**INSTITUTE OF CANADIAN EDUCATION**

**Course Title:** Media Arts, Grade 11, Open (ASM3O)

**Course Name:** Media Arts

**Course Code:** ASM3O

**Grade:** 11

**Course Type:** Open

**Credit Value:** 1.0

**Prerequisite:** None

**Curriculum Policy Document:** *The Ontario Curriculum, Grades 11 and 12: The Arts (2010, Revised); Growing Success (2010); Learning for All (2013)*

**Course Developer:** Institute of Canadian Education

**Department:** The Arts – Media Arts

**Head of Department**: Akhter Rizvi

**Development Date:** 2025

**Most Recent Revision Date:** August 2026

## 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.

## UNIT OVERVIEW

| Unit | Unit Titles and Descriptions | Time |
|---|---|---|
| 1 | **Foundations of Media Arts** – Students learn media arts terminology, digital tools, safety practices, composition principles, and the elements of design while exploring how media arts communicate meaning. | 20 hrs |
| 2 | **Digital Imaging & Photography** – Students create and analyze digital photographs and manipulate still images to explore identity, message, and design principles. | 24 hrs |
| 3 | **Typography & Graphic Communication** – Students investigate typography, layout, colour theory, branding, and poster design while producing original graphic media works. | 22 hrs |
| 4 | **Moving Image & Animation** – Students explore animation, digital storytelling, and video editing while creating time-based media artworks. | 23 hrs |
| 5 | **Culminating Digital Portfolio & Exhibition** – Students compile a digital portfolio, reflect on their learning, and present a final media artwork. | 21 hrs |
| **Total Course Hours** | | 110 hrs |

## OVERALL CURRICULUM EXPECTATIONS

**Creating and Presenting**

- **The Creative Process:** Apply the creative process to create media artworks, individually and/or collaboratively.
- **The Principles of Media Arts:** Design and produce media artworks, applying principles of media arts and using various elements from contributing arts (dance, drama, music, visual arts).
- **Using Technologies, Tools, and Techniques:** Apply traditional and emerging technologies, tools, and techniques to produce and present media artworks for a variety of audiences and purposes.

**Reflecting and Responding**

- **The Critical Analysis Process:** Demonstrate an understanding of the critical analysis process by examining, interpreting, assessing, and reflecting on media artworks.
- **Identity and Values:** Demonstrate an understanding of how media artworks reflect personal and cultural identity, and affect personal, cultural, and community values and their awareness of those values.
- **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.

**Foundations**

- **Terminology:** Demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other concepts relating to media arts.
- **Contexts and Influences:** Demonstrate an understanding of the sociocultural and historical contexts of media arts.
- **Responsible Practices:** Demonstrate an understanding of responsible practices associated with producing, presenting, and experiencing media artworks.

## TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities:

- **Presentations and Multimedia:** Presentations, videos, demonstrations, media examples, tutorials, and interactive activities are used to introduce and reinforce media arts concepts, techniques, and skills.
- **Teacher–Student Discussions:** Classroom discussions, conferences, and virtual meetings provide opportunities for students to ask questions, discuss media artworks, explain creative choices, and receive timely feedback.
- **Instructor Demonstrations:** Teachers model the use of media arts technologies, tools, techniques, creative processes, design principles, production methods, and presentation strategies through demonstrations and guided instruction.
- **Media Arts Analysis:** Students examine and analyze media artworks, focusing on elements and principles of media arts, purpose, audience, techniques, meaning, identity, culture, and context.
- **Discussion Forums:** Students share ideas and interpretations, respond to classmates, discuss media artworks and creative choices, and provide and receive constructive feedback.
- **Media Production Activities:** Students plan, create, revise, and present media artworks using a variety of traditional and emerging technologies, tools, and techniques.
- **Creative Process:** Students engage in brainstorming, planning, experimenting, creating, revising, and reflecting as they develop individual and collaborative media artworks.
- **Digital and Media Literacy:** Students examine how media communicate ideas and influence audiences while developing responsible, ethical, and effective use of digital technologies and resources.
- **Research and Inquiry:** Students research media artists, styles, technologies, cultural contexts, and contemporary media practices and use reliable sources to support their creative and analytical work.
- **Individual Activities and Assignments:** Students complete independent creative, analytical, research, production, and reflection activities to consolidate and demonstrate their learning. Teachers provide ongoing written and oral feedback and appropriate accommodations in accordance with students' IEPs.
- **Collaborative Learning:** Students work individually and collaboratively through peer critiques, group projects, discussions, production activities, and shared analysis of media artworks.
- **Practical Application:** Students apply media arts knowledge and skills to real-world situations, contemporary issues, personal experiences, community contexts, and authentic audiences.
- **Reflection and Metacognition:** Students reflect on their creative process and completed artworks, identify strengths and areas for improvement, set learning goals, and use feedback to improve their work.

