

STUDY GUIDE

DISCIPLINE:
MEDIA ARTS

ARTIST:
SHAUN ELIE

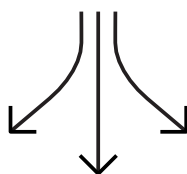


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:



Curriculum
Connections



Suggested Classroom Extensions



Assessment
Strategies

TABLE OF CONTENTS

STUDY GUIDE: MEDIA ARTS	4
Program Overview	4
Curriculum Connections	5
Extend the Learning (Discussion Prompts).....	6
 MEDIA ARTS OVERVIEW	 9
 APPENDIX.....	 10
Vocabulary bank/glossary:.....	10
Student Health and Well-Being	11
Additional Resources	11

STUDY GUIDE: MEDIA ARTS

VISUAL STORYTELLING: INTRODUCTION TO VIDEO PRODUCTION

Program Overview

Artist Name: Shaun Elie

Artist Bio: Shaun Elie offers video workshops that can adapt to different situations. In his workshops, students will learn techniques and create very short videos. Residency projects allow them to develop more complex projects, exploring particular themes or issues.

Program Description: In this immersive hands-on experience in the art of video production by video artist Shaun Elie, students will delve into the essential tools and techniques used to create creative videos. Shaun will guide students through the process of developing ideas, crafting compelling narratives, and translating them into engaging video. This workshop is also available for teachers.

Artistic Discipline: Media Arts

Recommended Grade Levels: 5 – 12

Session Logistics: In person or online

Vocab bank/glossary: [Click here](#)



VISUAL STORYTELLING: INTRODUCTION TO VIDEO PRODUCTION

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Understanding framing, angles, shot types, and movement.
 - Using natural and artificial light to create mood and clarity.
 - Basics of microphone types, placement, and ambient sound awareness.
- Strand B – Reflecting, Responding and Analyzing
 - Interpreting how composition, colour, and pacing affect meaning.
 - Understanding how style, tone, and narrative impact viewers.
 - Giving and receiving constructive criticism on rough cuts.
- Strand C: Exploring Forms and Cultural Contexts
 - Exploring narrative, documentary, commercial, and experimental forms.
 - Understanding how video content shapes public perception and culture.
 - Analysing diversity, stereotypes, and authenticity in visual storytelling.

VISUAL STORYTELLING: INTRODUCTION TO VIDEO PRODUCTION

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

GRADES
4-6

Pre

- What makes a video interesting to watch?
- How do you think camera angles can change a story?
- What is the difference between filming something and telling a story with video?

During

- What does this camera angle make you notice first?
- How does lighting change the way the scene looks?
- How do different shots change your understanding of the scene?

Post

- What part of filming was easiest? Most challenging?
- How did your group decide which shots to use?
- How does editing change the story you tell?

GRADES
7-8

Pre

- How can video communicate something that words or pictures alone can't?
- Why is planning (storyboards, shot lists) important before filming?
- How can music or sound affect the mood of a video?

During

- How does camera movement (pan, zoom) affect the viewer's attention?
- What decisions are you making to keep continuity between shots?
- How do you make sure the audience understands the main point of your scene?

Post

- How did your editing choices affect the pacing of the story?
- What would you change if you filmed the same project again?
- How do you think your video might be received by different audiences?

GRADES
9-12

Pre

- How do visual storytelling techniques differ between narrative, documentary, and commercial video?
- In what ways can camera angles, lighting, and editing be used to create subtext?
- How might ethical considerations shape the way you film and edit?

During

- How are you balancing creative choices with technical requirements?
- What strategies are you using to direct the viewer's focus?
- How are sound design and visual composition working together in your footage?

Post

- How well did your final cut match your original storyboard vision?
- In what ways did collaboration affect the creative outcome?
- How could you adapt this project for a specific platform (YouTube, film festival, social media)?

MEDIA ARTS OVERVIEW

Media arts offer students a dynamic way to express themselves using digital tools like film, animation, photography, and sound design. They reflect and shape culture, amplify underrepresented voices, and promote equity, diversity, inclusion, and reconciliation. Through media arts, students develop digital literacy, critical thinking, collaboration, and creative problem-solving. These skills help them become confident, ethical creators and thoughtful consumers of digital content.

The creative and critical analysis processes guide students in developing, refining, and evaluating their work, fostering ownership, innovation, and cultural awareness. These processes align with MASC's core values by promoting accessible, inclusive, and culturally aware learning experiences. Artist-led workshops provide opportunities for students to become confident digital creators and thoughtful media consumers.

Media arts support cross-curricular learning by connecting with subjects like language, history, science, mathematics, and social studies. Artist-led sessions explore themes such as identity, environmental justice, cultural heritage, and digital citizenship, encouraging students to express their learning in relevant and creative ways.



APPENDIX

Vocabulary bank/glossary:

- **Angle:** The position from which the camera views the subject (e.g., high angle, low angle).
- **B-roll:** Supplemental footage used to add visual interest or cover edits.
- **Close-up (CU):** A tight shot showing detail, usually a person's face or an important object.
- **Composition:** How visual elements are arranged within the frame.
- **Continuity:** Consistency of visual and narrative elements between shots.
- **Cut:** A transition between two shots in editing.
- **Director:** The person responsible for overseeing the creative aspects of the production.
- **Editing:** Selecting and arranging footage to tell a story.
- **Establishing Shot:** A wide shot that sets the scene for the viewer.
- **Fade:** A gradual transition to or from a blank screen.
- **Framing:** Deciding what to include in the shot and how to position it.
- **Lighting:** The way light is used to illuminate a subject and set the mood.
- **Long Shot (LS):** A shot showing the subject from head to toe or a wide view of a location.
- **Medium Shot (MS):** A shot from about the waist up.
- **Montage:** A series of short shots edited together to show the passage of time or progression of events.
- **Over-the-Shoulder Shot (OTS):** A shot from behind one character looking at another subject.
- **Rule of Thirds:** A composition guideline dividing the frame into nine equal parts to position important elements.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a color to describe that feeling Using one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning