

# The Arts

KINDERGARTEN-12TH GRADE



## The Arts Learning Standards

### Media Arts

by Grade Level

Adopted in 2017





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Sections highlighting anchor and performance standards, enduring understandings, and essential questions.

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# **Washington State K–12 Arts Learning Standards for Media Arts**

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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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### *The Arts K–12 Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts Adoption Statement*

The state of Washington recognizes that the arts are an integral part of every student’s educational experience. The 2017 Arts K–12 Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts provide a framework for effective K–12 arts education by setting out a coherent structure for building students’ knowledge, understanding, and skills, while also encouraging them to explore and express their own creativity. These standards include the National Core Arts Standards, along with additional content developed by K–12 educators in the arts. These educators came together from across the state to participate in the Arts Cadre, which developed “suggestions for students” and “examples” to accompany the standards, thereby providing more specificity and practical ideas for demonstrating the knowledge and skills indicated.

The arts learning standards have been reviewed and received input from stakeholders throughout the state; this process included a bias and sensitivity review, public comment, and the input of the state Curriculum Advisory and Review Committee.

As Superintendent of Public Instruction, I support providing a well-rounded education for our students: the arts are an essential part of this. The arts teach to the whole child, engage all learning styles, and lead to the development of powerful learning habits that include such essential 21st Century Skills as creativity, collaboration, communication, and critical thinking. The arts also provide our students with keys to understanding the world around them and an array of strategies for learning, interpreting, and expressing their thoughts.

Pursuant to RCW 28A.655.070 and RCW 28A.150.210 and based on widespread support from educators, the state’s Curriculum Advisory and Review Committee, and statewide arts education stakeholders, I hereby adopt the ***2017 Arts K–12 Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts***.

Adopted on this 22nd day of March 2017.

Chris Reykdal  
Superintendent of  
Public Instruction



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# The Washington State

## K–12 Arts Learning Standards for Media Arts

### *Arts Education in Washington State*

The vision of the Office of Superintendent of Public Instruction (OSPI) is to prepare students for college, career, and life. The arts, which include dance, media arts, music, theatre, and visual arts are a fundamental part of a well-rounded education and support OSPI’s vision by providing our students with unique skills and ways of comprehending and engaging with the world. Our belief is that quality instruction in the arts begins with and shall be provided by arts specialists and classroom teachers and can be enhanced by partnerships with professional organizations and community programs in the arts. This partnered instruction will enrich educational learning opportunities for students, ensuring that such opportunities are both purposeful and enjoyable. It will also support each student’s preparation for life as a contributing 21st-century citizen. We further believe that the arts integrate with all other subject areas and create meaningful learning opportunities for all learners.

***Washington state law identifies the arts as a core content area and an essential part of the basic education goals of all school districts.***

### *The Arts Learning Standards—Overview and Development*

Washington’s previous arts learning standards addressed dance, music, theatre, and visual arts. When the National Core Arts Standards (NCAS) were published in June 2014, OSPI engaged a cadre of arts educators representing dance, music, theatre, and visual arts to review the Washington State Learning Standards in the Arts and compare them to the new national standards. After this intensive review, the cadre recommended that the national standards be adopted as the Washington State Learning Standards for the Arts and that media arts be added to the list of arts disciplines. Lastly, the cadre recommended that additional ideas, interpretations, and examples be appended to provide more specificity and guidance. As a result, Washington’s standards for dance, media arts, music, theatre, and visual arts are accompanied by supporting material under the headings *Suggestions for students* and *Examples*.

The arts standards development process mirrored that of other academic subject areas. Under current Washington state law (RCW 28A.655.070), the Office of Superintendent of Public Instruction has the responsibility to develop and maintain Washington’s academic learning standards consistent with the goals outlined in the Basic Education Act, RCW 28A.150.210. This

includes periodic review and possible revision of the standards. Prior to adopting state learning standards in any subject area, OSPI’s process includes such key components as:

- Engaging statewide stakeholder groups in reviewing and vetting the draft standards.
- Comparing previous state learning standards with the revised standards.
- Participating in a bias and sensitivity process to gather recommendations for implementing the standards in a culturally sensitive and bias-free manner.
- Providing an opportunity for the public to provide input on the proposed drafts.
- Engaging in this process allowed OSPI, along with statewide partners involved in developing transition and implementation plans and resources, to gather specific recommendations on critical issues related to the adoption and implementation of the new arts standards.

## ***Washington State Learning Goals and the Purpose of the Standards***

Learning standards are for all of us: students, principals, administrators, decision-makers, community partners, teachers, and families. They help define what is important for students to know and be able to do as they progress through school. Standards help ensure that students acquire the skills and knowledge they need to achieve personal and academic success. Standards also provide an avenue for promoting consistency in what is taught to students across our state—from district to district, school to school, and classroom to classroom.

Like all of the state’s learning standards, the Washington State Learning Standards for the Arts are an essential part of the framework supporting Washington’s learning goals, in accordance with which, every student will be able to:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

(For full text and notes, see RCW 28A.150.210)

*To learn more about the National Core Arts Standards (NCAS) and obtain additional resources, visit [www.nationalartsstandards.org/](http://www.nationalartsstandards.org/). To review the state’s education goals and state laws related to K–12 arts education, see *The Arts: Laws and Regulations* page on OSPI’s website: [www.k12.wa.us/Arts/laws.aspx](http://www.k12.wa.us/Arts/laws.aspx).*



## ***Understanding and Using the Arts Standards***

The *K–12 Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts* can be downloaded from the Arts website at [www.k12.wa.us/Arts](http://www.k12.wa.us/Arts) and will be available on the OSPI Grade Level Standards & Resources website at <http://standards.ospi.k12.wa.us>.

Depending on the focus of arts education in a given district or school, one or more of the five *Arts Learning Standards* documents can be used to guide instruction and help students develop competency in the arts. Each document covers one of the arts disciplines.

### **What Are the Arts Disciplines?**

The arts in Washington state are defined as dance, media arts, music, theatre, and visual arts. The learning standards describe a connected series, or continuum, of knowledge and skills that students should demonstrate as they become proficient in each discipline. The disciplines are described below; this document focuses on media arts.

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**dance** A student’s dance-education experience may include, but is not limited to, contemporary, creative movement, world dance, ballet, jazz, tap, modern, break dance, hip-hop, ballroom, folk, step, and square dance, as well as choreography, dance notation, dance history, dance anatomy, musical theatre, dance production, and improvisation.

