**Area of Learning: Applied Design, Skills, and Technologies — Media Design Grade 11**

**BIG IDEAS**

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| Design for the life cycle includes consideration  of social and **environmental** **impacts**. |  | Personal design choices require self-exploration, evaluation, and the refinement of skills. |  | Tools and technologies  can influence  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 **user-centered research** and **empathetic observation** * Participate in **reciprocal relationships** throughout the design process   Defining   * Establish a point of view for a chosen design opportunity * Identify potential users, intended impact, and possible unintended negative consequences * Make inferences about premises and **constraints** that define the design space   Ideating   * Identify gaps to explore a design space * Generate ideas and add to others’ ideas to create possibilities, and prioritize them  for prototyping * Critically analyze how competing social, ethical, and community factors may  impact design * Work with users throughout the design process   Prototyping   * Identify and apply **sources of inspiration** and **information** * Choose an appropriate form and level of detail for prototyping, and plan procedures  for prototyping multiple ideas | *Students are expected to know the following:*   * design opportunities * **media technologies** for image development  and design * **elements of design** * **principles of design** * **ethical, moral, and legal considerations** associated with using media arts technology for image, video, and sound development, including **cultural appropriation** * **image-development strategies** * **personal interpretation** of and preferences  for selected media artworks * values, traditions, and the characteristics of various artists, movements, and periods * balance of aesthetic design with logical reasoning and practical application * **technical, stylistic, symbolic, and cultural influences** * **media production** through various stages of project development to enhance or change the project * **standards-compliant** technology |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Analyze the design for the life cycle and evaluate its **impacts** * Record **iterations** of prototyping   Testing   * Identify and communicate with **sources of feedback** * Develop an **appropriate test** of the prototype * Apply critiques and evaluate design and make changes * Iterate the prototype or abandon the design idea   Making   * Identify appropriate tools, technologies, materials, processes, and time needed  for production * Use **project management processes** when working individually or collaboratively  to coordinate production   Sharing   * **Share** progress while creating to increase opportunities for feedback * Decide on how and with whom to share or promote product creativity, and,  if applicable, **intellectual property** * Consider how others might build upon the design concept * Critically reflect on their design thinking and processes, and identify new  design goals * Assess ability to work effectively both as individuals and collaboratively while implementing project management processes   Applied Skills   * Apply safety procedures for themselves, co-workers, and users in both physical and digital environments * Identify and assess skills needed for design interests, and develop specific plans  to learn or refine them over time | * key characteristics and artistic styling in media artworks to explore multiple viewpoints and to explore the First Peoples **perspectives** in Canada * **design for the life cycle** * design presentation skills for potential clients * appropriate use of technology, including digital citizenship, etiquette, and literacy |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Applied Technologies   * Explore existing, new, and emerging tools, **technologies**, and systems to evaluate suitability for their design interests * Evaluate impacts, including unintended negative consequences, of choices made about technology use * Analyze the role technologies play in societal change * Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies |  |