Richview Collegiate Institute

ASM2O1 - McCalla

**MEDIA ARTS COURSE OUTLINE**

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| **UNIT** | **LESSONS** | **TASKS** | **MEDIUM/ EQUIPMENT** | **ASSESSMENT / EVALUATION** | **CURRICULUM EXPECTATIONS / LEARNING** | **# OF CLASSES** |
| **UNIT 1:*****Introduction to Media Arts*** ***SEPT***7 classes+ 1  | -*Course Profile* Review-*Student Survey* -Intro to course site, Google Drive, Remind app-Create a google site with bio  | -course profile/ google account/student survey in google forms -access the course website (passcode: vnjmgh)-access and join “Remind” (passcode )-Get to know you Icebreakers: Make a google site – include your name, photo, short bio – who you are, your background, what you hope to achieve, learn, or explore in this course. Be sure to use images, colours, and a font style that represents you. Present your site to class and explain why you chose the photos and text and colours that you did. This is the site that you will use to post your creative process, the research, your inspirations, and all your final projects. | N/A | N/A (assess/diagnostic only) | N/A | 1 |
| -*Intro to Media Arts* slideshow (defining media art, the 4 principles) | **UNIT 1A) DEFINING PRINCIPLES:**-Research in groups to define the assigned media arts principle -Create a word wall that lists the art disciplines with as many elements as students can come up with to post underneath. Make them moveable so they can move them to other categories and discuss possibilities when this hybridization occurs. | Computers | N/A (assess only, verbal feedback when presenting) | A1.1, A1.2, A2.1, C1.2, C1.3,  | 1 |
| -*Aboriginal Teachings* slideshow – connections to working well in Teams-*Health & Safety* slideshow-*Copyright*  | **UNIT 1B) SAFE CLASSROOM:**-Individually or in pairs, design a poster, booklet, comic, animation, etc. that demonstrates your understanding of a Safe Classroom Space based on Aboriginal Truths slideshow, Health and Safety Slideshow, and/or the copyright video links provided on the course website.-Make use of the Elements & Principles of Art in the poster design and identify them in critique | Photoshop/ Illustrator/ Mixed Media | -Rough work, plans, notes, research-Artist’s Statement-Metacognition sheet-Rubric for teacher’s assessment -Formal Class Critique | A1.1, A1.2, A1.3, A1.4, A1.5, A2.2, A3.1, A3.2, A3.3, B1.4, B2.4, B3.3,C1.3, C3.1, C3.2, C3.3, C3.4,C3.5  | 5 |
| ***Ongoing Reflecting, Analyzing, and Responding to Media Arts*** |  -Review guiding questions on the Reflecting, Analyzing, and Responding form  | **ARTIST PRESENTATIONS:**-within units of study, connected thematically **GALLERY VISITS:****-**Class field trips or independently**FILM VIEWINGS:** -with written or verbal-visual response | Computers, Projector | -Reflecting, Analyzing, and Responding form -Rubric for teacher’s assessment | B1.1, B1.2, B1.3, B1.4, B2.1, B2.2, B2.3, B2.4, B2.5, C1.1, C1.2, C1.3, C2.1, C2.2, C2.3, C3.5 | 15 |
| **UNIT 2:*****The Creative/ Critical Analysis Process******OCT & NOV***17 classes+3  | -*The Creative/Critical Analysis* Process slideshow-Introduction and use of sketchbook/ blog/ notebook to document the creative process | **UNIT 2A) DOCUMENTING THE CREATIVE PROCESS:**-Begin use of digital sketchbook-Students also create individual blogs, use google drive, or even instagram accounts - any platform that helps them document their creative process-link to individual student blogs or accounts on course site? | Computers, Sketchbook, Smart phone  | -Rubric for teacher’s assessment-Informal presentation to class with student feedback | A1.1, A1.2, A1.3, A1.4, A1.5, A3.1, A3.2, A3.3, C1.3, C3.5 | 5 |
