

Selfie de Milo

For this assignment, you will find a photo or other image (painting, sculpture, etc) that is **at least fifty years old** and transform it to fit the “selfie look” we’ve discussed in class.

Steps

1. Select an image. The original image must be a portrait of a human person. Here is a list of places you can find old photos and art:
 - <https://www.flickr.com/photos/britishlibrary>
 - <http://www.loc.gov/pictures/collection/dag/>
 - <http://www.historicalstockphotos.com/>
 - <http://www.digitalvaults.org/>
 - http://www.bbc.co.uk/arts/yourpaintings/paintings/search/belongs_to/national-portrait-gallery-london-2098
 - <http://www.bac-lac.gc.ca/eng/portrait-portal/Pages/portrait-portal.aspx>
2. **Manipulate** your image to fit the “selfie look” we’ve discussed in class. Here are some ways you can do this:
 - take a camera photo of it and apply filter apps
 - upload it to an online photo manipulation tool
 - download it to your home or school computer and use photo manipulation software
 - print it and manipulate the image physically
 - draw a freehand version of the “altered” photo

You are not being graded on your art skills, but on your thinking and your understanding of the issues discussed in class.

3. **Annotate** your final image by identifying the ways in which you altered the original image and explaining why you chose to make those changes.



Assessment Task: “Selfie de Milo”

	<i>Learning Expectations</i>	<i>Achievement</i>
<p>Use</p> <p>Skills and competencies that fall under “use” range from basic technical know-how – using computer programs such as word processors, web browsers, email, and other communication tools – to the more sophisticated abilities for accessing and using knowledge resources, such as search engines and online databases, and emerging technologies such as cloud computing.</p>	<p>experience texts from a variety of genres and cultural traditions; discuss likes and dislikes for a variety of texts</p> <p>assesses and reduces/avoids technology related threats to his/her health</p> <p>selects and uses digital tools effectively and productively</p>	<p>Insufficient (R);</p> <p>Beginning (1);</p> <p>Developing (2);</p> <p>Competent (3)</p> <p>Confident (4)</p>
<p>Understand</p> <p>Understand includes recognizing how networked technology affects our behaviour and our perceptions, beliefs and feelings about the world around us.</p> <p>Understand also prepares us for a knowledge economy as we develop information management skills for finding, evaluating and effectively using information to communicate, collaborate and solve problems.</p>	<p>is aware of the gender stereotypes that exist in video games, virtual worlds and elsewhere on the Internet</p> <p>demonstrate understanding of the social nature of digital media and technologies</p> <p>explain why different audiences might have different responses to a variety of media texts</p> <p>identify language and visual images that create mood and evoke emotion in a variety of oral, print and other media texts and the rights he/she has as a creator</p> <p>explain how a variety of media texts address their intended purpose and audience</p> <p>interpret increasingly complex media texts, using overt and implied messages as evidence for their interpretations</p> <p>explain how individual elements of various media forms combine to create, reinforce and/or enhance meaning</p> <p>identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience</p>	<p>Insufficient (R);</p> <p>Beginning (1);</p> <p>Developing (2);</p> <p>Competent (3)</p> <p>Confident (4)</p>

	<i>Learning Expectations</i>	<i>Achievement</i>
<p>Create</p> <p>Create is the ability to produce content and effectively communicate through a variety of digital media tools. It includes being able to adapt what we produce for various contexts and audiences; to create and communicate using rich media such as images, video and sound; and to effectively and responsibly engage with user-generated content such as blogs and discussion forums, video and photo sharing, social gaming and other forms of social media.</p> <p>The ability to create using digital media ensures that Canadians are active contributors to digital society.</p>	<p>use own experiences as a basis for exploring and expressing opinions and learning</p> <p>apply existing knowledge to generate new ideas, products or processes using digital technology</p> <p>communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters</p> <p>create original digital works as a means of personal or group expression</p> <p>describe in detail the topic, purpose, and audience for media texts they plan to create</p> <p>identify conventions and techniques appropriate to the form chosen for a media text they plan to create</p>	<p>Insufficient (R);</p> <p>Beginning (1);</p> <p>Developing (2);</p> <p>Competent (3)</p> <p>Confident (4)</p>