## ASSESSMENT

Students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of the Achievement Chart. Progress will be monitored on an on-going basis using a variety of assessment tools, including written work, formal testing, quizzes, teacher-student communication, discussion boards and chat rooms.

### ASSESSMENT ACTIVITIES

Assessment activities may include:

- Creative media projects and production activities
- Storyboards, scripts, and production plans
- Media analysis and research assignments
- Presentations, demonstrations, and critiques
- Discussion forums, peer assessment, and collaboration
- Reflections, learning journals, and self-assessment
- Quizzes, digital portfolios, and culminating projects

## FINAL GRADE

The final grade will be determined as follows (in accordance with Ministry of Education standards):

| | |
|---|---|
| **Term Work**<br>Based on evaluations conducted throughout the course. | 65% |
| **Summative Evaluation**<br>A final evaluation in the form of assignments and an exam. | 25% |
| Attendance and Participation | 10% |

**Final Examination Breakdown**

- 10% written exam
- 15% culminating task

## ATTENDANCE POLICY

Regular attendance and active engagement are important for student success. Attendance and participation are monitored through the school's Learning Management System (LMS).

All online credit courses at ICE are designed to meet or exceed the **minimum 110 hours of instructional time** required for a credit course.

Online instructional time and engagement are monitored through:

- **LMS Engagement:** Students are expected to log in regularly and actively participate in media arts learning activities and production tasks.
- **Biweekly Check-Ins:** Students complete a brief check-in every two weeks to review their progress, participation, and creative work.
- **Post-Unit Activities:** Students complete a short formative activity, reflection, or skills check at the end of each unit.
- **Discussion Forums:** Students participate in required media arts discussions, critiques, and peer activities.

Students are responsible for maintaining regular participation and completing required learning activities within the course schedule.

## EVALUATION MODEL – 10% TOTAL ATTENDANCE AND ENGAGEMENT WEIGHT

| Component | Weight | Quantifiable Metric | Criteria |
|---|---|---|---|
| **Biweekly Check-In** | 3% | Completed every two weeks | Student completes the required progress and engagement check-in within the scheduled time frame. |
| **Post-Unit Activity/Reflection** | 4% | Completed after each unit | Student completes the assigned media arts activity, reflection, or skills check by the deadline. |
| **Discussion Forum Participation** | 3% | Required posts and responses | Student submits the required original response and completes assigned peer responses or media critiques. |

## CONSIDERATIONS FOR PROGRAM PLANNING

### PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

All students can succeed. Teachers use Universal Design for Learning, differentiated instruction, and appropriate strategies to support diverse learning needs. Where applicable, teachers implement accommodations identified in students' IEPs.

### PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Teachers recognize students' diverse linguistic and cultural backgrounds and provide appropriate support through clear instructions, visual examples, demonstrations, vocabulary support, opportunities for review, and varied ways to demonstrate learning.

### THE ROLE OF TECHNOLOGY IN THE PROGRAM

Technology is integrated throughout the course to support media production, communication, research, creativity, and assessment. Students may use digital cameras, image and video editing software, online tools, ePortfolios, and other digital technologies to create and present media artworks.

