

Media ARTS, ASM 20 (Grade 10)

Toronto District School Board, Richview Collegiate Institute

Curriculum Document: *The Ontario Curriculum, Grades 9 and 10, The Arts. Revised 2010*

Prerequisite: None

Credit Value: 1

Course Description

Media arts at the Grade 10 level focuses on the development of students' creativity, artistic and technical skills, and theoretical knowledge. Students produce media art works that communicate ideas, feelings, and beliefs to specific audiences. This course also provides students with the opportunity to reflect on the social, cultural, and historical contexts of media art, which enhances their understanding of the world in which they live. The technologies and processes used and adapted to create media art may be traditional, including, but not limited to, photography, film, photocopy art, analog and electro-acoustic sound, classical animation, and video/television. The technologies and processes may also be digital: computer software, digital imaging and graphics, digital sound recording, two- and three-dimensional animation, and multimedia production.

OVERALL EXPECTATIONS

A. CREATING AND PRESENTING

By the end of this course, students will:

A1. The Creative Process: apply the creative process to create media art works, individually and/or collaboratively;

A2. The Principles of Media Arts: design and produce media art works, applying principles of media arts and using various elements from contributing arts (dance, drama, music, visual arts);

A3. Using Technologies, Tools, and Techniques: apply traditional and emerging technologies, tools, and techniques to produce and present media art works for a variety of audiences and purposes.

B. REFLECTING, RESPONDING, AND ANALYZING

By the end of this course, students will:

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, assessing, and reflecting on media art works;

B2. Identity and Values: demonstrate an understanding of how media art works reflect personal and cultural identity, and affect personal, cultural, and community values and their awareness of those values;

B3. Connections Beyond the Classroom: demonstrate an understanding of the types of knowledge and skills developed in media arts and how they can be used outside the media arts classroom

C. FOUNDATIONS

By the end of this course, students will:

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other concepts relating to media arts;

C2. Contexts and Influences: demonstrate an understanding of the sociocultural and historical contexts of media arts;

C3. Responsible Practices: demonstrate an understanding of responsible practices associated with producing, presenting, and experiencing media art works.

STRANDS

1. ***Creating and Presenting***: Students use the creative process (see pages 14–16) independently and collaboratively to produce and present media art works that incorporate the principles of media arts and the elements of the contributing arts. Students explore traditional and emerging technologies, tools, and techniques to create works for a variety of audiences.

2. ***Reflecting, Responding, and Analysing***: In this strand, students use the critical analysis process (see pages 16–20) to develop their understanding of and appreciation for media art works. Students examine the interrelationships between media art works and individual and cultural identities and values, generating a deeper understanding of themselves and the communities in which they live.

3. ***Foundations***: In this strand, students acquire theoretical concepts and a specialized vocabulary for evaluating their own creations and the work of other media artists. They learn about the historical and sociocultural contexts of media arts and examine ethical, environmental, and safety issues associated with this art form.

ASSESSMENT & EVALUATION OF STUDENT ACHIEVEMENT

The Achievement Chart (KTCA) for English in *The Ontario Curriculum, Grades 9 and 10, Arts, Revised 2010* and *Growing Success, 2010* policy documents will guide evaluation and assessment.

70% Course Evaluation

- *Creating and Presenting*
- *Reflecting, Responding, and Analysing*
- *Foundations*

30% Final Evaluation *

**A more detailed explanation of the culminating activities, as well as the mark breakdown will be distributed to students later on in the school year.*

Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course.

English, EMS 3O (Grade 11 Media Studies)

Toronto District School Board, Richview Collegiate Institute

Curriculum Policy Document: *The Ontario Curriculum, Grades 11 and 12, English. Revised 2007*

Prerequisite: English, Grade 10, Academic or Applied **Credit Value:** 1

Course Description

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

Strands

The expectations in this course are organized into the following strands:

- A. Understanding and Interpreting Media Texts**
- B. Media and Society**
- C. The Media Industry**
- D. Producing and Reflecting On Media Texts**

OVERALL EXPECTATIONS

*For specific expectations see *The Ontario Curriculum, Grades 11 and 12, English. Revised 2007*.

A. UNDERSTANDING AND INTERPRETING MEDIA TEXTS

- 1. **Understanding and Responding to Media Texts:** demonstrate understanding of a variety of media texts;
- 2. **Deconstructing Media Texts:** deconstruct a variety of types of media texts, identifying the codes, conventions, and techniques used and explaining how they create meaning.

B. MEDIA AND SOCIETY

- 1. **Understanding Media Perspectives:** analyse and critique media representations of people, issues, values, and behaviours;
- 2. **Understanding the Impact of Media on Society:** analyse and evaluate the impact of media on society.

C. THE MEDIA INDUSTRY

- 1. **Industry and Audience:** demonstrate an understanding of the ways in which the creators of media texts target and attract audiences;
- 2. **Ownership and Control:** demonstrate an understanding of the impact of regulation, ownership, and control on access, choice, and range of expression.

D. PRODUCING AND REFLECTING ON MEDIA TEXTS

- 1. **Producing Media Texts:** create a variety of media texts for different audiences and purposes, using effective forms, codes, conventions, and techniques;
- 2. **Careers in Media Production:** demonstrate an understanding of roles and career options in a variety of media industries;
- 3. **Metacognition:** demonstrate an understanding of their growth as media consumers, media analysts, and media producers.

UNIT OF STUDY

Units will make use of specific texts (magazines, films, television shows, articles, etc.) carefully selected by the teacher. Replacement costs for lost or damaged resources and equipment will vary (\$20 - \$800).

