

GRADE 11 MEDIA ARTS

ASM30 - COURSE SYLLABUS

COURSE TITLE:	Grade 11 Media Arts	SCHOOL:	Subway Academy II
MINISTRY DOCUMENT:	http://www.edu.gov.on.ca/eng/curriculum/secondary/arts.html	COURSE CODE:	ASM30
COURSE TYPE/GRADE:	Grade 11 Open	CREDIT VALUE:	1.0 110 hours
PREREQUISITE:	None	YEAR:	2015-2016
TEACHER NAME:	Joanna Simpson	HOURS:	Individual Sessions 9am-1:30pm
TEXTBOOK(S):	Basic materials provided		

COURSE DESCRIPTION:

This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works.

OVERALL CURRICULUM 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 ANALYSING

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.

ASSESSMENT:

The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information (Growing Success: p. 31). - See next page for explicit details.

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment FOR learning "...is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there."</p>	<p>Diagnostic Assessment: -occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.</p>	<p>The information gathered: -is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.</p>
	<p>Formative Assessment: -occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills.</p>	<p>The information gathered: -is used by teachers to monitor students' progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.</p>
<p>Assessment AS Learning "...focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves."</p>	<p>Formative Assessment: -occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher.</p>	<p>The information gathered: -is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), making adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.</p>

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment OF Learning "...is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures."</p>	<p>Summative Assessment: -occurs at or near the end of a period of learning, and may be used to inform further instruction.</p>	<p>The information gathered: -is used by the teacher to summarize learning at a given point in time. This summary is used to make judgments about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students, parents, teachers, and others.</p>

ASSESSMENT OF LEARNING (EVALUATION TASKS)

Evaluation measures achievement of the overall curriculum expectations. They are summative and usually take place at the end of important segments of learning (end of a unit, strand, term, semester), following student practice and constructive feedback. Evaluations give students an opportunity to apply and demonstrate their learning based on established achievement criteria.

Seventy per cent (70%) - (COURSE WORK) of the final grade will be based on the evaluations conducted during the course. There will be numerous and varied opportunities for students to demonstrate their achievement of the curriculum expectations across all four achievement categories according to the weighting described below. Missed and/or incomplete assignments will have an impact on the final grade where there are a number of curriculum expectations that have not been evaluated because of missed assignments.

Thirty per cent (30%) - (CULMINATING ACTIVITIES) of the final grade will be based on summative evaluation(s) administered towards the end of the course and following the same weighting of the achievement chart categories as the term evaluation. All students must take part in the course-culminating activities that make up the 30% final evaluation mark.

WEIGHTING ACCORDING TO ACHIEVEMENT CHART CATEGORIES:

Knowledge & Understanding	20 %
Thinking & Inquiry	20 %
Communication	30 %
Application	30 %

Each of the activities you complete in this course (including tests) will be directly tied to the following achievement areas:

Knowledge and Understanding (evaluation of your knowledge of facts and terms and understanding of concepts and theories)

Thinking/Inquiry (evaluation of your critical and creative thinking and inquiry skills)

Communication (evaluation of your ability to communicate information and ideas in a variety of ways)

Application (evaluation of your ability to transfer ideas, draw conclusions, make predictions, and make connections)

EVALUATION - LEVELS OF ACHIEVEMENT

Note: Level 3 is the provincial standard.

Achievement Level	Percentage Mark Range
4+	95-100
4	87-94
4-	80-86
3+	77-79
3	73-76
3-	70-72
2+	67-69
2	63-66
2-	60-62
1+	57-59
1	53-56
1-	50-52

Source: Growing Success: 40.

LEARNING SKILLS:

There are six clusters of *learning skills* required for effective learning, achievement of the curriculum expectations and student success in and out of school: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation.

LATE SUBMISSIONS:

Submitting course work on time is an important aspect of student learning and time management. Students will be informed of the due date for each evaluation at the beginning of a Unit. Late submissions will be reported as part of the learning skills on the report card and a variety of strategies will be used to encourage on-time submission of assignments including clarifying the reason for not completing the assignment, helping develop better time-management skills, setting up a contract, holding team meetings, deducting marks for late assignments, up to an including the full value of the assignment, etc.

(Growing Success: 5)

MISSED SUMMATIVE ASSIGNMENTS / IMPORTANT DATES:

If a student is absent on the day a summative assignment is due or test, the student is expected to bring a note from a parent/guardian (if under 18), physician explaining the test day absence on the day of their return to school. A doctor's note may be required.

ACADEMIC HONESTY:

Students are expected to be academically honest by submitting their own original work, and the marks they receive are intended to reflect their own academic achievement. Academic dishonesty in any form is a serious offence.

