**Area of Learning: Applied Design, Skills, and Technologies — Media Design Grade 12**

**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 ideas and 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 decisions 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 and for manipulating selected  visual elements * **media production** to enhance, alter, or shape  the technical elements of a project * development, maintenance, and **evolution  of voice** in storytelling * **ethical, moral, and legal considerations**  associated with using media arts technology  for image, video, and sound development,  including **cultural appropriation** * **image-development strategies** and **image manipulation** in order to create, respond to, or challenge design problems * role of media design in reflecting, sustaining,  and challenging beliefs and traditions * ways in which content and form influence and are influenced by historical, social, and cultural contexts * ways that innovative technologies reflect the complexity of social, environmental, and ethical concerns of the 21st century |

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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 and document **iterations** of prototyping   Testing   * Identify and communicate with **sources of feedback** * Develop an **appropriate test** of the prototype * Apply critiques to design or processes throughout * 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 critique, collaboration, and,  if applicable, marketing * 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 | * **developments in media design** that incorporate the audience as active participants in the construction and evolution of content * characteristics and influences of various designers, movements, and periods * ways to use **elements of design** and **principles  of design** to convey a message, create an effect, and/or influence personal preference * **technical, stylistic, symbolic, and cultural influences** and their intentional use to target audiences * use of form, content, and visual and sound effects to achieve a specific emotional response in a  target audience * media use for social advocacy and for exploration  of First Peoples **perspectives** in Canada * **design for the life cycle** * **interpersonal skills**, including ways to interact  with 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 their suitability for 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 |  |