

STUDY GUIDE

DISCIPLINE:
MEDIA ARTS

ARTIST:
SHAUN ELIE

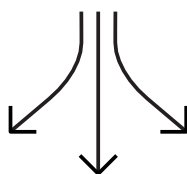


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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**

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STUDY GUIDE: MEDIA ARTS

THE WORLD IS YOUR CANVAS: AN INTRODUCTION TO VIDEO MAPPING

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: Video mapping, also known as projection mapping, is a technique used to project video or images onto three-dimensional surfaces. Instead of projecting onto a flat screen, video mapping involves projecting onto objects with complex shapes and textures, like buildings, sculptures, or stages.

Artistic Discipline: Media Arts

Recommended Grade Levels: 5 – 12

Session Logistics: In person or online

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



THE WORLD IS YOUR CANVAS: AN INTRODUCTION TO VIDEO MAPPING

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Apply the **creative process**: ideating, planning, experimenting, creating, revising, and presenting projections.
 - Use video mapping as a medium to **integrate visuals, technology, and design**—combining media arts with visual arts.
 - Employ tools like MadMapper, TouchDesigner, or Resolume for content creation and projection setup.
- Strand B – Reflecting, Responding and Analyzing
 - Use the **critical analysis process**: reflecting on projections, analyzing choices (lighting, color, motion), inviting peer feedback, and refining work.
 - Explore how video mapping evokes emotions or communicates meaning.
- Strand C: Exploring Forms and Cultural Contexts
 - Use projection mapping to express **personal and cultural identity**, exploring how visuals communicate narratives and values.
 - Reflect on how **diverse visuals and audience contexts** shape interpretation and inclusivity.

THE WORLD IS YOUR CANVAS: AN INTRODUCTION TO VIDEO MAPPING

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

- What is a video? Where do you usually see them?
- What do you think would happen if you projected a video onto a wall with a window or a statue?
- Why might an artist want to use a building or sculpture instead of a screen?

During

- What's surprising about how your video looks on a 3D object?
- What shapes or surfaces are fun or challenging to project on?
- How are you using light, color, or movement in your video?

Post

- What did you enjoy most about video mapping?
- What message or mood did your video project share?
- If you could project your video anywhere in the world, where would it be and why?

GRADES
7-8

Pre

- How is projecting onto a building different from projecting onto a flat screen?
- Can you think of public art that uses light or video?
- What kinds of stories or emotions could be told through projection mapping?

During

- How do your creative choices change depending on the surface you're projecting on?
- What role does timing or animation play in how your video feels?
- Are there technical or artistic challenges you're facing?

Post

- What was the most powerful part of your video project?
- How could projection mapping be used to share a message with a community?
- What would you do differently next time if you had more time or a larger surface?

GRADES
9-12

Pre

- How does environment affect how we experience media and storytelling?
- What are some social, political, or cultural issues that could be explored using projection mapping?
- How can projection mapping blend art and technology in public spaces?

During

- How are you considering the physical space in your visual planning?
- What themes or concepts are you exploring through your short video?
- How do visuals, sound, and rhythm work together in your project?

Post

- How did your work change when adapted to a 3D surface?
- What impact do you think your projection could have in a public space?
- How could you develop this technique into a larger project or career path?

MEDIA ARTS OVERVIEW

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

The processes of creation and critical analysis guide students in the development, refinement and evaluation of their work, fostering appropriation, innovation and cultural awareness. These processes align with MASC's core values by promoting accessible, inclusive and culturally sensitive learning experiences. Artist-led workshops enable students to become confident digital creators and thoughtful media consumers.

Media arts support cross-curricular learning by connecting to subjects such as languages, history, science, math 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:

- **Projection Mapping / Video Mapping:** Aligning projected visuals to physical surfaces.
- **Spatial Augmented Reality:** Integrating visuals into real-world space via projection.
- **Masking:** Shaping visuals to fit the surface precisely.
- **Edge Blending / Stacking:** Combining multiple projectors for seamless or brighter images.
- **XYZ Coordinates:** 3D data used to match projections to real-world positions.
- **VJ'ing:** Live video mixing/projection in performance contexts.
- **Theatrical Mapping:** Pre-planned projection sequences for performances.
- **Static Mapping:** Looped, unchanging visuals.
- **Interactive Mapping:** Visuals that respond to audience or environmental input.
- **Projection Surface:** The physical object being projected onto.
- **Calibration:** Aligning projector and content to match the surface exactly.
- **Lumens:** Measure of projector brightness (important for size & setting).
- **Edutainment:** Educational content delivered in an entertaining, visual way.

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