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**media arts** A student’s media arts-education experience may include, but is not limited to, photography, film, animation, broadcast technology (radio, T.V., and Internet), audio/video technology (T.V., radio, and audio projects, social media, and Internet projects), video game design, digital art and design, emerging technologies, visual communications, Advanced Placement Studio (AP) courses, and International Baccalaureate (IB) visual arts.

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**music** A student’s music-education experience may include, but is not limited to, general music, choir, band (e.g. basketball/pep, marching), orchestra, jazz ensemble, guitar, percussion ensemble, music theory, Advanced Placement (AP) Music Theory, technology composition, song writing, piano lab/music keyboards, recording studio, International Baccalaureate (IB) Music, music history, drum line, world and historical music, opera, musical theatre, Mariachi, marimba, steel drums, world drumming, ukulele, guitar, and recorder.

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**theatre** A student’s theatre-education experience may include, but is not limited to, acting, theatre, film acting and film-making, improvisation, mime, puppetry, performed poetry/spoken word, musical theatre, playwriting, technical theatre/stagecraft, theatre production, Shakespearean literature and performance, and International Baccalaureate (IB) Theatre.

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**visual arts** A student’s visual arts-education experience may include, but is not limited to, drawing, painting, ceramic arts/pottery, sculpture, 2-D design, 3-D design, photography, printmaking, graphic arts, textiles, jewelry, glass arts, Advanced Placement Studio (AP) courses, and International Baccalaureate (IB) Visual Arts.

## What Are the Arts Standards?

Eleven anchor standards define the general knowledge and skills that Washington’s students should demonstrate in the arts. The eleven anchor standards are arranged under four artistic processes (creating, performing/presenting/producing, responding, and connecting) and are the same in all five arts disciplines and at every grade level.

| <b>Washington’s Pre-K–12 Arts Learning Standards*</b> |   |   |   |   |
|---|---|---|---|---|
|   | <b>Creating</b>   | <b>Performing/Presenting/<br/>Producing</b>   | <b>Responding</b>   | <b>Connecting</b>   |
| <b>ARTISTIC PROCESS</b>                               | Conceiving and developing new artistic ideas and work.  | Performing: Realizing artistic ideas and work through interpretation and presentation.<br><br>Presenting: Interpreting and sharing artistic work.<br><br>Producing: Realizing and presenting artistic ideas and work. | Understanding and evaluating how the arts convey meaning.   | Relating artistic ideas and work with personal meaning and external context.  |
| <b>ANCHOR STANDARDS</b>                               | 1. Generate and conceptualize artistic ideas and work.<br>2. Organize and develop artistic ideas and work.<br>3. Refine and complete artistic work. | 4. Select, analyze, and interpret artistic work for presentation.<br>5. Develop and refine artistic techniques and work for presentation.<br>6. Convey meaning through the presentation of artistic work.             | 7. Perceive and analyze artistic work.<br>8. Interpret intent and meaning in artistic work.<br>9. Apply criteria to evaluate artistic work. | 10. Synthesize and relate knowledge and personal experiences to make art.<br>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. |

\*Washington adopted the National Core Arts Standards as the Washington State K–12 Arts Learning Standards: [www.nationalartsstandards.org/](http://www.nationalartsstandards.org/)

The anchor standards are supported by performance standards, which define more precisely the understanding, knowledge, and skills that students should develop in order to achieve competency at each grade level within each arts discipline.

In addition, this document includes “suggestions for students” and “examples” under the performance standards. These offer guidance for interpreting the standards and present potential learning opportunities with a specificity that will support and deepen students’ educational experiences.

# The Structure of the K–12 Arts Learning Standards

The standards are arranged under four actions or skill sets called artistic processes:

**Creating** | **Performing/Presenting/Producing** | **Responding** | **Connecting**

**Anchor Standards:** The same eleven anchor standards apply to every arts discipline. They define the general knowledge and skills that the student must demonstrate in relation to the four artistic processes.

Each anchor standard is accompanied by an:

- **Enduring Understanding** (a statement that articulates the overarching idea of the standard as it relates to a particular arts discipline).
- **Essential Question** (a question or questions that guide students toward an understanding of the purpose of the standard).

*Each arts discipline has its own set of enduring understandings and essential questions; they differ for each anchor standard, but are the same across grade levels.*

## Performance Standards:

Each anchor standard is further defined by one or more performance standards, which are discipline-specific and change with each grade level (K–8) and each level in high school. These articulate in a more measurable way the understanding, knowledge, and skills that students are meant to achieve and demonstrate.

Grades K–8

High School  
Proficient

High School  
Accomplished

High School  
Advanced

*Suggestions and examples are not exhaustive or required, but rather provide a “springboard” for ideas. Educators are encouraged to explore multiple ways that learners can demonstrate their knowledge and skills.*

