**Media Arts requires the production of art works as well as theory and skills-based learning. What does it mean for a student to be "literate" in your subject area? To what extent are the conditions/principles of a literate environment reflected in the subject-specific curriculum document(s)? Look through the curriculum document and then share two examples.**

Literacy is the ability to read, view, write, design, speak, and listen in a way that allows us to communicate effectively and to make sense of the world.

[What is literacy?](https://education.qld.gov.au/parents/Documents/factsheet-l-n.pdf) (source)

[Media literacy in media arts refers to the ability to critically analyze and understand various forms of media, including visual arts, digital media, and multimedia presentations1](https://www.bing.com/ck/a?!&&p=747d4e315b486464b9c5076abcd74614464809bd2985f1e7983cce7e2d983bf2JmltdHM9MTc1MDk4MjQwMA&ptn=3&ver=2&hsh=4&fclid=0945d5ac-69e7-6259-0d51-c3a768226383&u=a1aHR0cHM6Ly9qZXJ3b29kdmlzdWFsYXJ0cy5vcmcvYXJ0LWVkdWNhdGlvbi1hbmQtbWV0aG9kb2xvZ2llcy1nbG9zc2FyeS9tZWRpYS1saXRlcmFjeS1pbi1hcnQtZWR1Y2F0aW9uLw&ntb=1). [It involves interpreting and creating art through different mediums, such as photography, film, and graphic design1](https://www.bing.com/ck/a?!&&p=747d4e315b486464b9c5076abcd74614464809bd2985f1e7983cce7e2d983bf2JmltdHM9MTc1MDk4MjQwMA&ptn=3&ver=2&hsh=4&fclid=0945d5ac-69e7-6259-0d51-c3a768226383&u=a1aHR0cHM6Ly9qZXJ3b29kdmlzdWFsYXJ0cy5vcmcvYXJ0LWVkdWNhdGlvbi1hbmQtbWV0aG9kb2xvZ2llcy1nbG9zc2FyeS9tZWRpYS1saXRlcmFjeS1pbi1hcnQtZWR1Y2F0aW9uLw&ntb=1).

[Bing Videos:](https://www.bing.com/videos/riverview/relatedvideo?&q=media+literacy+ppt&qpvt=media+literacy+ppt&mid=6C08192695C71555B41B6C08192695C71555B41B&mmscn=mtsc&aps=5&FORM=VRDGAR) Introduction to Media Literacy: Crash Course Media Literacy #1

In terms of literacy in Media arts, it is important that students gain literacy in their understanding of and ability to apply the elements outlined in the strand: ‘Reflect, Respond and Analyse.’ This strand entails 3 categories of consideration for analysis that include B1. The Critical Analysis Process, the 4 steps include examining, interpreting, assessing and reflecting on their own work as well as other media work that they interact with. In order to be literate, students will need to practice using the process of ‘critical analysis’ of other works of art that they find by applying each of the steps through a variety of communication processes such as writing (bog post, checklists), oral discussions or presentations (podcast, newscast) or visually (newscast, critique podcast, video, responsive media art projects). Once they can integrate these processes as a part of their own creative process (ie-research or reflection), then they can feel more confident and literate as media art users and producers.

 ‘B2. Identity and Values’

This section of the strand ‘Reflect, Respond, and Analyse’ Students are encouraged to 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’ on an even deeper and more personal level. In this part of the strand, students are being asked to begin to create and respond to media as responsible and conscientious members of our society. As they become more ‘literate’ media users, they will be able to ‘see’ media art works for what they really are (ie-biases, messages, cultural references, societal implications) which is another reason why it is important for students to gain exposure to a diverse range of media, media text in terms of societal and cultural implications. One message may have different implications for different audiences. It is our responsibility to empower students to develop a growing literacy and ability to consider and reflect upon the implications of art they create and that they participate in.

([The Ontario Curriculum, Grades 11 and 12: The Arts, 2010,](https://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr2010.pdf) pg. 128).

**Motivation - List one major area that you find your students lack, in regard to knowledge, with respect to Media. Propose one idea that you could organize in your classroom that would motivate students to become more interested in developing those particular gaps. Brainstorm innovative ideas for programs that would 'hook' and secure students' attention and generate excitement for learning in this area.**

In the media arts classroom, students seem to lack knowledge in terms of the environmental implications of media art. The assumption is that digital is cleaner and greener than physical art, but this is not necessarily the truth.

As per the curriculum document: C3.3 identify and apply responsible environmental practices associated with the media arts workplace (e.g., dispose of chemicals, batteries, and obsolete hardware in environmentally safe ways; use energy conservation practices; use recycled or recyclable material where possible).

