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.historicalstockphotos.com/
   - http://www.digitalvaults.org/
   - http://www.bbc.co.uk/arts/yourpaintings/paintings/search/belongs_to/national-portrait-gallery-london-2098

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”

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<th><strong>Use</strong></th>
<th><strong>Learning Expectations</strong></th>
<th><strong>Achievement</strong></th>
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| 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. | experience texts from a variety of genres and cultural traditions; discuss likes and dislikes for a variety of texts  
asesses and reduces/avoids technology related threats to his/her health  
selects and uses digital tools effectively and productively | Insufficient (R);  
Beginning (1);  
Developing (2);  
Competent (3)  
Confident (4) |

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<th><strong>Understand</strong></th>
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| Understand includes recognizing how networked technology affects our behaviour and our perceptions, beliefs and feelings about the world around us. 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. | is aware of the gender stereotypes that exist in video games, virtual worlds and elsewhere on the Internet  
demonstrate understanding of the social nature of digital media and technologies  
explain why different audiences might have different responses to a variety of media texts  
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  
explain how a variety of media texts address their intended purpose and audience  
interpret increasingly complex media texts, using overt and implied messages as evidence for their interpretations  
explain how individual elements of various media forms combine to create, reinforce and/or enhance meaning  
identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience | Insufficient (R);  
Beginning (1);  
Developing (2);  
Competent (3)  
Confident (4) |
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<th><strong>Create</strong></th>
<th><strong>Learning Expectations</strong></th>
<th><strong>Achievement</strong></th>
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<td>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. The ability to create using digital media ensures that Canadians are active contributors to digital society.</td>
<td>use own experiences as a basis for exploring and expressing opinions and learning apply existing knowledge to generate new ideas, products or processes using digital technology communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters create original digital works as a means of personal or group expression describe in detail the topic, purpose, and audience for media texts they plan to create identify conventions and techniques appropriate to the form chosen for a media text they plan to create</td>
<td>Insufficient (R); Beginning (1); Developing (2); Competent (3); Confident (4)</td>
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