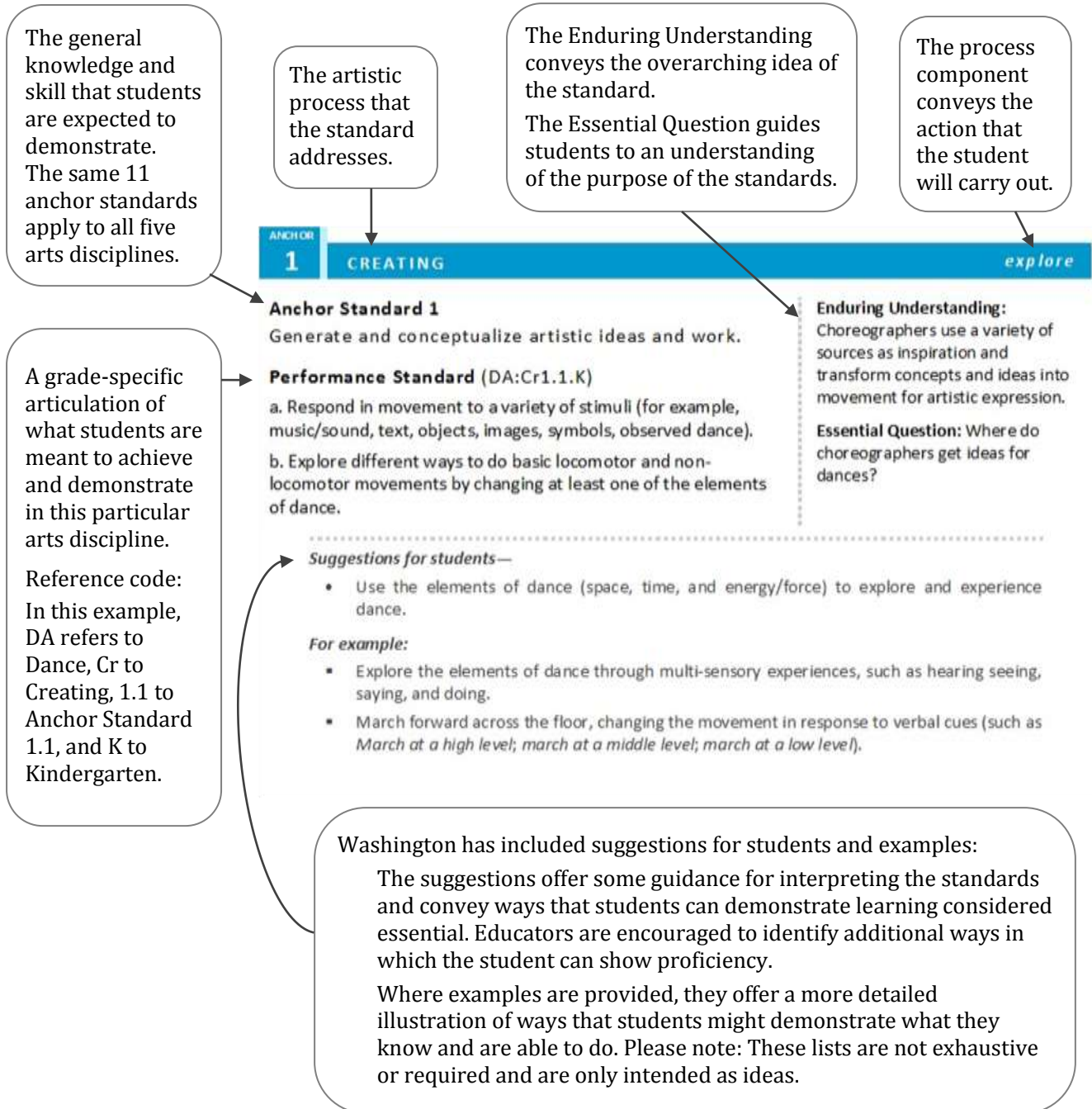
**Suggestions for students:** These help interpret the performance standards and suggest ways that students can demonstrate the knowledge and skills indicated.

### Examples:

An example statement may be included to provide samples of particular demonstrations and give educators additional illustrations of the learning.

## How to Navigate this K–12 Arts Learning Standards Document

The learning standards are presented by grade level in a series of charts, each of which includes the anchor and performance standards along with all attendant information. The following is a key for understanding the charts. Note that the number code accompanying the Performance Standard aligns with the numbering of the National Core Arts Standards.



## ***Arts Standards in the Classroom***

Arts education addresses an essential form of human communication and provides unparalleled opportunities for exploring a multiplicity of viewpoints and modes of expression. Students develop a greater capacity for understanding not only a variety of artworks and art forms, but also the people and contexts that produce them. At the same time, students learn skills, techniques, and ways of thinking that enable them to use art to express their own perceptions, experiences, and views—while simultaneously developing confidence and fundamental skills that will serve them well in school and throughout their lives.

***Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth.***

—National Core Arts Standards: A Conceptual Framework for Arts Learning

The anchor and performance standards presented in this document are intended to ensure consistently good quality and depth of instruction in media arts. They are also intended to generate students who are artistically literate and have the creativity and cognitive skills required to prosper in all aspects of life and to contribute in meaningful ways to the world around them.

The suggestions and examples that appear with each performance standard serve as supporting material and are not required: They were designed both to illustrate ways of applying the standards, and to prompt teachers' own ideas. As teachers know, the dynamics of every classroom are unique, as is each learner in the room. When applying the standards and developing arts lesson plans and projects, teachers should be cognizant of the diversity of their group of students, strive to create an inclusive environment, and provide any accommodations that are needed to facilitate the success of individual students.

***Through arts teaching, students view, make, and discuss art works, and come to realize that the arts exist not in isolation, but within the multiple dimensions of time, space, culture, and history.***

—National Core Arts Standards: A Conceptual Framework for Arts Learning

Teachers are also encouraged to explore a wide variety of artworks and art forms with their students, constructing lessons that convey both awareness of the original context and purpose of the art, and respect for the artist and culture that produced it.

To achieve artistic literacy, it is vital that students not only learn about and respond thoughtfully to art, but also actively participate in making it. The arts standards provide a rational structure to help guide students' learning experiences within each arts discipline so that students develop age-appropriate knowledge and skills, practice collaboration in relevant contexts, and become proficient in the use of the tools, processes, and materials of whichever art forms and disciplines they are engaged in learning.

To learn more about the development and philosophical underpinnings of the National Core Arts Standards (NCAS), visit [www.nationalartsstandards.org/content/resources](http://www.nationalartsstandards.org/content/resources).

# Media Arts—Kindergarten

ANCHOR

CREATING

*conceive*

## Anchor Standard 1

Generate and conceptualize artistic ideas and work.

### Performance Standard (MA:Cr1.1.K)

a. Discover and share ideas for media artworks using play and experimentation.

**Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

**Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

### *Suggestions for students—*

- Discuss and list different ways to communicate ideas.
- Tell a story (alone or with a partner) related to an animation or other media artwork that students have experienced.
- Brainstorm different kinds of lines and the feelings they create.

### *For example:*

- Draw different kinds of lines on a white board, interactive projector, or paper with crayon.
- Use projected images to explore how the element line is used in various media.

ANCHOR

2

CREATING

*develop*

## Anchor Standard 2

Organize and develop artistic ideas and work.

### Performance Standard (MA:Cr2.1.K)

a. With guidance, use ideas to form plans or models for media arts productions.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

**Essential Question:** How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

### *Suggestions for students—*

- Discuss (with teacher’s guidance) ideas for story-boarding that has a clear beginning, middle, and end.

**For example:**

- Discuss the sequence in which one puts on socks and shoes or clothes to go outside on a rainy day.
- Discuss the sequence one follows to get ready for bed.
- Use a movie-making app on a cell phone or other available media technology to narrate a sequence performed with puppets or toys in the classroom.

ANCHOR

**3****CREATING***construct***Anchor Standard 3**

Refine and complete artistic work.

**Performance Standard (MA:Cr3.1.K)**

- a. Form and capture media arts content for expression and meaning in media arts productions.
- b. Make changes to the content, form, or presentation of media artworks and share results.

