



York Catholic District School Board Summer E-Learn 2026
Course Information Sheet

Course Title:	Course Code:	Prerequisite:
Gr. 10 Media Arts (Open)	ASM208G	None

COURSE DESCRIPTION

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

CONNECTION TO OUR FAITH

This course will help students address the Ontario Catholic Graduate Expectation that they become effective communicators who use and integrate the Catholic faith tradition to critically analyze the arts, media, technology, and information systems to enhance the quality of life.

Strands	Overall Expectations
CREATING & PRESENTING	A1. The Creative Process: Apply the creative process to create a variety of artworks, individually and collaboratively; A2. The Elements and Principles of Design: Apply the elements and principles of design to create artworks for self-expression and to communicate ideas, information, and messages; A3. Production and Presentation: Produce artworks using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.
REFLECTING, RESPONDING & ANALYZING	B1. The Critical Analysis Process: Demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various artworks; B2. Art, Society, and Values: demonstrate an understanding of how artworks reflect the societies in which they were created and how they can affect social and personal values; B3. Connections Beyond the Classroom: Describe opportunities and requirements for continued engagement in the visual arts.
FOUNDATIONS	C1. Terminology: Demonstrate an understanding of and use the correct terminology when referring to elements, principles, and other components related to visual arts; C2. Conventions and Techniques: Demonstrate an understanding of conventions and techniques used in creating visual artworks; C3. Responsible Practices: Demonstrate an understanding of responsible practices in the visual arts.

UNIT TITLE	UNIT DESCRIPTION
Unit 1 - What is Media Arts? The Digital Image: A Basic Primer	This first unit will examine the concepts behind the production of imagery in the digital age. We will also investigate how images can be manipulated and disseminated in different ways.
Unit 2 - Intro to Surrealism	Surrealism is an artistic and literary movement that emerged in the early 20th century, primarily in the 1920s. It sought to unlock the unconscious mind's creative potential. Founded by André Breton in 1924 with the publication of his "Surrealist Manifesto," the movement aimed to revolutionize human experience by rejecting rationalism and the conventional norms of reality.
Unit 3 - Intro to Compositing in Photopea - Project # 1 (Digital Dreamscape Project)	This unit will focus on learning to adjust, manipulate, and create digital art using compositing and blending techniques, as well as Photopea and the PIXLR background removal app.
Unit 4 - Intro to Vector Art in Photopea- Project # 2 (The Avatar Project)	This unit will focus on learning how to create vector-based digital art using the Corel Vector (formerly Gravit) App. This unit will strictly concentrate on vector illustration and graphics.
CPT - The Digital Stained Glass Project	This CPT will be an individual project where each student completes a digital artwork using Photopea and Corel Vector.

Instructional Strategies: modelled, shared and guided instruction, cooperative group learning, accountable talk, independent application and consolidation, experiential learning, inquiry-based learning, robust thinking (critical analysis and reflection).

Assessment & Evaluation Breakdown		
CATEGORIES Knowledge/Understanding - 10% Thinking - 15% Communication - 10% Application - 35%	TERM 70%	CPT 30%

Assessment and Evaluation Strategies: classroom presentations, conferences, essays, response journals, demonstrations, interviews, learning logs, quizzes, tests, exams, observations, performance tasks, portfolios, questions and answers, and self-assessment.

Assessment and Evaluation Tools: Checklists, exemplars, rating scales, rubrics, metacognition, self and peer assessment, and anecdotal notes.

Focus on Learning Skills

RESPONSIBILITY	ORGANIZATION	INDEPENDENT WORK	COLLABORATION	INITIATIVE	SELF-REGULATION
• Fulfills responsibilities and commitments within the learning environment. • Completes and submits classwork, homework, and assignments according to agreed-upon timelines. • Takes responsibility for and manages their behaviour.	• Devises and follows a plan and process for completing work and tasks. • Establishes priorities and manages time to complete tasks and achieve goals. • Identifies, gathers, evaluates and uses information, technology, and resources to complete tasks.	• Independently monitors, assesses and revises plans to complete tasks and meet goals. • Uses class time appropriately to complete tasks. • Follows instructions with minimal supervision.	• Accepts various roles & an equitable share of work in a group. • Responds positively to the ideas, opinions, values, & traditions of others. • Builds healthy peer-to-peer relationships through personal & media-assisted interactions. • Works with others to resolve conflicts & build consensus to achieve group goals. • Shares information, resources, & expertise, & promotes critical thinking to solve problems and make decisions.	• Looks for and acts on new ideas and opportunities for learning. • Demonstrates the capacity for innovation and a willingness to take risks. • Demonstrates curiosity and interest in learning. • Approaches new tasks with a positive attitude. • Recognizes and advocates appropriately for the rights of self and others.	• Set own individual goals and monitor progress towards achieving them. • Seeks clarification or assistance when needed. • Assesses and reflects critically on own strengths, needs, and interests. • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. • Perseveres and makes an effort when responding to challenges.