### ACCOMMODATIONS

Accommodations are provided based on student needs and, where applicable, the student's IEP. Accommodations may include:

- Instructional accommodations: clear demonstrations, step-by-step instructions, visual examples, flexible pacing, and assistive technology.
- Assessment accommodations: additional time, breaks, alternative formats, oral responses, and varied opportunities to demonstrate learning.
- Providing planning templates and visual supports
- Breaking production tasks into manageable steps
- Providing opportunities for practice, revision, and feedback
- Allowing appropriate assistive and digital technologies
- Providing regular teacher support and individual conferences

## REQUIRED SOFTWARE, EQUIPMENT, AND RESOURCES

**Textbooks & Resources**

- Ontario Grade 11 Media Arts textbook
- Digital cameras, scanners, microphones
- Adobe Photoshop / Illustrator or equivalent
- Media Arts ePortfolio platform

**Digital Resources**

- Google Drive or equivalent
- Internet access
- Video and animation editing software

### TEACHER CONSIDERATIONS

- Provide clear demonstrations and instructions for media arts tools and techniques.
- Encourage individual and collaborative creative work.
- Provide opportunities for practice, feedback, revision, and reflection.
- Consider students' interests, backgrounds, and prior media experience.
- Provide appropriate accommodations in accordance with students' IEPs.
- Promote safe, ethical, and responsible use of digital media and technology.

# TIPS FOR SUCCESS – ASM3O

**Welcome to ASM3O: Media Arts, Grade 11**

Get ready to explore creative media through photography, digital imaging, animation, video, sound, and other media technologies. Throughout the course, you will develop your creative and technical skills while learning how media artworks communicate ideas, reflect identity and culture, and connect to contemporary media practices.

By the end of this course, you will have developed skills in media production, creative thinking, critical analysis, communication, digital technology, and responsible media practices that can support further education, workplace opportunities, and personal creative projects.

**Reminders to Help You Succeed in ASM3O**

- **Check Announcements, "What's New," and your mailbox daily** for updates, feedback, and important information.
- **Review the course calendar regularly** and keep track of project, assignment, discussion, and submission deadlines.
- **Read instructions and evaluation criteria carefully** before beginning each media arts project. Review your work before submitting it.
- **Keep your Media Arts ePortfolio and eJournal updated** with your artworks, planning, research, sketches, experiments, reflections, and revisions.
- **Participate actively in discussions, critiques, demonstrations, and creative activities** to strengthen your understanding and develop your artistic skills.
- **Use media technologies and digital tools appropriately**, including cameras, image and video editing software, animation tools, and other resources provided in the course.
- **Save and organize your work regularly** so that your creative process and progress can be documented.

**Ask for Help When Needed**

- For **technical issues**, contact the Help Desk.
- For **course-related questions or concerns**, email your teacher. Expect a response within 24 hours. If the matter is urgent, include **"URGENT"** in the subject line.

## KEY ELEMENTS TO SUCCESS IN ASM3O

- **Time Commitment** – Plan regular time each day for viewing, research, creative work, editing, reflection, and project completion.
- **Creativity** – Explore ideas, experiment with different media, and develop your own creative voice.
- **Organization** – Keep your files, projects, ePortfolio, eJournal, research, and feedback organized.
- **Communication** – Participate in discussions, critiques, presentations, and regular communication with your teacher.
- **Practice** – Experiment with different technologies, tools, techniques, and media processes to improve your skills.
- **Reflection** – Review your creative process, respond to feedback, identify areas for improvement, and make revisions.
- **Engagement** – Stay involved, meet deadlines, and participate actively in creative and analytical activities.

**Remember:** ASM3O is designed to help you explore media arts through creativity, technology, analysis, and practical production. Take time to experiment, document your creative process, learn from feedback, and develop your own ideas. With regular effort, organization, and active participation, you can build confidence and succeed in Media Arts.