

Unit title	Key concepts	Related concepts	Global context	Statement of inquiry	Subject group objectives	ATL skills	Content
UNIT 1 Visual Storytelling through Photography (September – November 2025)	Communication	Representation Aesthetics	Identities and relationships Exploring how we express ideas of self and others.	<i>Images communicate identity and emotions by shaping the way stories are represented.</i> Inquiry Questions: Factual: What are the basic compositional techniques in photography? Conceptual: How do photographers use images to tell stories? Debatable: Can a photograph ever be objective?	A. Investigating: Analyze the role of photography in visual storytelling. B. Developing: Apply composition, lighting, and editing techniques. C. Creating/ Performing: Develop a photographic series that communicates a narrative. D. Evaluating: Evaluate and reflect on personal work and peer projects.	Communication: <i>I. Communication skills:</i> 1.14. Use and interpret a range of discipline-specific terms and symbols 1.19. Take effective notes in class Self - management: <i>III. Organization skills:</i> 3.1.10. Select and use technology effectively and productively <i>V. Reflection skills:</i> - 3.3.9. Keep a journal to record reflections Research: <i>VI. Information Literacy skills:</i> 4.1.6. Present information in a variety of formats and platforms Communication: Presenting ideas visually and verbally (artist statement, review). Self-management: Planning and executing photo shoots, meeting deadlines. Research: Investigating photographers, movements, and visual culture.	Topics: Photography as visual language. History of photography and its role in storytelling. Camera basics (exposure, aperture, shutter speed, ISO). Storytelling with images. Narrative in a single image vs. photo series. Exploring self-portraiture and cultural identity through photography. Ethical considerations (consent, stereotypes, representation). Visual analysis frameworks (subject, composition, technique, meaning). Knowledge: Understanding that photographs are a visual language used to communicate meaning, identity, and emotion. Understanding of symbolism, metaphor, and visual cues in storytelling - how identity (self, cultural, social) can be expressed through photography. Knowledge of digital editing tools (e.g., cropping, contrast, filters, color grading). Understanding how editing alters audience perception. Awareness of ethical debates around manipulation and authenticity. Skills: Operating a camera (DSLR, phone, or digital device). Analyzing photographs using visual language. Generating ideas and concepts for photographic storytelling.

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UNIT 2 Digital Media and Social Influence (December 2025 - February 2026)	Connections	Audience Interpretation	Globalization and sustainability Understanding the power of digital media in shaping societies.	<i>Digital media connects people globally and influences how audiences interpret information.</i> Inquiry Questions: Factual: How do social media platforms shape audience interaction? Conceptual: How does digital media create influence and bias? Debatable: Should social media influencers be considered artists?	A. Investigating: Investigate how digital campaigns form opinions. B. Developing: Use digital tools to create persuasive media. C. Creating/ Performing: Design a media campaign addressing a social issue. D. Evaluating: Evaluate ethical responsibilities of digital creators.	Communication: <i>I. Communication skills:</i> 1.5. Use a variety of media to communicate with a range of audiences Self - management: <i>III. Organization skills:</i> 3.1.5. Plan strategies and take action to achieve personal and academic goals Thinking: <i>VII. Media literacy skills:</i> 4.2.1. Locate, organize, analyze, synthesize and ethically use information from a variety of courses and media (including digital social media and online networks) Communication: Create messages using multiple digital formats (visual, video, text). Engage in peer critique using respectful and constructive language. Self-management: Organize tasks in campaign development (planning, scheduling, revisions). Thinking: Analyze persuasive techniques in digital media. Question ethical implications of media production and consumption.	Topics: What is digital media? The global role of media in communication and activism. Understanding target audiences (age, culture, interests). How social media platforms shape interaction (algorithms, trends, hashtags). Persuasive techniques. The psychology of virality (what makes content shareable?) Truth, misinformation, and “fake news.” Representation and stereotypes in digital media. Influencers and responsibility: Should they be held accountable like journalists? Presenting campaigns to peers. Knowledge: Different forms of digital media (social media platforms, memes, short-form videos, campaigns, infographics). How digital media functions in global communication and activism. The role of algorithms, hashtags, and platform design in shaping visibility. Common persuasive techniques in media (emotional appeal, authority, humor, statistics, celebrity endorsement). The psychology of influence (trust, relatability, repetition, “social proof”). Skills: Use of digital tools for creating media products. Deconstructing digital campaigns to identify persuasive techniques. Identifying bias, stereotypes, and misinformation in digital content.