**Enduring Understanding:** The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

**Essential Question:** What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

**Suggestions for students—**

- Tell a story that shares a preference (such as a favorite food or animal), expresses a feeling, or conveys a message.
- Explore (with teacher’s guidance) different colors and how they can be used to express ideas or feelings.

**For example:**

- Choose and play with cutouts of different foods or animals to express ideas or share one’s preferences.
- Use a marble-size piece of yellow clay and a marble-size piece of blue clay to explore what happens to the colors when the two pieces are mixed together; share with peers how one made the various colors that result from mixing.

ANCHOR

**4****PRODUCING***integrate***Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

**Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**Performance Standard (MA:Pr4.1.K)**

a. With guidance, combine arts forms and media content, such as dance and video, to form media artworks.

**Essential Question:** How are complex media arts experiences constructed?

**Suggestions for students—**

- Discuss as a class different kinds of media that could be combined, and choose (as a class) which two the class would like to combine.

**For example:**

- Watch a scene from an animated movie and re-enact it.
- With teacher’s assistance, create a slide show or video (for example, using puppets) in which students demonstrate ABCs and perform to music.
- Use an age-appropriate app or other digital technology to produce a retelling of a familiar story.

ANCHOR

**5****PRODUCING***practice***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

**Performance Standard (MA:Pr5.1.K)**

- Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.
- Identify and demonstrate creative skills, such as performing, within media arts productions.
- Practice, discover, and share how media arts creation tools work.

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

**Essential Question:** What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

**Suggestions for students—**

- Explore (with teacher’s guidance) a variety of visual recording devices.

**For example:**

- Work with a group to create a media presentation, such as an advertisement for a toy, book, movie, or type of food.
- Create and present a media artwork about one’s favorite activity.
- Work with peers to create a visual recording demonstrating playground safety or how to take turns and share a toy or game.



**Anchor Standard 6**

Convey meaning through the presentation of artistic work.

**Performance Standard (MA:Pr6.1.K)**

- a. With guidance, identify and share roles and the situation in presenting media artworks.
- b. With guidance, identify and share reactions to the presentation of media artworks.

**Enduring Understanding:** Media artists purposefully present, share, and distribute media artworks for various contexts.

**Essential Question:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

**Suggestions for students—**

- Discuss (with teacher’s guidance) how different stories are suited to different contexts or situations.
- Discuss how the message presented in a media arts production should be suited to the audience.

**For example:**

- Demonstrate the kind of voice used to tell a happy story versus the voice used to tell a sad story.
- Discuss (with teacher’s guidance) how one feels or is impacted when seeing or hearing different media arts presentations in different contexts.
- Discuss how audience behavior differs when watching a movie on T.V. at home versus watching a movie at school or at a movie theatre.

**Anchor Standard 7**

Perceive and analyze artistic work.

**Performance Standard (MA:Re7.1.K)**

- a. Recognize and share components and messages in media artworks.
- b. Recognize and share how a variety of media artworks create different experiences.

**Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**Essential Question:** How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

**Suggestions for students—**

- As a class, explore different media artworks and discuss the impact of both audio and visual components; consider how each adds value to the other (for instance, the addition of music to a cartoon).

**For example:**

- Watch a cartoon with no music, and then listen to it with no visuals; discuss the characteristics of the audio and visual components and how they complement each other.

ANCHOR

**8****RESPONDING***interpret***Anchor Standard 8**

Interpret intent and meaning in artistic work.

**Performance Standard (MA:Re8.1.K)**

a. With guidance, share observations regarding a variety of media artworks.

**Enduring Understanding:** Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

**Essential Question:** How do people relate to and interpret media artworks?

**Suggestions for students—**

- Discuss a media artwork with the class, and (with guidance) identify visual evidence that supports one's observations.

**For example:**

- Determine the meaning of various emojis (for instance, a smile versus a heart).
- Compare two characters in an animation and discuss the characteristics that define each character (such as traits that help viewers identify the hero or the villain).

ANCHOR

**9****RESPONDING***evaluate***Anchor Standard 9**

Apply criteria to evaluate artistic work.

**Performance Standard (MA:Re9.1.K)**

a. Share appealing qualities and possible changes in media artworks.

**Enduring Understanding:** Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

**Essential Question:** How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

**Suggestions for students—**

- Watch a media arts production with the class and discuss what one found appealing, what didn't appeal, and why.

**For example:**

- Participate in a group discussion about a media artwork and discuss changes that one would make to improve the artwork.
- Watch an age-appropriate media arts production with a specific storyline and discuss how it could be changed so that it has a different ending.

ANCHOR

**10**

CONNECTING

*synthesize***Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

**Performance Standard (MA:Cn10.1.K)**

- Use personal experiences and choices in making media artworks.
- Share memorable experiences of media artworks.

**Enduring Understanding:** Media artworks synthesize meaning and form cultural experience.

**Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

**Suggestions for students—**

- Watch and discuss a media arts production that shares someone's life story or experience.
- Share a personal story with the class that one thinks would be a good story to tell using media arts technology.

**For example:**

- Watch and discuss an online how-to video production by an elementary student.
- Draw a sequence of pictures to illustrate a personal story (story boarding).
- Show and tell what one did over the weekend or during a break.

ANCHOR

**11**

CONNECTING

*relate***Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Enduring Understanding:** Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

**Performance Standard** (MA:Cn11.1.K)

- a. With guidance, share ideas in relating media artworks and everyday life, such as daily activities.
- b. With guidance, interact safely and appropriately with media arts tools and environments.

**Essential Question:** How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

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**Suggestions for students—**

- Use available media technology to make a connection to someone one knows.
- Discuss why it isn't okay to copy someone else's work.
- Discuss safety when using the Internet.

**For example:**

- Discuss why one should use the Internet only when a parent, guardian, or other adult is present and why one should not share personal information over the Internet.
- Create a one-sentence message (such as using text, email, Instagram, or Snapchat) to send to a family member.
- Using an online platform, participate in a virtual meeting with a partner or another class.
- Learn how to log in and access available media tools for learning.

# Media Arts—Grade 1

ANCHOR

CREATING

*conceive*

## Anchor Standard 1

Generate and conceptualize artistic ideas and work.

### Performance Standard (MA:Cr1.1.1)

a. Express and share ideas for media artworks through sketching and modeling.

**Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

**Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

### *Suggestions for students—*

- Sketch and discuss an example supplied by the teacher.
- Create a simple sketch of a story using appropriate and available media technology.
- Using available media technology, share ideas about an upcoming event in the classroom, family, or community.

### *For example:*

- Use a digital presentation program to narrate a story with a beginning, middle, and end (three frames or more).