([The Ontario Curriculum, Grades 11 and 12: The Arts, 2010,](https://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr2010.pdf) pg. 132)

To motivate students to take interest and responsibility for the effects of their work we must do more than create ‘3R’s’ posters.

**Ecomedialiteracy.org** offers a range of lessons that can be used by students to develop their ability to recognize, reflect, respond and analyze media text that we are inundated with. In analyzing a variety of eco media texts, students will gain a better understanding of what media is the truth or myth or ‘greenwashing’. We all become desensitized to the constant influx of information that we receive and must process daily in terms of climate change and the environment, and I find students tend to feel helpless and hopeless about the direction we are going in this respect. It would be valuable to teach them how to use critical analysis tools to empower them as users and creators of media. The learners can reflect on what kind of ‘media artist’ they want to be and what sort of impact they want to have on their society and the environment. Do they want to be gamechangers or roll with the tide? Encouraging learners to think about the environment critically, how to sift through propaganda and use real facts and analysis to impact the audience that they are trying to affect with their media messages.

Some resources available on the website are:

[**Curriculum Materials**](https://ecomedialiteracy.org/category/curriculum-materials/)

* [Visualizing the Climate Crisis](https://ecomedialiteracy.org/visualizing-the-climate-crisis/)

This learning activity engages students in critically analyzing climate crisis visuals, exploring the power of imagery in environmental communication through interactive tasks based on seven principles of visual climate change communication. The activity aims to enhance students’ analytical and visual storytelling skills while cultivating a sense of agency in addressing climate issues.

* [Deciphering Climate Disinformation](https://ecomedialiteracy.org/deciphering-climate-disinformation/)

This lesson plan enhances students’ ecomedia literacy skills by teaching them to identify and analyze climate disinformation in various media sources. Through hands-on activities like group analysis, fact-checking exercises, and creative projects, students develop critical thinking skills focused on climate change communication.

* [Decoding Ecomedia: Unearthing Attention-Getting Hooks](https://ecomedialiteracy.org/decoding-ecomedia-unearthing-attention-getting-hooks/)

This lesson plan focuses on developing students’ critical thinking skills to identify and analyze attention-getting hooks used in ecomedia.

* [Green or Greenwashed? Cultivating Ecomedia Literacy Skills](https://ecomedialiteracy.org/green-or-greenwashed-cultivating-ecomedia-literacy-skills/)

This lesson introduces students to the concept of greenwashing and develops their ecomedia literacy skills. Students will learn to identify various greenwashing techniques used by companies and critically evaluate environmental claims in marketing and advertising.

* [Ecosystem Awareness: Local Environments and Media](https://ecomedialiteracy.org/ecosystem-awareness-local-environments-and-media/)

This learning activity aims to enhance students’ awareness of their local ecosystems and the influence of media on environmental perceptions by contrasting their familiarity with brand logos against their knowledge of local flora, ultimately cultivating a more integrated understanding of the relationship between media literacy and ecoliteracy.

##### Recently added videos, audio, multimedia

[**Audiovisual Materials**](https://ecomedialiteracy.org/category/audiovisual-materials/)

* [Animation of the Environmental Impact of Gadgets](https://ecomedialiteracy.org/animation-of-the-environmental-impact-of-gadgets/)

A short stop motion animation exploring the human and environmental impacts of our smartphones and devices. It shows how the production chain impacts ecosystems and human health through the extraction of conflict minerals, exploited labor, fossil fuel emissions to power server farms, and e-waste. Accessible for all ages.

* [Chobani Ad: Dear Alice](https://ecomedialiteracy.org/chobani-ad-dear-alice/)

This short animated Choboni ad about the future of food production can be useful for exploring different environmental discourses, including pastoral, food, and sustainability. It can be used to generate a discussion about food, agriculture, eco-modernism, and mechanism.

* [Avatar/Pocahontas Mash-up](https://ecomedialiteracy.org/avatar-pocahontas-mash-up/)

The video of the trailer for Disney’s Pocahontas (1995) is combined with audio from Avatar (2009). It demonstrates how these films have common environmental discourses and genre conventions.

* [Keep America Beautiful: The Crying Indian (1970)](https://ecomedialiteracy.org/keep-america-beautiful-the-crying-indian-1970/)

This is a great media example for discussing environmental discourses and ideology. It utilizes the eco-utopian discourse (often represented by indigenous and First Nations peoples) to promote conservationist environmentalism, which aligns with anthropocentric environmental ideology.

* [Why Bitcoin is so Bad for the Planet](https://ecomedialiteracy.org/why-bitcoin-is-so-bad-for-the-planet/)

A short video presentation from the Guardian’s UK technology editor Alex Hern, who examines how exactly bitcoin uses electricity and if the environmental cost is too high.

[Curriculum Materials – ecomedialiteracy.org](https://ecomedialiteracy.org/curriculum-materials/)