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UNIT 3 Creativity in the Age of AI (February – April 2026)	Change	Innovation Ethics	Scientific and technical innovation Exploring how emerging technologies transform media creation and communication.	<i>Artificial intelligence is transforming creative media by enabling new forms of content, raising ethical and societal questions about authorship, originality, and responsibility.</i> Inquiry Questions: Factual: What types of media can AI generate (images, text, video, music)? Conceptual: How does AI-generated content challenge traditional ideas of authorship and creativity? Debatable: Should AI-generated art be considered equivalent to human-created art?	A: Investigating: Demonstrate knowledge of AI tools and technologies used in media creation (image, text, video, and music generators). B: Developing: Operate AI media generation tools to produce creative content (text, images, music, or video). C: Creating/ Performing: Generate original ideas for creative media projects that combine human and AI input. D: Evaluating: Critically evaluate the impact of AI on their own media creation and on society at large.	Communication: <i>I. Communication skills:</i> 1.5. Use a variety of media to communicate with a range of audiences Social: <i>II. Collaboration skills:</i> 2.1.9. Listen actively to other perspectives and ideas Thinking: <i>X. Transfer skills:</i> 5.3.2. Apply skills and knowledge in unfamiliar situations Communication: Present AI-generated media online or in class, explaining creative and ethical decisions. Social: Share and discuss AI-assisted creative projects with peers. Thinking: Address challenges in combining AI outputs with personal creative ideas.	Topics: What is artificial intelligence? Overview of AI in creative fields. Examples of AI-generated content: images, text, video, music. How AI is used in industries like gaming, advertising, art, and social media. Prompt engineering: how input affects AI outputs. Creating simple AI-generated images, text, or short videos. Intellectual property and copyright concerns with AI content. Ethical issues: plagiarism, misrepresentation, misinformation, cultural bias. Debate: "Can AI-generated content be considered art?" Knowledge: Understanding what AI is and how it is applied in creative fields (image, text, video, and music generation). Concept of machine learning, neural networks, and how AI "learns" from data (basic-level understanding). Understanding how AI can assist human creativity without fully replacing it. Intellectual property, copyright, and authorship concerns for AI-generated content. Ability to compare AI-generated content with human-created work in terms of quality, originality, and meaning. Skills: Experimenting with AI tools to generate media (images, text, video, music). Comparing AI-generated vs. human-created media in terms of narrative, aesthetics, and impact. Brainstorming original ideas that integrate AI tools responsibly.

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UNIT 4 From Script to Screen (April – June 2026)	Creativity	Narrative Expression	Personal and cultural expression Exploring how stories and messages are communicated through moving images.	<i>Video combines narrative, visuals, and sound to convey meaning, evoke emotion, and express individual or cultural perspectives.</i> Inquiry Questions: Factual: What are the basic stages of video production (pre-production, production, post-production)? Conceptual: How do editing, composition, and sound design influence audience perception? Debatable: Is video the most effective medium for storytelling compared to other media forms?	A: Investigating: Demonstrate knowledge of the stages of video production. Understand narrative structure, storytelling conventions, and visual language in video. B: Developing: Use editing software to combine visuals, audio, and effects into a cohesive final product. C: Creating/Performing: Generate original video concepts and creative ideas. D: Evaluating: Critically evaluate the effectiveness of their own and peers' video projects.	Social: <i>II. Collaboration skills:</i> 2.1.9. Listen actively to other perspectives and ideas Self - management: <i>III. Organization skills:</i> 3.1.10. Select and use technology effectively and productively Thinking: <i>X. Transfer skills:</i> 5.3.2. Apply skills and knowledge in unfamiliar situations 5.3.6. Combine knowledge, understanding and skills to create products or solutions Social: Working in groups or pairs to co-create videos, share equipment, and assign roles. Considering peer perspectives during group projects and critiques. Self – management: Scheduling shoots, editing sessions, and reflection periods to meet deadlines. Setting achievable creative and technical goals for video projects. Thinking: Troubleshooting issues in filming, lighting, sound, or editing processes. Generating original ideas for narrative, visual composition, and storytelling techniques.	Topics: Introduction to video production. Storytelling and narrative structure: scriptwriting, plot, and visual narrative. Ethics in video making: copyright, representation, and fair use. Project development and feedback: draft videos, peer critique, refining final cut. Presentation and reflection: showcase projects, reflective statements about creative and technical decisions. Knowledge: Understanding the three main stages: pre-production (planning, storyboarding, scripting), production (filming, lighting, sound), and post-production (editing, color grading, sound mixing). Elements of storytelling: plot, conflict, resolution, character, and setting. Intellectual property and copyright considerations when using music, images, or stock footage. Reflecting on how technical, creative, and ethical decisions shape the final media product. Skills: Operating cameras and recording equipment to capture high-quality visuals. Editing video using software (e.g., Adobe Premiere, iMovie, DaVinci Resolve) to create cohesive narratives. Evaluating video projects for clarity, impact, and audience engagement. Combining technical skills and storytelling to communicate ideas effectively. Incorporating peer and teacher feedback to improve projects.