ANCHOR

2

CREATING

*develop*

## Anchor Standard 2

Organize and develop artistic ideas and work.

### Performance Standard (MA:Cr2.1.1)

a. With guidance, use identified ideas to form plans and models for media arts productions.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

**Essential Question:** How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

### *Suggestions for students—*

- Work with a partner or in a small group to create (with teacher’s guidance) ideas for storyboards that have clear beginnings, middles, and ends.

**For example:**

- Discuss the sequence in which one prepares to play outside on a snowy or rainy day.
- Use available technology along with toys or drawings in the classroom to plan and create a media arts production that relates the sequence in which one prepares to play outside on a snowy or rainy day.

## ANCHOR

## 3

## CREATING

*construct***Anchor Standard 3**

Refine and complete artistic work.

**Performance Standard (MA:Cr3.1.1)**

- Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition.
- Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.

**Enduring Understanding:** The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

**Essential Question:** What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

**Suggestions for students—**

- Explore (with teacher’s guidance) the repetition of patterns in stories and poems.
- Explore (with teacher’s guidance) how changes to the colors used in an artwork affect the feelings, ideas, or mood that it expresses.

**For example:**

- Select and share a grade-appropriate story that follows a repeating pattern, using colors on a white board to help illustrate and identify the patterns.
- Using available technology, create a pattern with only primary colors.
- Watch and discuss a grade-appropriate film that explores patterns or colors.

## ANCHOR

## 4

## PRODUCING

*integrate***Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

**Performance Standard (MA:Pr4.1.1)**

- Combine varied academic, arts, and media content in media artworks, such as an illustrated story.

**Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**Essential Question:** How are complex media arts experiences constructed?

**Suggestions for students—**

- Discuss the parts of a story (beginning, middle, end, and main characters); then, decide how to combine and present stories using media content.

**For example:**

- Working in small groups, identify the beginning, middle, and end of a story that the class has listened to together; use puppets to relate the main parts of the story, and then record the puppet show, telling the story aloud with sound effects or music.
- Working in small groups, create a background using available technology, and then tell a story by using drawings or toys, or by acting it out.

ANCHOR

5

PRODUCING

practice

**Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

**Performance Standard (MA:Pr5.1.1)**

- Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions.
- Describe and demonstrate basic creative skills within media arts productions, such as varying techniques.
- Experiment with and share different ways to use tools and techniques to construct media artworks.

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

**Essential Question:** What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

**Suggestions for students—**

- Discuss (with teacher’s guidance) the roles needed to create a “how-to” production.
- Explore (with teacher’s guidance) a variety of visual recording devices.

**For example:**

- Work with peers to decide who will fulfill each role in a visual arts production.
- Create a visual recording about how to make an emergency (9-1-1) call on various devices and what information to give to the dispatcher.
- Work with the class to decide which device to use when making a media arts production.

ANCHOR

6

PRODUCING

present

**Anchor Standard 6**

Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Media artists purposefully present, share, and distribute media artworks for various contexts.

**Performance Standard (MA:Pr6.1.1)**

- a. With guidance, discuss presentation conditions and perform a task in presenting media artworks.
- b. With guidance, discuss the experience of the presentation of media artworks.

**Essential Question:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

**Suggestions for students—**

- Discuss (with teacher’s guidance) how different stories are suited to different contexts or situations and how the behavior of the audience can affect the presentation of a story.
- Discuss how the message presented in a media artwork can be advertised and promoted to engage the intended audience.

**For example:**

- Create a media presentation for parents and family members, and advertise it by designing and making invitations, posters, and social media statements.
- Discuss (with teacher’s guidance) how one feels or is impacted when seeing or hearing different media arts presentations in different contexts.
- Discuss how audience behavior is influenced by a commercial on T.V. at home versus a commercial shown before the movie starts in a movie theatre.

ANCHOR

**7****RESPONDING***perceive***Anchor Standard 7**

Perceive and analyze artistic work.

**Performance Standard (MA:Re7.1.1)**

- a. Identify components and messages in media artworks.
- b. With guidance, identify how a variety of media artworks create different experiences.

**Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**Essential Question:** How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

**Suggestions for students—**

- As a class, explore different media artworks and discuss the impact of both audio and visual components; consider how each adds value to the other (for instance, the addition of music to a cartoon).
- Discuss how what we see and hear—including non-verbal cues—influences our media experience.



*For example:*

- Watch a cartoon with no music, and then listen to it with no visuals; discuss the characteristics of the audio and visual components and how they complement each other.
- Watch an animation clip and identify the non-verbal cues (such as a shrug, eye-roll, or peace sign) and their meanings.

ANCHOR

8

RESPONDING

*interpret***Anchor Standard 8**

Interpret intent and meaning in artistic work.

**Performance Standard (MA:Re8.1.1)**

a. With guidance, identify the meanings of a variety of media artworks.

**Enduring Understanding:** Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

**Essential Question:** How do people relate to and interpret media artworks?

**Suggestions for students—**

- Discuss a media artwork with the class, and (with guidance) identify visual evidence that supports one's observations.
- Identify overarching themes (such as friendship, community, or perseverance) in a media arts production.

*For example:*

- Determine the meaning of various emojis (for instance, a smile versus a heart).
- Compare two characters in an animation and discuss the characteristics that define each character (such as traits that help viewers identify the hero or the villain).
- Create a personality for a puppet that will share a message with the audience.

ANCHOR

9

RESPONDING

*evaluate***Anchor Standard 9**

Apply criteria to evaluate artistic work.

**Performance Standard (MA:Re9.1.1)**

a. Identify the effective parts of and possible changes to media artworks, considering viewers.

**Enduring Understanding:** Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

**Essential Question:** How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

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**Suggestions for students—**

- Watch media arts productions: Identify the main messages or ideas and how the productions effectively communicated them.
- Watch advertisements for toys and discuss which are most successful.

**For example:**

- Participate in a group discussion about a media artwork and discuss changes that one would make to improve the artwork.
- Watch a media arts production that conveys a familiar story and create an alternative ending.
- Work with a partner to critique an advertisement: Identify the intended audience and identify what makes it appealing to that audience.

ANCHOR

**10****CONNECTING***synthesize***Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

**Performance Standard (MA:Cn10.1.1)**

- Use personal experiences, interests, and models in creating media artworks.
- Share meaningful experiences of media artworks.

**Enduring Understanding:** Media artworks synthesize meaning and form cultural experience.

**Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

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**Suggestions for students—**

- Watch a biography and discuss similarities and differences between one's own life and the life of the person featured.
- Present a personal story to the class.
- Use available media technology to create a presentation that teaches others how to perform a simple task.

