

BIG IDEAS

Moving images offer dynamic ways to explore identity and sense of belonging.

Growth as an artist requires perseverance, resilience, and reflection.

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

Production of moving images develops creativity, innovation, and collaboration in a variety of contexts.

History, culture, and community can influence film and television productions.

Learning Standards

| Curricular Competencies | Content |
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| <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, and record moving images individually and collaboratively Create moving images using imagination and inquiry Demonstrate application of moving-image elements, conventions, and skills through production Select and combine moving-image elements and techniques Take creative risks to express ideas, meaning, and emotions Improvise to inspire creativity and innovation Develop film or television projects for an intended audience or with an intended message Explore historical and contemporary Canadian film and television, and emerging media <p>Reason and reflect</p> <ul style="list-style-type: none"> Describe and analyze how meaning is communicated in moving images through technologies, environments, and techniques Receive and synthesize constructive feedback to refine moving images Analyze the ways in which moving images convey meaning through movement, sound, image, structure, and form Reflect on a variety of film and television productions Identify the influences of social, cultural, historical, and contexts in film and television Identify how moving images relate to a specific place and time | <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 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 intercultural 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>Communicate and document</p> <ul style="list-style-type: none"> • Document and respond to moving images • Communicate about and respond to social and environmental issues through moving images • Express cultural identity and perspectives through moving images • Express 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 • Explore the role of story and narrative in expressing First Peoples perspectives, values, and beliefs, including protocols related to ownership of First Peoples oral texts • Identify 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 productions • 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