

BIG IDEAS

Moving images offer dynamic ways of exploring identity and culture.

Moving-image artists use technology in innovative and reflective ways.

Aesthetic experiences provided by moving images can effect change in artists, audiences, and environments.

Technology and emerging media can transform communication in a variety of ways.

History, culture, and value systems can influence film and television productions.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> • Explore, view, and create moving images • Plan, produce, record, and refine moving images individually and collaboratively • Create moving images using imagination, observation, and inquiry • Apply moving-image elements, conventions, and skills in an area of personal specialization • Intentionally select and combine moving-image elements, techniques, processes, and technologies • Take creative risks to express ideas, meaning, and mood • Improvise and experiment to inspire creativity and innovation • Develop film or television projects for an intended audience or with an intended message • Explore historical and contemporary global film and television, and emerging media 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • moving-image elements, principles, vocabulary, industry terms, and symbols • pre-production, production, and post-production strategies, techniques, and technologies • acting skills, techniques, 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 global cinematic traditions • ethics and legal implications of moving-image distribution and sharing • ethics of cultural appropriation and plagiarism • health and safety protocols and procedures

Learning Standards (continued)

Curricular Competencies	Content
<p>Reason and reflect</p> <ul style="list-style-type: none"> • Interpret and evaluate how meaning is communicated in moving images through technologies, environments, and techniques • Receive, provide, and synthesize constructive feedback to develop and refine moving images • Analyze the ways in which moving images convey meaning through movement, sound, image, structure, and form • Reflect on personal experiences and make connections to a variety film and television productions • Examine the influences of social, cultural, historical, environmental, and personal contexts in film and television • Examine how moving images relate to a specific place, time, and context <p>Communicate and document</p> <ul style="list-style-type: none"> • Document, share, and respond to moving images • Communicate about and respond to social, cultural, and environmental issues through moving images • Express cultural identity, perspectives, and values through moving images • Express and analyze personal voice as a moving-image artist <p>Connect and expand</p> <ul style="list-style-type: none"> • Demonstrate personal and social responsibility associated with film and television productions • Analyze the role of story and narrative in expressing First Peoples perspectives, values, and beliefs, including protocols related to ownership of First Peoples oral texts • Make connections through moving images on local, regional, national, and global scales • Explore 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 • Adhere to safety protocols and procedures in all aspects of film and television production 	

Big Ideas – Elaborations

- **Moving images:** audio-visual productions for a range of media or uses (e.g., television, film, world wide web, animation)
- **Aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

Curricular Competencies – Elaborations

- **Take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **feedback:** a form of assessment for learning in which the learner is provided with meaningful observations, comments, and ideas from teachers and peers during the creative process
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **Document:** through activities that help students reflect on their learning (e.g., drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **personal voice:** a style of expression that conveys an individual’s personality, perspective, or worldview
- **ways of knowing:** First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **moving-image elements:** framing, composition, mise en scène
- **pre-production, production, and post-production personnel:** producers, designers, and a variety of technical and support personnel
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, 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