**For example:**

- Create an online how-to video production demonstrating how to perform a simple task, such as how to make a sandwich, brush one's teeth, or welcome a new student to class.
- Use story boarding to plan how one would present four important events as part of one's own biography.

**Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Performance Standard (MA:Cn11.1.1)**

- a. Discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends.
- b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

**Enduring Understanding:** Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

**Essential Question:** How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

**Suggestions for students—**

- Use available media technology to make a connection to someone one knows.
- Discuss the difference between learning from someone else's work and copying it; discuss the impacts of plagiarism.
- Discuss safety when using the Internet.

**For example:**

- Discuss why one should use the Internet only when a parent, guardian, or other adult is present and why one should not share personal information over the Internet.
- Create a short story or message, including pictures or music; then, using available media technology, share it with a family member.
- Using an online platform, participate in a virtual meeting with a partner or another class.
- Demonstrate knowledge of password and log-in procedures.
- Demonstrate skills required to store and save one's work.

## Media Arts—Grade 2

ANCHOR

CREATING

*conceive*

### Anchor Standard 1

Generate and conceptualize artistic ideas and work.

#### Performance Standard (MA:Cr1.1.2)

a. Discover multiple ideas for media artworks through brainstorming and improvising.

**Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

**Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

#### *Suggestions for students—*

- Brainstorm and sketch ideas.
- Participate in teacher-led brainstorming using graphic organizers to generate ideas.
- Participate in a group discussion or cooperative list-making, using available technology to tell a short story.

#### *For example:*

- Use online resources to research a problem, and generate multiple drawings that solve it; for example, the care and feeding of pets.
- Discuss a media work that one has seen in class and identify various ideas and components.
- Create a digital presentation to tell a story, improvising three different endings.

ANCHOR

2

CREATING

*develop*

### Anchor Standard 2

Organize and develop artistic ideas and work.

#### Performance Standard (MA:Cr2.1.2)

a. Choose ideas to create plans and models for media arts productions.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

**Essential Question:** How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

#### *Suggestions for students—*

- Form a small production company to choose a topic and create (with teacher's guidance) a story-board that has a clear beginning, middle, and end.

*For example:*

- Work with other students to use a series of drawings or clay models and available media technology to create a movie that presents a story in sequence.

ANCHOR

3

CREATING

*construct***Anchor Standard 3**

Refine and complete artistic work.

**Performance Standard (MA:Cr3.1.2)**

- Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention.
- Test and describe expressive effects in altering, refining, and completing media artworks.

**Enduring Understanding:** The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

**Essential Question:** What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

**Suggestions for students—**

- Explore (with teacher’s guidance) the use of focal point and placement to create emphasis in an image or scene from a media arts production.
- Identify and describe the focal point in various media examples.

*For example:*

- Play a game in which students are asked to describe what they notice in an image or scene, such as in an advertisement, and why it draws their attention.
- Alter a media image of an animal so that the new image focuses on one particular part, such as the animal’s eye.
- Create a media image that combines two different animals to make a new animal and tell a story about it or make a short film, such as the story of how the cat became a cat-mouse.

ANCHOR

4

PRODUCING

*integrate***Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

**Performance Standard (MA:Pr4.1.2)**

- Practice combining varied academic, arts, and media content into unified media artworks, such as a narrated science animation.

**Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**Essential Question:** How are complex media arts experiences constructed?

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**Suggestions for students—**

- Combine lessons learned in different content areas to create media artworks.

**For example:**

- Do a personal research investigation on a particular subject, such as endangered animals, and present what one learns as a media artwork.

ANCHOR

5

PRODUCING

practice

**Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

**Performance Standard (MA:Pr5.1.2)**

- Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions.
- Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions.
- Demonstrate and explore identified methods to use tools to capture and form media artworks.

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

**Essential Question:** What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

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**Suggestions for students—**

- Explore various roles in a media arts production and demonstrate understanding of the different expectations of each role, as well as basic abilities in multiple roles in a production.
- Work with peers to experiment with various ways to present the same idea or story in different ways.

**For example:**

- In front of a non-stop visual recording, experiment as a group with various ways to present the same story; demonstrate learning by sharing the results, including bloopers, with another group; and receive that group's feedback.
- Work with a small group to decide which of three predetermined devices the group will use when making a media arts production.
- Identify a problem that needs to be solved or information that should be communicated to improve the environment of the school, and work collaboratively to decide on and present a solution in a media arts production.

**Anchor Standard 6**

Convey meaning through the presentation of artistic work.

**Performance Standard (MA:Pr6.1.2)**

- a. Identify and describe presentation conditions and perform task(s) in presenting media artworks.
- b. Identify and describe the experience and share results of presenting media artworks.

**Enduring Understanding:** Media artists purposefully present, share, and distribute media artworks for various contexts.

**Essential Question:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

**Suggestions for students—**

- Plan a message to present in a media artwork that advertises and promotes the message to a specific audience.
- Discuss with others the topic, audience, and purpose of a video.
- With a group, discuss “What did you learn?” from a media arts project and what could be changed to improve the project or presentation.

**For example:**

- Create an advertisement to promote a specific message to a particular audience.
- Watch a specific video and identify the main topic, purpose, and intended audience.
- Watch a video and reflect upon the experience; then, create one’s own media arts presentation (focusing on topic, audience, and purpose).

**Anchor Standard 7**

Perceive and analyze artistic work.

**Performance Standard (MA:Re7.1.2)**

- a. Identify and describe the components and messages in media artworks.
- b. Identify and describe how a variety of media artworks create different experiences.

**Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one’s artistic appreciation and production.

**Essential Question:** How do we ‘read’ media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

**Suggestions for students—**

- As a class, explore and compare two different media artworks and discuss the impact of their audio and visual components; consider the value that each component adds to the artwork.
- Discern and discuss how what we see and hear—including non-verbal cues—influences our media experience.

**For example:**

- Compare the types of advertisements that appeal to adults to the types that appeal to kids.
- Watch—with audio off—a video clip, and make inferences about what is happening; then, watch the clip again with the audio on and compare the two experiences.
- Discuss how the artist’s intent to convey meaning and manage the audience experience is evident in one’s selection of music (such as using music with a fast tempo instead of music with a slow tempo).
- Watch two film clips or commercials about the same topic from different countries and discuss the similarities, differences, and other points that the students notice.

ANCHOR

**8****RESPONDING***interpret***Anchor Standard 8**

Interpret intent and meaning in artistic work.

