

Text: none

Prerequisite: none

Credits: 1.0

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) \_\_\_\_\_

Approval Date:

## **Course Description/rationale**

This course will develop students' artistic knowledge and skills by introducing them to current media arts technologies and processes. Student learning will include the analysis, appreciation, and production of media art, using a variety of traditional techniques (e.g., photography, film, photocopy art, video, analog sound recording) and emergent technologies (e.g., computer, digital camera, scanner, multimedia, animation).

## **Overall Curriculum Expectations**

### **Theory**

- explain the elements and principles of media arts as they apply to their own work and the work of others;
- explain the historical foundations of media arts;
- demonstrate an understanding of conventions as they apply to the practice of media arts production.

### **Creation**

- use the concepts of media art in their own work;
- 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);
- use the stages of the creative process to communicate their ideas individually and in groups (e.g., exploration, experimentation, production, evaluation);
- use concepts and procedures from other art forms in creating media artworks.

### **Analysis**

- use the stages of critical analysis to examine and discuss the aesthetic and compositional components of current and historical media artworks;
- identify the impact of media artworks and productions on themselves and their community;
- identify the function of media art in society;
- identify connections between media arts and possible future education and careers.

## **Course Content**

UNIT	TITLES	LENGTH
Unit 1	The Still Image	20 hours
Unit 2	Narrative: Text, Image, and Sound	20 hours
Unit 3	The Moving Image	24 hours
Unit 4	The Interactive Environment	22 hours
Unit 5	Transformations (Cumulative Project)	24 hours
	Total	110 hours

## **Unit Descriptions**

### **Unit 1: The Still Image**

This unit explores the intention, function, and meaning of still images. Students will examine personal, commercial and art photographs to analyse how ideas are constructed and communicated through images. Concepts of photographic truth and the purpose of making photographs will be explored. The practical component will culminate in the creation of an art photograph that is an expressive self-portrait.

### **Unit 2: Narrative: Text, Image, and Sound**

Visual expression is expanded into the exploration of narrative in this unit. Students will use a series of still images generated by either traditional or emergent media and then will add text and/or sound to these images to create a narrative media art work. The form that the narrative takes, linear or non-linear, will affect the final form in which the student chooses to present this work. They may choose book form or computer presentation, gallery installation or slide show, or a new variation.

### **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. Short dramatic, documentary, experimental, and animated short films are some of the examples that may be screened and 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 production that will take the form of a short animation, a narrative short, an experimental film, a documentary, or an original music video. Students will then work in groups to produce a short video or digital movie. Assessment will be ongoing in this unit with a culminating evaluation of the final critique and production.

### **Unit 4: The Interactive Environment**

While reinforcing concepts, theory, and skills learned in previous units, the principle of interactivity is introduced in this unit. Students will explore this through the creation of an environment, which is designed to invite some level of audience interaction. This environment could be created digitally, as in an interactive web page, or an interactive multi-media work or a 3-D rendered environment, or a traditional media arts tool can be used and possibly be combined with traditional art media to create an interactive environmental installation. In this unit students are challenged to use a variety of appropriate traditional and emergent technologies to create an environment for all the senses.

### **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 Portfolio and Media Arts Journal**

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

## Teaching/Learning Strategies

The following teaching/learning strategies are used in this course profile:

<b>Creation</b>	<b>Theory</b>	<b>Analysis</b>
Teacher-led discussion	Teacher-led discussion	Teacher-led discussion
Student-led discussion	Student-led discussion	Student-led discussion
Brainstorm and idea flow chart activities	Teacher demonstration and instruction	Individual and group critique
Presentation as a form of a media art work	Student demonstration and instruction	
The production of media artworks individually and in production teams	The production of media artworks individually and in production teams	Written critique
The performance of creative exercises involving the use of media equipment	The performance of creative exercises to illustrate the understanding of the elements and principles of Media Arts	Oral presentation by individual student or a group
Research (including the use of a variety of reference media: books, video, the World Wide Web (WWW), CD-ROMs, audiotape, etc.)	Research (including the use of a variety of reference media: books, video, the World Wide Web (WWW), CD-ROMs, audiotape, etc.)	Research (including the use of a variety of reference media: books, video, the World Wide Web (WWW), CD-ROMs, audiotape, etc.)
The creation of plans and outlines in the Media Arts Journal (written, illustrations, sketches, photographs, clippings)	Student individual and group presentation	
The act of conferencing with the teacher or other students	The viewing of media artworks and the identification and decoding of the elements and principles of design use in them	The viewing and analysis of media artworks created by other artists and their own
	Jigsaw learning	
Independent study	Independent study	Independent study

## Evaluation

The student's final grade for this course will be determined as outlined in Program Planning and Assessment 2000 (p.15).