Unit 1: Understanding Popular Culture

This unit will examine the origins of pop culture phenomena and the media's role in developing and delivering them to specific audiences.

Unit 2: Media Literacy

This unit will examine the value of media literacy, the principles of media literacy, and will provide a framework by which any media text can be effectively deconstructed. The role of the media in our lives will also be considered using Chomsky's propaganda model and Jeremy Butler's 8 Categories of Meaning.

Unit 3: Counter Culture

This unit will evaluate the evolution of counter culture through the ages, and investigate various "alternative" forms of media and their relationship to the mainstream. One of the culminating activities will be connected to this unit.

Unit 4: The Remix

A look at how the audience has become the producer of new media. The remix, the mash-up, the remake have taken over the media landscape as the industry has suddenly been forced to compete with the very audience it has always entertained.

Unit 5: Narrative Theory and Genre Studies

A study of the role of traditional narrative forms in the production of media texts and how genre forms emerged as a result.

ASSESSMENT & EVALUATION OF STUDENT ACHIEVEMENT

The Achievement Chart (KTCA) for English in *The Ontario Curriculum, Grades 11 and 12, English. Revised 2007* and *Growing Success, 2010* policy documents will guide evaluation and assessment.

70% Course Evaluation (based on the following % breakdown of Media strands):

- | | |
|---|-----|
| ▪ Understanding and Interpreting Media Texts | 30% |
| ▪ Media and Society | 15% |
| ▪ The Media Industry | 15% |
| ▪ Producing and Reflecting On Media Texts | 40% |

30% Final Evaluation (based on the above % breakdown of Media strands):

- **DIY Project***
- **The Remix**

**A more detailed explanation of the culminating activity as well as the mark breakdown will be distributed to students later on in the school year.*

Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course.

English, IDC 4U (University Preparation)
Grade 12 Interdisciplinary (Media) Studies
Toronto District School Board, Richview Collegiate Institute

Curriculum Policy Document: *The Ontario Curriculum, Grades 11 and 12, English. Revised 2007*

Prerequisite: None **Credit Value:** 1

Course Description

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

Strands

The expectations in this course are organized into the following strands:

- A. Understanding and Interpreting Media Texts**
- B. Media and Society**
- C. The Media Industry**
- D. Producing and Reflecting On Media Texts**

OVERALL EXPECTATIONS

*For specific expectations see *The Ontario Curriculum, Grades 11 and 12, English. Revised 2007*.

A. UNDERSTANDING AND INTERPRETING MEDIA TEXTS

- 1. **Understanding and Responding to Media Texts:** demonstrate understanding of a variety of media texts;
- 2. **Deconstructing Media Texts:** deconstruct a variety of types of media texts, identifying the codes, conventions, and techniques used and explaining how they create meaning.

B. MEDIA AND SOCIETY

- 1. **Understanding Media Perspectives:** analyse and critique media representations of people, issues, values, and behaviours;
- 2. **Understanding the Impact of Media on Society:** analyse and evaluate the impact of media on society.

C. THE MEDIA INDUSTRY

- 1. **Industry and Audience:** demonstrate an understanding of the ways in which the creators of media texts target and attract audiences;
- 2. **Ownership and Control:** demonstrate an understanding of the impact of regulation, ownership, and control on access, choice, and range of expression.

D. PRODUCING AND REFLECTING ON MEDIA TEXTS

- 1. **Producing Media Texts:** create a variety of media texts for different audiences and purposes, using effective forms, codes, conventions, and techniques;
- 2. **Careers in Media Production:** demonstrate an understanding of roles and career options in a variety of media industries;
- 3. **Metacognition:** demonstrate an understanding of their growth as media consumers, media analysts, and media producers.

UNITS OF STUDY

Units will make use of a variety of specific texts, magazines, films, and videos as selected by the teachers. Replacement costs for lost or damaged resources and equipment will vary (\$20 - \$800).

Unit 1: Communications Theory

A look at what makes media texts viable platforms for study and what to do with them once they have been chosen. This unit introduces some of the theories of Marshall McLuhan and his impact on the study of media and technology.

Unit 2: Navigational Strategies

This unit focuses largely on the ideas of Todd Gitlin and the ways in which media consumers negotiate the “media torrent” with which they are confronted every single day of their lives.

Unit 3: Semiotics and Structuralism

This unit introduces the basics of two unique areas of study, which consider how signs and symbols are used to produce meaning through their own intricate systems of language.

Unit 4: Media Texts and the Nature of Reality

This unit focuses largely on how Jean Baudrillard’s theory of “Simulacra and Simulation” (first introduced into popular culture through the original *Matrix* film) can be applied to various media texts with a specific focus on video games.

Unit 5: Film Studies

This unit functions as a “Film 101” in which the history of film is introduced as well as a thorough grounding in the basics of filmmaking. The course culminates in a year end film festival which showcases the students’ final film project.

ASSESSMENT & EVALUATION OF STUDENT ACHIEVEMENT

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70% Course Evaluation (based on the following % breakdown of Media strands):

- | | |
|---|-----|
| ▪ Understanding and Interpreting Media Texts | 30% |
| ▪ Media and Society | 15% |
| ▪ The Media Industry | 15% |
| ▪ Producing and Reflecting On Media Texts | 40% |

30% Final Evaluation (based on the above % breakdown of Media strands):

- **Film Era Research Project***
- **ISF (Independent Short Film Project)**

**A more detailed explanation of the culminating activity as well as the mark breakdown will be distributed to students later on in the school year.*

Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course.