**Area of Learning: ARTS EDUCATION – Drama: Film and Television Grade 11**

**BIG IDEAS**

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| **Moving images** offer dynamic ways to explore identity and sense of belonging. |  | Growth as an artist requires perseverance, resilience,  and reflection. |  | **Aesthetic experiences** provided by moving images can effect change in artists, audiences, and environments. |  | Production of moving images develops creativity, innovation, and collaboration in a variety of contexts. |  | History, culture,  and community can influence film and television productions. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Explore and create   * Explore, view, and create moving images * Plan, produce, and record moving images individually and collaboratively * Create moving images using imagination and inquiry * Demonstrate application of moving-image elements, conventions, and skills  through production * Select and combine moving-image elements and techniques * **Take** **creative risks** to express ideas, meaning, and emotions * Improvise to inspire creativity and innovation * Develop film or television projects for an intended audience or with an intended message * Explore historical and contemporary Canadian film and television, and emerging media   Reason and reflect   * Describe and analyze how meaning is communicated in moving images through technologies, environments, and techniques * Receive and synthesize constructive **feedback** to refine moving images * Analyze the ways in which moving images convey meaning through movement,  sound, image, structure, and form * Reflect on a variety of film and television productions * Identify the influences of social, cultural, historical, and contexts in film and television * Identify how moving images relate to a specific **place** and time | *Students are expected to know the following:*   * **moving-image elements**, principles, vocabulary, industry terms, and symbols * pre-production, production, and post-production strategies, techniques, and technologies * acting skills and approaches * roles and responsibilities of **pre-production, production, and post-production personnel**, as well as roles of artists and audiences * historical, current, and emerging consumer and commercial moving-image formats and technologies * contributions of innovative artists from a variety of genres and contexts * traditional and contemporary First Peoples worldviews, history, and stories communicated through moving images * structure, form, narrative, and genres of local, national, and intercultural cinematic traditions * ethics and legal implications of moving-image distribution and sharing * ethics of **cultural appropriation** and plagiarism * health and safety protocols and procedures |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Communicate and document   * **Document** and respond to moving images * Communicate about and respond to social and environmental issues through  moving images * Express cultural identity and perspectives through moving images * Express **personal voice** as a moving-image artist   Connect and expand   * Demonstrate personal and social responsibility associated with film and  television productions * Explore the role of story and narrative in expressing First Peoples perspectives,  values, and beliefs*,* including protocols related to ownership of First Peoples oral texts * Identify educational, personal, and professional opportunities in the film and television industry, and in emerging media * Explore the impacts of culture and society on moving images * Explore First Peoples perspectives and knowledge, other **ways of knowing**, and  local cultural knowledge to gain understanding through film and television productions * Adhere to safety protocols and procedures in all aspects of film and  television production |  |