**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 DesignUnderstanding 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
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