**Performance Standard (MA:Re8.1.2)**

a. Determine the purposes and meanings of media artworks, considering their context.

**Enduring Understanding:** Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

**Essential Question:** How do people relate to and interpret media artworks?

**Suggestions for students—**

- Compare and discuss with the class two media artworks, and identify visual evidence that supports one’s observations.
- Determine the intended purpose or use of several different media artworks.
- Identify overarching themes (such as friendship, community, or perseverance) in a media arts production.

**For example:**

- Identify whether a particular media artwork is intended to persuade, inform, or entertain.
- Determine the meaning of various emojis and discuss the ways that they can be used to convey the artist’s intent.
- Compare two characters in an animation and discuss the characteristics that define each character (such as traits that help viewers identify the hero or the villain).
- Create a short media production that tells a story or presents a specific message to the audience.



## ANCHOR

## 9

## RESPONDING

## evaluate

**Anchor Standard 9**

Apply criteria to evaluate artistic work.

**Performance Standard (MA:Re9.1.2)**

a. Discuss the effectiveness of and improvements for media artworks, considering their context.

**Enduring Understanding:** Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

**Essential Question:** How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

**Suggestions for students—**

- Watch media arts productions: Identify the main messages or ideas and how the productions effectively communicated them.
- Identify one area for improvement and one area of success within a media artwork and support this assessment with details from the work.

**For example:**

- Watch advertisements for toys or games and discuss what makes them appealing or not appealing.
- Participate in a group discussion about a media artwork and discuss changes that one would make to improve the artwork.
- Watch a media arts production that conveys a familiar story, and create a media arts production that conveys an alternative ending.
- Work with a partner to create an appealing advertisement aimed at a specific audience.

## ANCHOR

## 10

## CONNECTING

## synthesize

**Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

**Performance Standard (MA:Cn10.1.2)**

a. Use personal experiences, interests, information, and models in creating media artworks.

b. Discuss experiences of media artworks, describing their meaning and purpose.

**Enduring Understanding:** Media artworks synthesize meaning and form cultural experience.

**Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

**Suggestions for students—**

- Watch a media arts production that presents a human-interest story, and discuss what caught one’s attention and why.
- Present a family tradition to the class.
- Use available media technology to create a presentation that teaches others how to perform a specific skill.

**For example:**

- Create one’s own human-interest story based on a favorite activity, such as a favorite hobby, sport, or art form.
- Create a how-to video production demonstrating how to perform a specific skill, such as tying a knot or making a pinch-pot.
- Use story boarding to plan how one would present a family tradition or a heritage portrait: for instance, illustrate what a family member does for a living or the various places that one’s family has lived.

ANCHOR

**11****CONNECTING***relate***Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Performance Standard (MA:Cn11.1.2)**

- Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments.
- Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

**Enduring Understanding:** Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

**Essential Question:** How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

**Suggestions for students—**

- Compare currently available media technologies to the technologies used for communication in the past.
- Discuss what copyright means and how it affects one’s work.
- Discuss how to give credit when using work created by someone else.
- Discuss safety when using the Internet.

**For example:**

- Discuss why one should use the Internet only when a parent, guardian, or other adult is present and why one should not share personal information over the Internet.
- Compare the use of text messaging to telegrams and letter-writing, or compare the use of typewriters to the use of computers.

- Create a short story or message, including pictures or music; then, using available media technology, share it with a family member.
- Participate in regular virtual meetings and class file-sharing with a partner or another class.
- Demonstrate knowledge of password procedures, log-in procedures, and skills required to store and save work.
- Make visual or audio recordings of others telling stories that relate to everyday and cultural life, such as for an oral history project.
- Locate a copyright-free image to use in a media arts production.

## Media Arts—Grade 3

ANCHOR

1

CREATING

*conceive*

### Anchor Standard 1

Generate and conceptualize artistic ideas and work.

#### Performance Standard (MA:Cr1.1.3)

a. Develop multiple ideas for media artworks using a variety of tools, methods, and/or materials.

**Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

**Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

#### *Suggestions for students—*

- Demonstrate skills that can include brainstorming, sketching, and/or developing the concept for a project.

#### *For example:*

- Research a problem (such as loss of habitat for wildlife) in order to create multiple drafts of a solution that includes cross-curricular connections.

ANCHOR

2

CREATING

*develop*

### Anchor Standard 2

Organize and develop artistic ideas and work.

#### Performance Standard (MA:Cr2.1.3)

a. Form, share, and test ideas, plans, and models to prepare for media arts productions.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

**Essential Question:** How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

#### *Suggestions for students—*

- Collect graphics, notes, and ideas for a project, and choose a method of organization.

#### *For example:*

- Follow a model document provided by the teacher, such as a formatted document that shows images, sites, and resources, to create a similar document for a project.

**Anchor Standard 3**

Refine and complete artistic work.

**Performance Standard (MA:Cr3.1.3)**

- a. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force.
- b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.

**Enduring Understanding:** The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

**Essential Question:** What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

**Suggestions for students—**

- Demonstrates understanding of the elements of art (such as line, shape, color texture, value, space, and form) and principles of design (such as rhythm, balance, repetition, proportion, contrast, harmony, variation, and emphasis) when creating and refining a production.

**For example:**

- Create a media arts product—such as a document, slide show, video, or rap with dance moves—that reflects the elements of art and/or the principles of design.

**Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

**Performance Standard (MA:Pr4.1.3)**

- a. Practice combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.

**Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**Essential Question:** How are complex media arts experiences constructed?

**Suggestions for students—**

- Create a work that reflects an established goal. (This could be a classroom project or part of a larger project of the school, district, or community.)

**For example:**

- Use media arts, such as audio, still photography, video, animation, and/or illustration, to create a public service announcement for fire-drill safety, Earth Day, Martin Luther King, Jr.'s Birthday, stranger danger, or some other cause or event.

## ANCHOR

## 5

## PRODUCING

## practice

**Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

**Performance Standard (MA:Pr5.1.3)**

- a. Exhibit developing ability in a variety of artistic, design, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions.
- b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions.
- c. Exhibit standard use of tools and techniques while constructing media artworks.

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

**Essential Question:** What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

**Suggestions for students—**

- Develop ideas and characters for a media arts production after learning about character development, logo design, various media applications, or research techniques.

**For example:**

- Design a unique character logo for the classroom while learning to use various fonts, size, and color.
- Design a character or avatar based on established attributes (for instance, Recycling Man).
- Use one's character or logo to create a media work, such as an animation, video, illustration, gifs, or memes.

