

LOCALLY DEVELOPED COURSE OUTLINE

Media and Cinema15-5

Media and Cinema25-5

Media and Cinema35-5

Submitted By:

The Black Gold School Division

Submitted On:

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Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	02/01/2022	08/31/2026	Developed	Authorization	G10
25-5	125.00	02/01/2022	08/31/2026	Developed	Authorization	G10
35-5	125.00	02/01/2022	08/31/2026	Developed	Authorization	G10

Course Description

Media and Cinema 15-25-35 are an opportunity for students to engage and understand the impact and scope of cinema and other various media in their lives.

Media and Cinema 15 examines the history of the medium, including the development of production and exhibition technologies that broadened the impact of the subject matter. The course will also explore the way in which history is portrayed and presented in the media and cinema, as well as the significant changes throughout cinematic history.

Media and Cinema 25 explores the ways in which other cultures/national identities are represented by themselves as well as others. This course also investigates how cultural/national identities are developed or shaped by media and cinema.

Media and Cinema 35 seeks to highlight the impact of and creation, by Media and the Cinema, of individual identity. Through exploration of the identities of creators and their worldview, students will be able to see their identities and the identities of others reflected/presented on screen.

Course Prerequisites

Media and Cinema 15 – no prerequisite

Media and Cinema 25 – prerequisite Media and Cinema 15 or Film Appreciation 15

Media and Cinema 35 – prerequisite Media and Cinema 25 or Film Appreciation 25
Media and Cinema is an “equivalent” course to Film Appreciation. This means a student can only receive credit for either Media and Cinema or Film Appreciation per grade level.

Sequence Introduction (formerly: Philosophy)

MEDIA and CINEMA 15-25-35 provides students with an opportunity to develop a theoretical and practical understanding of the fundamentals of media impact on the perception of history and worldview. This course sequence uniquely engages students interested in film, the media and their history and the lasting impact that both have on society.

This course sequence provides students with the opportunity to develop many of the competencies and qualities outlined in the Ministerial Order on Student Learning (#001/2013). In particular, students develop the competencies of creativity and innovation, critical thinking, and communication through the exploration of media and the cinema and their impact on the ways in which people view their world and their place in it as individuals and groups. As well, students’ problem solving skills are enhanced as they engage in critical thinking through the exploration of media and cinema throughout its history around the world.

Student Need (formerly: Rationale)

MEDIA and CINEMA 15-25-35 provides students with an opportunity to create and collaborate in the expression of ideas, thoughts and feelings through a variety of oral, written and multi-media texts. MEDIA and CINEMA 15-25-35 focus is on the development of a variety of skills that students can apply to real life situations in both the production and consumption of film and media. Students in this course sequence will acquire production techniques in video, audio, and design, as well as critical thinking skills, and abilities to discern fact from fiction that allow them to become an engaged and critical audience rather than a passive consumer of film and media.

MEDIA and CINEMA 15-25-35 provides opportunities for students to explore possible career interests and pathways that could capitalize on their knowledge, skills and abilities in artistic expression. Even students who are not ultimately looking to pursue careers directly related to film or media will benefit, as they acquire a deeper understanding of how their habits as consumers connect with this important cultural industry.

Scope and Sequence (formerly: Learner Outcomes)

Media and film are commercial art forms, which have merit both as literary texts and as historical documents.

Film and media records the past, reflects the present, and presents a vision for the future.

Explore and understand the ways in which film, media, and genre shape and contribute to identity and worldview.

Knowledge of film technique and technologies, used to tell story, contributes to an understanding of the ways in which film and media reflect and shape society and its changes.

How different film and media production techniques and technologies can enhance the expression of individual or group positionalities through the creation of various written and multi-media texts.

Guiding Questions (formerly: General Outcomes)

- 1 In what ways are film and media texts considered historical documents?**
- 2 In what ways do historical examples of film and media texts record, reflect and present their social context?**
- 3 How has film and media terms and techniques evolved over time?**
- 4 How have changes in film and media technique and technologies shaped society over time?**
- 5 In what ways have film and media techniques and technologies allowed for individual expression over time?**
- 6 In what ways do film and media texts represent other cultures?**
- 7 In what ways do cultural examples of film and media texts record, reflect and present their social context?**
- 8 How does film and media contribute to national identity and worldview?**
- 9 How have changes to film and media technique and technologies impacted specific cultures around the world?**
- 10 In what ways have film and media techniques and technologies facilitated observations and learnings about various cultures around the world?**
- 11 In what ways do film and media texts represent individual or group values and beliefs?**
- 12 In what ways do individual film and media text creator's positionality impact the ways in which their choices record, reflect and present their social context?**
- 13 In what ways does film construct or deconstruct individual identity and worldview?**
- 14 How have changes to film and media technique and technologies increased the number of different perspectives available to an audience?**
- 15 In what ways have film technique and technologies democratized the expression of individualized perspectives?**

