**Area of Learning: Applied Design, Skills, and Technologies — Media Design Grade 10**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do 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
 | *Students are expected to know the following:** 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
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**Area of Learning: Applied Design, Skills, and Technologies — Media Design Grade 10**

**Learning Standards (continued)**

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| **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
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**Area of Learning: Applied Design, Skills, and Technologies — Media Design Grade 10**

**Learning Standards (continued)**

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| **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
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Media DesignCurricular Competencies – Elaborations Grade 10** |
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| * **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
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|  **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Media DesignContent – Elaborations Grade 10** |
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| * **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
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