Policies are based on at least the following four factors: the grade level of the student, the maturity of the student, the number and frequency of incidents, and, the individual circumstances of the student

COMMUNICATION:

School Telephone: 416-393-1445. School email address: Joanna.Simpson@tdsb.on.ca

COURSE EVALUATION PLAN (subject to change)

ASSESSMENT OF LEARNING

WEEKS	Unit Descriptions	ASSESSMENT OF LEARNING
1-4	<p>Unit 1: Photomontage Specific topics within this unit include:</p> <p>What is Media Art?, Elements and Principles of Art (as they apply to photography), parts of the camera, how to adequately and safely use a DSLR, aperture, shutter speed, ISO, how to use a tripod, panning, introduction to Adobe Photoshop, preparing digital files for print, mounting photographic work for presentation, the creative process, peer and self-assessment.</p>	<p>UNIT WORTH = 17.5%</p> <p>Unit 1 Summative: → options provided to students include: applying the Elements and Principles of Art by examining artworks by David Hockney and various contemporary digital artists, taking photographs using DSLR, iPads, cellphones and various applications to create a photographic montage, beginning a visual journal.</p> <p>Students will be able to present their understanding through a variety of differentiated product choices (i.e. written reflection, artist statements, photographic piece, montage, collage, preliminary drawings, etc).</p>

WEEKS	Unit Descriptions	ASSESSMENT OF LEARNING
5-8	<p>Unit 2: Beyond the Selfie: Self Portraits Using Digital Photography Specific topics within this unit include:</p> <p>What is my identity?, What is a (self) portrait? how to upload photos and organize personal photo library, What constitutes a high resolution file?, how to set up a digital image on Photoshop, how to create layers and save a “working” file, how to use the selection tools, how to “merge” layers and “flatten” an image, proportion and scale.</p>	<p>UNIT WORTH = 17.5%</p> <p>Unit 2 Summative: → options provided to students include: applying the Elements and Principles of Art by examining digital artworks by various artists from a choice list, creating a digital “self-portrait” using layers and choice of selection tools, maintaining a visual journal.</p> <p>Students will be able to present their understanding through a variety of differentiated product choices (i.e. written reflection, artist statements, preliminary drawings, digital collage, etc).</p>
9-11	<p>Unit 3: Visual Dictionary Specific topics within this unit include:</p> <p>How is digital media used in the professional world?, exploring careers in digital media, incorporating text with imagery using Photoshop, layers, selection tools, How does colour create mood or expression?, sourcing found imagery, appropriation and copyright issues in media arts.</p>	<p>UNIT WORTH = 17.5%</p> <p>Unit 3 Summative: → options provided to students include: examining and analyzing ads around the downtown neighbourhood, reflecting and responding to the work of Barbara Kruger, creating a “visual dictionary” where text and imagery complement one another, employing the Elements and Principles of Art to unify a composition, maintaining a visual journal.</p> <p>Students will be able to present their understanding through a variety of differentiated product choices (i.e. written reflection, artist statements, preliminary drawings, digital composition, etc).</p>

WEEKS	Unit Descriptions	ASSESSMENT OF LEARNING
12-14	<p>Unit 4: Stop-motion/Claymation Specific topics within this unit include:</p> <p>What is animation?, how to make a zoetrope/flipbook, storyboard, script, What is a frame, cell?, working with a timeline, aspect ratio, the elements of a story, how to use Windows Movie Maker (PC) and/or iMovie to make a stop-motion video.</p>	<p>UNIT WORTH = 17.5%</p> <p>Unit 4 Summative: → options provided to students include: reflecting and responding to animated shorts (low vs. high budget), examining animation (styles) from around the world, maintaining a visual journal, creating an animated piece of choice, preparing a “screening” for peers and teachers to attend.</p> <p>Students will be able to present their understanding through a variety of differentiated product choices (i.e. written reflection, artist statements, preliminary drawings, animated piece (digital/analogue), etc).</p>
15-18	<p>Culminating Activity: Multiple Me (a series of digital work)</p> <ul style="list-style-type: none"> a) Sketchbook Portfolio (ongoing = 5%) b) Online Portfolio (term work) = 5% c) Artist Statement = 5% d) Digital series = 15% 	<p>UNIT WORTH = 30%</p> <p>Students will be able to demonstrate their understanding of the course through the production of a self-directed, digital media piece. They will re-examine work by various artists studied throughout the semester and also have the opportunity to research new artists. Students will create a series of digital “self-portraits”. Students will be working with a choice of photography, video, animation or a new media of their choice. Students will answer the question, “Who am I?” inspired by our semester’s investigation on personal identity.</p>