Learning Outcomes (formerly: Specific Outcomes)

1 In what ways are film and media texts considered historical documents?	15-5 25-5 35-5
1.1 Students describe the ways in which film and media texts are considered to be and/or are used as historical documents	X
1.2 Students examine a variety of film and media texts to determine the ways in which the content accurately or inaccurately reflects historical context	X
2 In what ways do historical examples of film and media texts record, reflect and present their social context?	15-5 25-5 35-5
2.1 Students identify the ways in which narrative as well as documentary/non-fiction texts are historical documents	X
2.2 Students recognize the ways in which film and media text creators' personal histories inform their creative choices	X
2.3 Students recognize that throughout history, film and media text creators relied on and were influenced by a variety of industry stakeholders	X
3 How has film and media terms and techniques evolved over time?	15-5 25-5 35-5
3.1 Students identify film and media terms and techniques	X
3.2 Students identify the evolution of narrative elements in film and media	X
3.3 Students identify the ways in which a text creator's choices were restricted by a variety of historical and societal factors	X
4 How have changes in film and media technique and technologies shaped society over time?	15-5 25-5 35-5

4.1 Students identify the technology associated with the film and media industry and the way in which it is used	X
4.2 Students identify the evolution of both the technology associated with the film and media industry, and the way in which it is used	X

5 In what ways have film and media techniques and technologies allowed for individual expression over time?	15-5 25-5 35-5
5.1 Students demonstrate their understanding of film and media terms and techniques through the creation of a variety of written and multimedia texts	X
5.2 Students apply the conventions of a variety of written and multi-media texts, to express their understanding of film and media techniques and technologies and their own unique positionalities	X
5.3 Students highlight choices that defines the text creator's own unique signature	X

6 In what ways do film and media texts represent other cultures?	15-5 25-5 35-5
6.1 Students analyze the ways film and media texts are considered to be representative of other cultures and/or used as representations of other cultures	X
6.2 Students analyze a variety of film and media texts for historical accuracy and debate on their merits as cultural and/or historical documents	X

7 In what ways do cultural examples of film and media texts record, reflect and present their social context?	15-5 25-5 35-5
7.1 Students compare multiple/different film and media presentations of similar events by taking into consideration the cultural contexts in which they were created	X
7.2 Students compare and contrast the creative choices and viewpoints presented by film and media text creators from different cultural contexts.	X

7.3 Students compare and contrast industry stakeholders, from a variety of cultural contexts, to determine their influence on the film and media text creator’s viewpoints and creative choices	X
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8 How does film and media contribute to national identity and worldview?	15-5 25-5 35-5
8.1 Students discuss the ways in which film and media terms and technique choices shape a nation’s identity and worldview	X
8.2 Students analyze and evaluate the significance narrative elements in film and media play in reflecting and shaping individual and group perspectives.	X
8.3 Students discuss the ways in which a text creator’s choices are restricted by societal mores or norms and how those restrictions impact cultural expression and outsider interpretation of culture and national identity	X
8.4 Students explore the ways in which film and media text creators adapt their practices to express themselves in the face of cultural, political or financial/exhibition restrictions	X

9 How have changes to film and media technique and technologies impacted specific cultures around the world?	15-5 25-5 35-5
9.1 Students explore film and media industry technology from around the world, and how the way it is used reflects cultural identity and worldview	X

10 In what ways have film and media techniques and technologies facilitated observations and learnings about various cultures around the world?	15-5 25-5 35-5
10.1 Students demonstrate their understanding of film and media terms and techniques through the creation of a variety of written and multimedia texts	X
10.2 Students apply the conventions of a variety of written and multi-media texts, to express their understanding of film and media techniques and technologies and their own unique positionalities	X

10.3 Students analyze film and media techniques and technologies and their use, specific to cultural contexts, to provide insight into the text creator’s cultural milieu	X
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11 In what ways do film and media texts represent individual or group values and beliefs?	15-5 25-5 35-5
11.1 Students evaluate the ways in which film and media texts represent and/or challenge individual or group values and beliefs	X
11.2 Students assess a variety of film and media texts to determine their degree of accuracy representing group values and beliefs	X

12 In what ways do individual film and media text creator’s positionality impact the ways in which their choices record, reflect and present their social context?	15-5 25-5 35-5
12.1 Students analyze film and media text creator’s choices and the ways in which these choices record, reflect and present the social context in which they were created	X
12.2 Students analyze and evaluate the ways in which film and media text creator’s viewpoints and creative choices accurately record, reflect and present the social context in which they were created	X
12.3 Students compare and contrast industry stakeholders, from a variety of cultural contexts, to determine their influence on the film and media text creator’s viewpoints and creative choices	X

