

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:

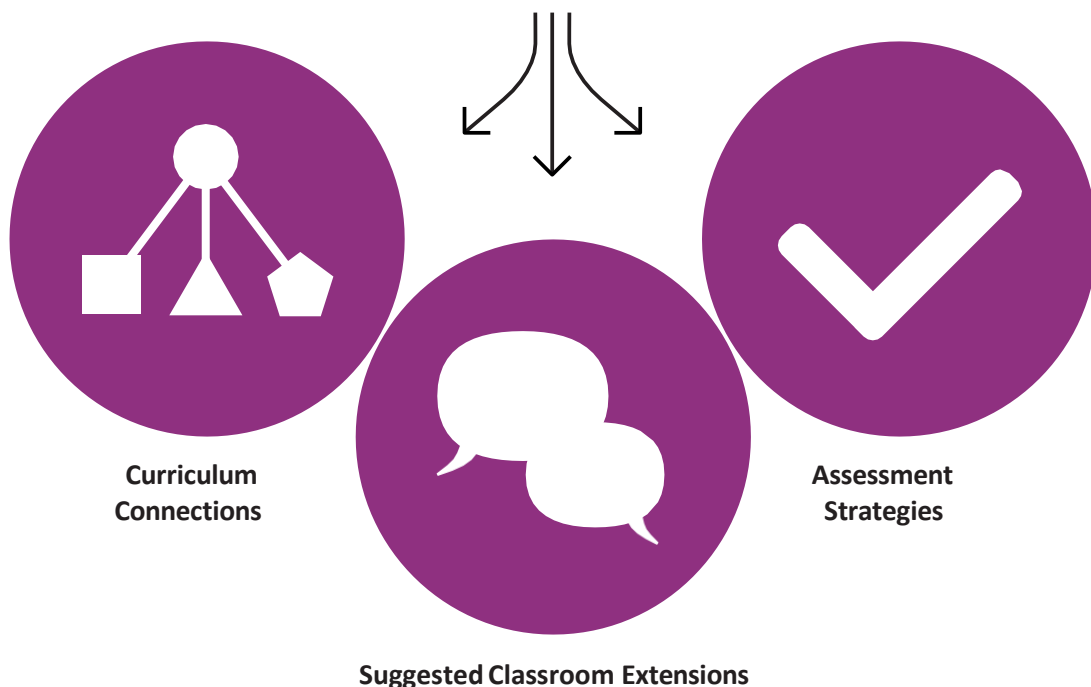


TABLE OF CONTENTS

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

CUSTOM CREATION

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 collaboration with the school, Shaun will develop customized video projects that use different techniques such as green screen, mapping, creation of video equipment from everyday objects and the creation of a soundtrack.

Artistic Discipline: Media Arts

Recommended Grade Levels: 5 – 12

Session Logistics: In person or online

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



CUSTOM CREATION

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Define and refine ideas using design planning, experimentation, iteration, and reflection.
 - Approach challenges through creative use of digital and analog media.
- Strand B – Reflecting, Responding and Analyzing
 - Reflect on creative choices and the development process.
 - Make informed revisions to strengthen meaning and aesthetic impact.
- Strand C: Exploring Forms and Cultural Contexts
 - Encourage personal expression through short video projects.
 - Challenge assumptions about the role and reach of video in creative communication.

CUSTOM CREATION

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
5-6

Pre

- Where have you seen creative videos or moving images (TV, games, social media, school events)?
- What's the difference between something made with a camera and something drawn or animated?
- If you could make a video to send a message to your friends or community, what would it be?

During

- Which part of your plan or idea are you most excited about right now?
- How are you making sure your video shows what you want it to show?
- What changes are you making as you work, and why?

Post

- What's one thing you're proud of in your project, and why?
- If you had more time, what would you add or change?
- How did your choices about colour, sound, and images help tell your story?

GRADES
7-8

Pre

- Where do you see creative videos outside of school (YouTube, TikTok, ads, concerts)?
- What's the difference between something made entirely on a computer and something made by hand?
- If you could make a video about anything, what would it be about?

During

- Which part of your storyboard or plan has changed the most so far?
- How are you making sure your images and sound work well together?
- What's the most fun or challenging part of the process right now?

Post

- What did you learn about mixing digital and hands-on methods?
- What is one thing you would change or improve in your project?
- How can your video share an important idea with others?

GRADES
9-12

Pre

- How do different mediums (animation, live-action, mixed media) affect the message of a video?
- What are some examples of media projects that blend analog and digital techniques well?
- What ethical issues should be considered when using other people's images or sounds?

During

- How is your project's visual style supporting your intended message or tone?
- What editing or layering techniques are you using to create depth in your visuals?
- How is peer or teacher feedback influencing your project decisions?

Post

- How effectively did your final project meet your intended aesthetic and communicative goals?
- What role did experimentation play in shaping your outcome?
- How might the skills developed in this project translate to professional creative work?

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:

- **Storyboard:** A sequence of drawings or images outlining shots for a video project.
- **Frame Rate:** Number of frames (images) displayed per second in video.
- **Aspect Ratio:** The proportional relationship between width and height of a screen or image.
- **Composition:** Arrangement of visual elements in a frame.
- **Shot Types:** Names for camera views (e.g., close-up, medium shot, wide shot).
- **Pan / Tilt / Zoom:** Camera movements horizontally, vertically, and through focal length.
- **Cut:** Instant change from one shot to another in editing.
- **Transition:** Visual or audio effect used to connect two shots.
- **Masking:** Hiding or revealing parts of an image/video with shapes or layers.
- **Layer:** A stackable visual or audio element in editing software.
- **Timeline:** Workspace in editing software where clips, audio, and effects are arranged.
- **Rendering / Exporting:** Finalizing a video file for playback or sharing.
- **Sound Design:** Creating or selecting audio elements to enhance the visual message.
- **B-roll:** Supplemental footage used to support or illustrate main content.
- **Narrative Arc:** The structure of a story (beginning, middle, climax, resolution).
- **Analog Media:** Non-digital formats (e.g., film, photographs, drawings).
- **Digital Media:** Electronic formats (e.g., video, audio, graphics).
- **Mixed Media:** Combining multiple media types in one project.

Student Health and Well-Being

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

- Choose a color to describe that feeling. Use 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