**Guideline:** The Ontario Curriculum Grades 11 and 12, 2010

**Teacher:** Mr. J. Kraemer **Department Head:** Mr. S. Ireland

**Course:** Grade 12 Workplace Media Arts (ASM4E)

**Prerequisite:** None

**Credit Value:** 1

All reading resources will be provided without charge. The student is responsible for returning any requested resources in a reasonable condition. The student will be charged for lost or damaged resources.

**COURSE DESCRIPTION**

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.

**TEACHING AND LEARNING STRATEGIES**

Teachers will model inquiry-based thinking processes encouraging and guiding students toward an investigation of their questions and providing opportunities for students to express their knowledge of key course concepts in a variety of ways. D2L (Desire To Learn) will be the platform used to support blended learning and students will use this platform for a variety of purposes. Students will explore a variety of mediums using, among other software, Adobe Creative Cloud applications.

**STRANDS & OVERALL CURRICULUM EXPECTATIONS**

**Creating & Presenting**

* **The Creative Process:** apply the creative process to create media art works, individually and/or collaboratively;
* **The Principles of Media Arts:** design and produce media art works, applying the 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 art works for a variety of audiences and purposes.

**Reflecting, Responding, and Analysing**

* **The Critical Analysis Process:** demonstrate an understanding of the critical analysis process by using it to monitor the creative process, and by examining, interpreting, assessing, and reflecting on media art works;
* **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;
* **Connections Beyond the Classroom:** demonstrate an understanding of the types of knowledge and skills that are transferable beyond 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 art works.

***THE PRIMARY PURPOSE OF ASSESSMENT & EVALUATION IS TO IMPROVE STUDENT LEARNING***

**ASSESSMENT**

The process of assessing student learning is continuous and ongoing. Teachers use information gathered through assessments to provide feedback for students, to guide instruction and develop individual learning goals for students. This is assessment ***for*** learning. Students use this feedback to continuously improve their achievement and set individual learning goals. This is assessment ***as*** learning. Information from assessments informs the teacher’s professional judgment, but is not used in determining the student’s level of achievement.

**EVALUATION**

Evaluation is the process of determining a level of student achievement of the Overall Expectations for a course, which is recorded as a midterm or final grade on a report card.

Students will be given numerous and varied opportunities to demonstrate their achievement of the Overall Expectations. Evidence of student achievement of the Overall Expectations is collected over time from three different sources – observations, conversations and student products.

To be successful students **must demonstrate achievement of EACH of the Overall Expectations** for the course. If a student is missing evidence of achievement of one or more of the Overall Expectations then the teacher will determine a lower limit.

In determining a report card grade teachers use their professional judgment to interpret the evidence of student achievement, which reflects the student’s most consistent level of achievement with special considerations given to the more recent evidence.

The final grade is determined by the following breakdown:

**70 %** - evaluations made at the end of units throughout the semester.

**30%** - final demonstrations of learning (culminating activities and/or final examinations)

**REPORT CARDS**

Student progress is reported at 3 times during the semester.

**Interim Report** – October and March. Reports on student Learning Skills and Work Habits with next steps for improvement.

**Mid-term Report Card** – November and April. Reports on student achievement of the Overall Expectations to date. **Incomplete achievement** is reflected on Mid-term Report Cards, but replaced when learning has been demonstrated.

**Final Report Card** – February and July. Reports on student achievement of all of the Overall Expectations.

**ACADEMIC HONESTY**

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including cheating, plagiarism, facilitating or aiding academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students. Intentional academic dishonesty will result in disciplinary consequences. Teachers and parents should support students in striving for excellence and producing work with integrity.

**ATTENDANCE AND LEARNING SKILLS**

There is a direct link between good attendance and success at school. Students are expected to attend classes regularly and on time. Evidence of student achievement is gathered during classes through observations and learning conversations.

Learning Skills play an important role in a student’s level of achievement. Students will be assessed on the following learning skills: responsibility, works independently, collaboration, initiative, and self-regulation.

**CELL PHONES/PERSONAL ELECTRONIC DEVICES**

Teachers will determine when personal electronic devices, including cell phones, will be used as instructional tools/supports. At other times these devices (with the exception of electronic translators) are not to be used and must be turned off and be stored away. Consequences for inappropriate use of these devices may include removal of the device from the learning environment.

**MARK CALCULATION**

**Term Work:** 70% of the overall grade (from all term evaluations)

**Final Evaluations:** 30% of the overall grade (culminating activity and final exam)

Midterm and final marks will be calculated using learning strands with the following weighting:

|  |  |
| --- | --- |
| **Strand** | **Weighting** |
| Creating & Presenting | **40%** |
| Foundations | **20%** |
| Reflecting, Responding, & Analysing | **10%** |

**\*30% based on Culminating/Exam**

**LEARNING SKILLS**

In addition to overall expectations, students’ learning skills will be assessed throughout the course. The development of learning skills and work habits is an integral part of learning. Achievement of the curriculum expectations in many curriculum areas is closely tied to learning skills and work habits. The following learning skills will be assessed and communicated in an interim report within the first six weeks of the semester:

**RESPONSIBILITY – ORGANIZATION – INDEPENDENT WORK – COLLABORATION – INITIATIVE – SELF-REGULATION**

**SCHOOL WIDE SUPPORTS**

|  |  |
| --- | --- |
| * Student Support Team (formerly know as Learning Resource)
	+ In-class help
	+ Test and exam support
	+ Alternate learning environment
* English Language Learner Support Team
	+ Lunch-time help
	+ Test and exam support
* Math lunch-time help
* Math Homework Help – on-line support
 | * Information via school website @ <http://schools.hwdsb.on.ca/glendale/>
* School wide access to password protected wireless network
	+ Access to on-line resources
* Literacy Coaching
* Literacy @ Lunch
* Learning Commons @ Lunch
* Paper and electronic calendars
* Teacher/department Lunch-time/before/after school help
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