**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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**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 |  |

**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 |  |

| **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Media Design Curricular 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 |

| **APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Media Design Content – 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 |