

<p>Course Description:</p> <p>This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.</p>	Level:	University/College
	Credit Value:	1.0
	Pre-requisite:	Media Arts, Grade 10, Open
	Department:	The Arts
	Enrichment Fee	None

<p>Textbooks & Resources:</p> <ul style="list-style-type: none"> • Growing Success: Assessment, Evaluation and Reporting in Ontario Schools • The Grade 11 and 12 (Revised) 2010 Ontario Art Curriculum • The Photographic Eye (text book)
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<p>Course Evaluation: Student Evaluation consists of three components...</p>							
<p>1) Learning Skills & Work Habits:</p> <p>Students are evaluated on 6 Learning Skills & Work Habits. They are:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Responsibility • Organization • Independent Work </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Collaboration • Initiative • Self-Regulation </td> </tr> </table>		<ul style="list-style-type: none"> • Responsibility • Organization • Independent Work 	<ul style="list-style-type: none"> • Collaboration • Initiative • Self-Regulation 				
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<p style="text-align: right;">These six attributes are evaluated on a scale of Excellent (E), Good (G), Satisfactory (S) & Needs Improvement (N) and reported on the report card. They are not included in the course mark, unless specified in the curriculum expectations.</p>							
<p>2) Term Mark (Assessment of Learning):</p> <p>Student performance standards for knowledge and skills are described in the curriculum Achievement Chart. The curriculum is assessed in four categories:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Knowledge and Understanding • Thinking and Inquiry • Communication • Application </td> <td style="width: 50%; vertical-align: top;"> <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">25%</td> </tr> <tr> <td style="text-align: right;">25%</td> </tr> <tr> <td style="text-align: right;">25%</td> </tr> <tr> <td style="text-align: right;">25%</td> </tr> </table> </td> </tr> </table>		<ul style="list-style-type: none"> • Knowledge and Understanding • Thinking and Inquiry • Communication • Application 	<table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">25%</td> </tr> <tr> <td style="text-align: right;">25%</td> </tr> <tr> <td style="text-align: right;">25%</td> </tr> <tr> <td style="text-align: right;">25%</td> </tr> </table>	25%	25%	25%	25%
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<p style="text-align: right;">Evaluation of these four categories generates the term mark. The term mark accounts for 70% of the final mark.</p>							
<p>3) Final Evaluation (Assessment of Learning):</p> <p>The final evaluation, administered at or towards the end of the course is based on the evidence shown to the right. The final evaluation accounts for 30% of the final mark.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Final Mark = 70% Term Mark + 30% Final Evaluation</p> </td> <td style="width: 50%; vertical-align: top;"> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Digital Portfolio & Interview</td> <td style="width: 30%; text-align: right;">15%</td> </tr> <tr> <td>Culminating Activity</td> <td style="text-align: right;">15%</td> </tr> </table> </td> </tr> </table>		<p>Final Mark = 70% Term Mark + 30% Final Evaluation</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Digital Portfolio & Interview</td> <td style="width: 30%; text-align: right;">15%</td> </tr> <tr> <td>Culminating Activity</td> <td style="text-align: right;">15%</td> </tr> </table>	Digital Portfolio & Interview	15%	Culminating Activity	15%
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<p style="text-align: right;">It is the student's responsibility to submit evidence of learning.</p>							
<p>For a detailed description on Course Evaluation, see "How Did I Get That Mark!" at www.satec.on.ca</p>							

<p>Course Conduct Policies: See Student Agenda.</p>
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Please retain this page in the front of your notebook for future reference.



**Scarborough Academy for Technology,
Environment & Computers @ WA Porter CI**

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Course Outline:

Unit	Description	Approximate Length	Major Unit Evaluation
Digital Manipulation	This unit explores the use of digital manipulation in our public and private lives. The unit will focus on the effects of image manipulation on the viewer, the ownership of images, and to what extent an image must be manipulated so as to become a unique and new original artwork. Digital photography and Photoshop CS3/4 skills and techniques will be reviewed in this unit.	3 weeks	Digital portfolio, journals, mixed media and digital photography works and written analysis
Montage	This unit will focus on the language, practice, and history of montage. Students will explore the use of assembling techniques in film, photography and sound through repetition, juxtaposition, sequencing, appropriation, and manipulation. Emphasis will be placed on the stages of creation, the elements and principles of media arts and how ideas can be communicated and constructed through both visual media and sound.	4 weeks	Digital portfolio, journals, video and/or photo works, quiz and written analysis
From ordinary to extraordinary	This unit explores surrealism and post-modern surrealist artists. There will be a review of animation principles as well as animation techniques. Students will focus on creating a FLASH CS4 GIF that explores the fantastic, and/or unexpected juxtaposition of elements that one might find in the reconstruction of a dream world.	3 weeks	Flash CS4 GIF, video work and/or digital photo works, analysis and digital portfolio
What's your vision?	In this unit students will explore the use of video as a vehicle for social change. Students will view and analyse the techniques of a variety of successful short films and create a short film for the SATEC student body. Focus will be on the use video editing techniques using Final Cut Pro X software to influence viewers and convey a persuasive message.	3 weeks	Journals, story board, short film, written analysis, digital portfolio and quiz.
Breaking Out Culminating Activity	For this culminating unit students will explore a theme of their choice and create a series of images or a video/digital presentation through the use of the elements and principles of media arts.	2 weeks	Written proposal, presentation, video/ art work, digital portfolio

Note: The order of the units of study may change due to student needs and resources available during the course.

General Information:

At the start of the course, your teacher will outline the various types of cameras and identify what is acceptable for use on specific assignments/units of study. Our media arts program has a number of digital cameras for use during class time. In addition, each student will be assigned a computer to use during class time.

Respect our expensive and delicate class equipment:

As part of our media arts program students will have access to a variety of expensive and delicate equipment. Please take due diligence in the safety and care of this equipment while in class. Please do not eat or drink in the classroom or remove equipment from the room without prior consent from your teacher.

Camera sign out:

The school does have digital cameras available for students to borrow for projects.

Students must accept full responsibility for the camera while it is in their care. Cameras may be signed out at the **end** of the school day on a first come, first served basis with proper **student photo ID**. Students must return their camera on the next school day **before 8:45 am**. Students who abuse this opportunity will **lose this privilege**.

Late or missed Assignments:

It is the responsibility of students to provide evidence of their achievement of the overall expectations within the time frame specified by your teacher, and in a form approved by your teacher. Assignments will be assigned a due date and a final submission due date. Students are free to submit their assigned work up until the final submission date. After the final submission date, late work can no longer be submitted to the teacher and the student will receive a mark of zero for the assignment. If a student is unable to meet the due date of an assignment they must speak to the teacher to make alternative arrangements **before** the final submission date of the assignment.

