BIG IDEAS

Personal design choices require self-exploration and refinement of skills.	Social, ethical, and sustainability considerations impact design choices.	Tools and technology have an impact on people's lives.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
Applied Design ***Understanding context*** • Engage in a period of **research** and **empathetic observation** • Engage in **reciprocal relationships** throughout the design process ***Defining*** • Identify potential users and relevant contextual factors for a chosen design opportunity • Identify criteria for success, intended impact, and any **constraints** • Identify potential user, intended impact, and possible unintended negative consequences ***Ideating*** • Take creative risks in generating ideas and add to others' ideas in ways that enhance them • Screen ideas against criteria and constraints • Critically analyze and prioritize competing **factors** to meet community needs for preferred futures • Recognize community needs for **balanced futures** • Maintain an open mind about potentially viable ideas	• design opportunities • **media technologie**s • techniques for organizing ideas to structure stories or information and to create points of view in images • media production skills, including – **pre-production** – **production** – **post-production** • **standards-compliant** technology • **ethical, moral, and legal considerations**, and ethics of **cultural appropriation** • technical and symbolic elements that can be used to create representations influenced by points of view, story, genre, and values • specific features and purposes of media artworks, past and present, to explore multiple viewpoints and to explore the perspectives of First Peoples • influences of digital and non-digital media in documentation, communication, reporting, and self-expression • **digital citizenship, etiquette, and literac**y • history of design: local, indigenous, regional, and global

Learning Standards (continued)

Curricular Competencies	Content
Prototyping • Identify and apply **sources of inspiration** and information • Choose a form for prototyping and develop a **plan** that includes key stages and resources • Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability • Prototype, making changes to tools, materials, and procedures as needed • Record **iterations** of prototyping ***Testing*** • Identify and communicate with **sources of feedback** • Edit based on feedback from critiques • Iterate the prototype or abandon the design idea ***Making*** • Identify and use appropriate tools, **technologies**, materials, and processes for production • Make a step-by-step plan for production and carry it out, making changes as needed • Use materials in ways that minimize waste ***Sharing*** • **Share** progress while creating design to enable ongoing feedback • Decide on how and with whom to share or promote design • Critically evaluate the success of the design, and explain how ideas contribute to the individual, family, community, and/or environment • Critically reflect on their design thinking and processes, and identify new design goals • Assess ability to work effectively both as individuals and collaboratively in a group, including ability to share and maintain an efficient collaborative work space	

Learning Standards (continued)

Curricular Competencies	Content
Applied Skills • Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments • Identify the skills needed in relation to specific projects, and develop and refine them **Applied Technologies** • Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for tasks • Evaluate **impacts**, including unintended negative consequences, of choices made about technology use • Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies	

- **research:** may include traditional cultural knowledge and approaches of First Peoples and others, secondary sources, collective pools of knowledge in communities and collaborative atmospheres, both online and offline
- **empathetic observation:** may include experiences; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; users, experts, and thought leaders
- **reciprocal relationships:** communicate with knowledge keepers for greater understanding of perspectives and history within the community, such as seniors, Elders, chiefs, First Nations tribal or band councils, and later career professionals
- **constraints:** limiting factors such as task or user requirements, materials, expense, environmental impact
- **factors:** including social, ethical, and sustainability
- **balanced futures:** consideration of long-term impacts to ensure healthy and sustainable outcomes
- **sources of inspiration:** may include aesthetic experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users and experts
- **plan:** for example, thumbnail drawings, mind mapping, sketches, flow charts
- **iterations:** repetitions of a process with the aim of improvement to attain a desired result
- **sources of feedback:** may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, users, and other experts
- **technologies:** tools that extend human capabilities
- **Share:** may include showing to others or use by others, giving away, or marketing and selling
- **impacts:** personal, social, and environmental

Content – Elaborations

- **media technologies:** for example, video production; layout and design; graphics and images; photography, digital, and traditional; new emerging media processes such as sound design, network art, kinetic design, biotechnical art and design, robotic art, space art
- **pre-production:** for example, treatments, scripts, storyboards, costume designs
- **production:** for example, shooting video or film, developing negatives and making enlargements, setting up lights, programming a website
- **post-production:** for example, fine-tuning and manipulating the production, editing video footage, touching up and mounting photos, conducting multimedia tests
- **standards-compliant:** for example, layout conventions, mark-up language, current web standards, other digital media compliance requirements
- **ethical, moral, and legal considerations:** for example, duplication, copyright, manipulation and appropriation of imagery, sound, and video
- **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
- **digital citizenship, etiquette, and literacy:** appropriate and responsible technology use