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 (%)	
<b>Formative (70%)</b>	<b>Knowledge/ Understanding</b>	<i>Creation - use concepts and procedures from other art forms in creating media artworks</i>	<b>15%</b>	
		<i>Theory- demonstrate an understanding of conventions as they apply to the practice of media arts production</i>		
		<i>Analysis - identify connections between media arts and possible future education and careers</i>		
	<b>Thinking/Inquiry</b>	<i>Creation - use concepts of media art in their own work</i>	<b>15%</b>	
		<i>Theory - explain the elements and principles of media arts as they apply to their own work and the work of others</i>		
		<i>Analysis - use the stages of critical analysis to examine and discuss the aesthetic and compositional components of current and historical media artworks</i>		
	<b>Communications</b>	<i>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</i>	<b>18%</b>	
		<i>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</i>		
		<i>Analysis - identify the impact of media artworks and productions on themselves and their community; identify the function of media art in society</i>		
	<b>Application</b>	<i>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</i>	<b>22%</b>	
<i>Theory- demonstrate an understanding of conventions as they apply to the practice of media arts production in creating their own artworks</i>				
<i>Analysis -use the stages of critical analysis to examine and discuss the aesthetic and compositional components of their creative media artworks</i>				
<b>Summative (30%)</b>	<b>Culminating Activity (10%)</b>	<i>(Transformations -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)</i>	Knowledge/ Understanding	<b>2%</b>
			Thinking/Inquiry	<b>2%</b>
			Communications	<b>3%</b>
			Application	<b>3%</b>
	<b>Media Arts Portfolio and Journal (10%)</b>	<i>(Digital Portfolio -Photographic production – preparatory media work; photographic Self-Portrait; Production of thaumatrope; Movie production, camera work; storyboard Media Arts Journal - 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)</i>	Knowledge/ Understanding	<b>2%</b>
			Thinking/Inquiry	<b>2%</b>
			Communications	<b>3%</b>
			Application	<b>3%</b>
	<b>Final Examination (10%)</b>	<i>(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.)</i>	Knowledge/ Understanding	<b>2%</b>
			Thinking/Inquiry	<b>2%</b>
			Communications	<b>3%</b>
			Application	<b>3%</b>
<b>Total</b>			<b>100%</b>	

## **Assessment/Evaluation Strategies**

<b>Paper and Pencil</b>	Performance Methods	interviews
<b>tests</b>	projects	video conferences
<b>quizzes</b>	portfolios	online discussion
<b>work sheets</b>	presentations	portfolio interview
<b>examinations</b>	essays	self evaluation
<b>Other</b>	role playing	peer evaluation
<b>teacher anecdotal records</b>	demonstrations	
<b>teacher log</b>	diagrams	
<b>checklists</b>	constructions	
<b>rubrics</b>	journals	
<b>rating scales</b>	Personal Communication	

## **Resources**

Anderson, Neil. *Media Works*. Toronto: Oxford University Press, 1989. ISBN 0-19-540730-X

Duncan, Barry, et al. *Mass Media and Popular Culture, Version 2*. Toronto: Harcourt Brace Canada. ISBN 0-7747-0170-6

Negroponete, Nicholas. *Being Digital*. New York: Alfred A. Knopf, 1995. ISBN 067943919

Spalter, Anne Morgan. *The Computer in the Visual Arts*. New York: Addison-Wesley Publishing Company, 1998. ISBN 0201386003

Tapscott, Don. *Growing Up Digital*. New York: McGraw Hill, 1998. ISBN 0-07-063361-4

### **Photography and Imaging**

Photo Educator's Forum

<http://idirect.com/~photoedu/>

Photostart.com

<http://www.photostart.com>

### **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/photography>

### **Photographers**

Portrait Photographers	(Canadian) Portrait Photographers	Global Photographers	Digital Artists
Richard Avedon Julia Margaret Cameron August Sander Bill Brandt Yousuf Karsh Ruth Kaplan Gertrude Kasebier Alfred Stieglitz Man Ray Annie Leibowitz Herb Ritts	Jeff Wall Evergon Barbara Astman Arnaud Maggs Ruth Kaplan Robin Collyer John Reeves Greg Staats Andrew Danson Vincenzo Pietropaolo	Manuel Alvarez Bravo Sebastiao Salgado Daido Moriyama Ekioh Hosoe Claude Cahun	Laurence M. Gartel Stelarc Francois Allys John Plunkett Barbara Kuhr Erik Adigard  Canadian Digital Photographers Jeff Wall

## ***Program Planning***

This course is offered to students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment, or teachers associated with secondary education. 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 800 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 tutoring as required.

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