| *Photoshop & Portraiture Lessons:**­*-the basics-creating layers-filters & effects-animated gif or imovie animation of portrait | **UNIT 2B) WHO AM I: DYNAMIC PORTRAIT**-Create a “living, dynamic portrait” (that uses of photos, text, animation and audio) that reflects who you are – your background, heritage, personality, interests. Post this presentation to your blog/site | Computers, iMovie, Available video editing software, photoshop | -Creative Process Self-Assessment form-Artist’s Statement-Rubric for teacher’s assessment -Formal Class Critique  | A1.1, A1.2, A1.3, A1.4, A3.1, A3.2, A3.3, B2.1, B2.2, B2.3, B2.4, B2.5, C1.1,C1.2, C1.3, C3.5 | 12 |
| **UNIT 3A:*****Principles of Media Arts******DEC & JAN***12 classes+5  | *-Interactivity & Point of View* slideshow presentation: defining the term and highlighting artists using this principle in their work-Theme based presentations, film viewings, or gallery visits | **POINT-OF-VIEW & INTERACTIVITY: HYBRID LANDSCAPES**Create an interactive new media work that involves viewer participation and explores the principle of point-of-view (game, web-based art, interactive installation, performance art).-Documentary Viewings and Critical Analysis to prepare for Doc in a Day field trip in February | Computers, DSLR’s, Video Cameras & Tripods. Audio & Video Editing Software, Photo Editing Software, Microphones, Sound Recorders, Photo Studio, Projector, Traditional Visual Art Materials | -Creative Process Self-Assessment form-Artist’s Statement-Rubric for teacher’s assessment -Formal Class Critique | A1.1, A1.2, A1.3, A1.4, A1.5, A2.1, A2.2, A3.1, A3.2, A3.3, C1.1, C1.2, C1.3, C3.5 | 12 |
| **UNIT 3B:*****Principles of Media Arts******FEB & MAR***12 classes +6  | *-Duration* slideshow presentation: defining the term and highlighting artists using this principle in their work-Theme based presentations, film viewings, or gallery visits | **DURATION:**-Create a stop-action animation, comic, short film, or series of photographs that explores the nature and perception of time. | Computers, DSLR’s, Video Cameras & Tripods. Audio & Video Editing Software, Photo Editing Software, Microphones, Sound Recorders, Photo Studio, Projector, Traditional Visual Art Materials s | -Creative Process Self-Assessment form-Artist’s Statement-Rubric for teacher’s assessment -Formal Class Critique | A1.1, A1.2, A1.3, A1.4, A1.5, A2.1, A2.2, A3.1, A3.2, A3.3, C1.1, C1.2, C1.3, C3.5  | 12 |
| **UNIT 4:*****Media Arts Careers******APR***3 classes  |  | **MEDIA ART CAREERS:**-Written report or Prezi/ PP presentation about a career in any area of the media arts-interview -job shadow-skills and education required for the career-field trip to visit media artist studio | Computers | -Rubric -Class presentation | B3.1, B3.2, B3.3, C3.3 | 3 |
| ***Summative*** ***APR, MAY, & JUN***20 classes | *-Hybridization* slideshow presentation: defining the term and highlighting artists using this principle in their work-Theme based presentations, film viewings, or gallery visits | **HYBRIDIZATION & GENRE:** (short film, music video, installation art, animation) based on assigned theme, that combines at least two contributing art disciplines (music, drama, music, visual art) or transforms one of the art disciplines with technology | Computers, DSLR’s, Video Cameras & Tripods. Audio & Video Editing Software, Photo Editing Software, Microphones, Sound Recorders, Photo Studio, Projector, Traditional Visual Art Materials | -Creative Process Self-Assessment form -Artist’s Statement-Rubric for teacher’s assessment -Formal Class Critique | A1.1, A1.2, A1.3, A1.4, A1.5, A2.1, A2.2, A3.1, A3.2, A3.3, C1.1, C1.2, C1.3, C3.5  | 20 |