13 In what ways does film construct or deconstruct individual identity and worldview?	15-5 25-5 35-5
13.1 Students analyze the ways in which film and media terms and technique choices either construct or deconstruct an individual identity or worldview	X
13.2 Students analyze and evaluate the significance narrative elements in film and media play in reflecting and shaping individual and group perspectives	X

13.3 Students analyze and evaluate the ways in which choices, restricted by societal mores and norms, have either constructed or deconstructed individual identity or worldview	X
13.4 Students assess the ways in which a text creator circumvents restrictions and in doing so, shares a worldview or an identity they otherwise would remain suppressed	X

14 How have changes to film and media technique and technologies increased the number of different perspectives available to an audience?	15-5 25-5 35-5
14.1 Students evaluate the ways in which the evolution of film and media technology has increased access to production, distribution and consumption of a variety of perspectives	X

15 In what ways have film technique and technologies democratized the expression of individualized perspectives?	15-5 25-5 35-5
15.1 Students demonstrate their understanding of film and media terms and techniques through the creation of a variety of written and multimedia texts	X
15.2 Students apply the conventions of a variety of written and multi-media texts, to express their understanding of film and media techniques and technologies and their own unique positionalities	X
15.3 Students evaluate film and media techniques and technologies their use to provide insight into the how the text creator's choices have democratized individual expression	X

Facilities or Equipment

Facility

A classroom where projection will not be hindered by lighting concerns. A room capable of adjustable lighting levels and good quality sound.

Facilities:

Equipment

Equipment to screen film clips and other visual texts.

Resources to complete research and assignments.

Learning and Teaching Resources

Media chosen to meet curricular outcomes will be left to the discretion of the teacher. It is important that teachers adhere to copyright laws and only select media that their jurisdiction or school has permission to use with students.

To address any potential concerns regarding sensitive or controversial content, teachers need to be cognizant of the content of their selected texts and materials and how they pertain to Section 58.1 of the Education Act. Material selected should include a broad range of identities and worldviews/perspectives as inherent in the course sequence outcomes.

Sensitive or Controversial Content

Selection of film clips should be done with awareness of film ratings, content, students' maturity, and community expectations. Viewing lists may be provided to students and parents.

Due to the scope of content available to teachers when selecting media texts for this course sequence, teachers will need to be aware of Section 5058.1 of the School Education Act, which states: public (including charter) and private schools are required to provide notice to a parent of a student when subject matter deals primarily and explicitly with religion or human sexuality. Where a parent makes a signed written request, the student shall be exempt from such course of study without academic penalty.

Issue Management Strategy

If any issues arise related to course content, teachers will follow the guidelines outlined in Section 58.1 of the Education Act (as stated above). For more information see Controversial Issues in The Guide to Education

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

N/A

Statement of Overlap with Existing Programs

ELA 10-1, 20-1, 30-1, ELA 10-2, 20-2, 30-2

Identified Overlap/Similarity

In the Media and Cinema course sequence, teachers may choose to design lessons and assessments that require students to analyze choices made by text creators, which is a skill/process outlined in General Outcome 2 of the Senior High English Language Arts program of studies. As well, students may be required to create a variety of texts, including written, oral, and or multimedia texts to demonstrate their achievement of the course outcomes, which are skills/processes outlined in General Outcome 4 of the Senior High English Language Arts program of studies.

Reasoning as to Why LDC Is Necessary

To provide an option for students who are not driven to participate in current available CTS programs of study, and who have a passion for media and cinema.

Both media and cinema are tied to individual, group and cultural identities. This course sequence offers a way of exploring those influences, relationships and their effects. Additionally, students will explore, on a deeper level, a more critical analysis of the media landscape; analysis that shapes and forms their identities and understanding of the world around them and their place in it.

Locally Developed Courses with Overlap and/or Similarity

Study of Film (2021) 35-3

Identified Overlap/Similarity

Both Media and Cinema 15-25-35 and Study of Film (2021) 35-3 both have film as a key component of their programs. However, Unlike the above LDC, which is a standalone course, Media and Cinema 15-25-35 is a course sequence that addresses a progression of learning and exploring media from multiple sources and global perspectives over the course of the medium's history.

Reasoning as to Why LDC Is Necessary

Study of Film (2021) 35-3 has a narrow focus - building critical awareness of the ways in which cinematic techniques manipulate audiences. In contrast, Media and Cinema 15-25-35 uses a wide lens on the history of the visual medium, the cultural impact or imprint created through both the creation and consumption of media, and the shaping of individual group and national identity as a result.

Student Assessment

No identified student assessments

Course Approval Implementation and Evaluation

No specific processes