## ANCHOR

## 6

## PRODUCING

## present

**Anchor Standard 6**

Convey meaning through the presentation of artistic work.

**Performance Standard (MA:Pr6.1.3)**

- a. Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.
- b. Identify and describe the experience, and share results of and improvements for presenting media artworks.

**Enduring Understanding:** Media artists purposefully present, share, and distribute media artworks for various contexts.

**Essential Question:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

**Suggestions for students—**

- Work with others to present and critique a final product for an audience.

**For example:**

- Generate and submit individual questions that will be used to create a classroom-based, slide-show quiz game.
- Work with peers to analyze results at the end of the group game experience and plan for future success.

ANCHOR

**7****RESPONDING***perceive***Anchor Standard 7**

Perceive and analyze artistic work.

**Performance Standard (MA:Re7.1.3)**

- Identify and describe how messages are created by components in media artworks.
- Identify and describe how various forms, methods, and styles in media artworks manage audience experience.

**Enduring Understanding:**

Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**Essential Question:** How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

**Suggestions for students—**

- Give to peers verbal and/or written feedback about the audience experience.

**For example:**

- Use audio or video to capture fellow students at work and submit the results for presentation to family members.
- Write a story and record the audio with fluency, inflection, and sound effects for the teacher to present at school conferences. (The teacher will capture the responses of parents and guardians and will share the results with students.)

ANCHOR

**8****RESPONDING***interpret***Anchor Standard 8**

Interpret intent and meaning in artistic work.

**Performance Standard (MA:Re8.1.3)**

- Determine the purposes and meanings of media artworks while describing their context.

**Enduring Understanding:** Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

**Essential Question:** How do people relate to and interpret media artworks?

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**Suggestions for students—**

- Make a claim and support it with visual evidence.

**For example:**

- When looking at a project, reflect upon the purpose of the work, taking particular notice of the details.

ANCHOR

9

RESPONDING

*evaluate***Anchor Standard 9**

Apply criteria to evaluate artistic work.

**Performance Standard (MA:Re9.1.3)**

a. Identify basic criteria for and evaluate media artworks, considering possible improvements and context.

**Enduring Understanding:** Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

**Essential Question:** How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

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**Suggestions for students—**

- Work with the teacher and peers to develop a rubric; then, apply the rubric, using data derived from it to find strengths and weaknesses in a media arts project.

**For example:**

- Create a rubric to apply to a classroom-based media arts project.

ANCHOR

10

CONNECTING

*synthesize***Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

**Performance Standard (MA:Cn10.1.3)**

a. Use personal and external resources, such as interests, information, and models, to create media artworks.

b. Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.

**Enduring Understanding:** Media artworks synthesize meaning and form cultural experience.

**Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?



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**Suggestions for students—**

- Use word art, audio storytelling, or images to make a collage that represents one’s interests.

**For example:**

- Create a media artwork that uses personal interests and culture to set a mood with images and sound.

ANCHOR

**11****CONNECTING***relate***Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Performance Standard (MA:Cn11.1.3)**

- Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.
- Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

**Enduring Understanding:** Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

**Essential Question:** How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

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**Suggestions for students—**

- Reflect on how media in popular culture affects different groups of people.

**For example:**

- Identify and discuss a meme, GIF, or piece of animation that educates peers about appropriate online behavior.
- Participate in a student-led tech-support team in the classroom, performing tasks such as charging devices, sanitizing the keyboards, moving carts, and helping with basic set-up.
- Compare how families are presented in similar types of media artworks (such as T.V. shows and advertising) from the 1950s to how they are presented in media artworks today.

## Media Arts—Grade 4

ANCHOR

1

CREATING

*conceive*

### Anchor Standard 1

Generate and conceptualize artistic ideas and work.

### Performance Standard (MA:Cr1.1.4)

Conceive of original artistic goals for media artworks, using a variety of creative methods, such as brainstorming and modeling.

**Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

**Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

#### *Suggestions for students—*

- Brainstorm, sketch, and develop a concept for a project.

#### *For example:*

- Sketch out a scene for a play or a dance-move video.

ANCHOR

2

CREATING

*develop*

### Anchor Standard 2

Organize and develop artistic ideas and work.

### Performance Standard (MA:Cr2.1.4)

a. Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

**Essential Question:** How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

#### *Suggestions for students—*

- Form a plan, starting with the end goal in mind.

#### *For example:*

- Create a brainstorming document to begin a project; for example, assemble a document that has pictures, web links, online videos, and/or music to tell the story of Lewis and Clark.

## ANCHOR

## 3

## CREATING

## construct

**Anchor Standard 3**

Refine and complete artistic work.

**Performance Standard (MA:Cr3.1.4)**

- a. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such as balance and contrast.
- b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.

**Enduring Understanding:** The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

**Essential Question:** What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

**Suggestions for students—**

- Include some aesthetic factors—such as line, shape, color, texture or value, balance, proportion, unity, harmony, and rhythm—to convey more effectively the purpose of a media artwork.

**For example:**

- Use a 3D printer to create a model that represents the elements of art or principles of design.

## ANCHOR

## 4

## PRODUCING

## integrate

**Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

**Performance Standard (MA:Pr4.1.4)**

- a. Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media.

**Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**Essential Question:** How are complex media arts experiences constructed?

**Suggestions for students—**

- Produce a media artwork using cross-curricular ideas.

**For example:**

- Create a classroom-based newsletter with embedded links to sources, student-vetted images, and student-generated puzzles.
- Create a media artwork to advertise a cultural or historical event or social movement.

**Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

**Performance Standard (MA:Pr5.1.4)**

- Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration in media arts productions.
- Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts productions.
- Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

**Essential Question:** What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

**Suggestions for students—**

- Work as a team to pitch an idea to a particular group.
- Develop options for pitching an idea for a product to a select audience of peers; then, work collaboratively with other students to invent and develop the product.

**For example:**

- Choose a product to pitch to a peer audience and use their feedback to improve product development.

**Anchor Standard 6**

Convey meaning through the presentation of artistic work.

**Performance Standard (MA:Pr6.1.4)**

- Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks.
- Explain results of and improvements for presenting media artworks.

**Enduring Understanding:** Media artists purposefully present, share, and distribute media artworks for various contexts.

**Essential Question:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

**Suggestions for students—**

- Identify where and who the audience is.
- Participate in peer review and critique.

*For example:*

- Create a media arts presentation about Native American tribes and traditions that includes three to five different media techniques, applications, and skills.
- Critique a media arts presentation and identify methods of improvement for future projects.

ANCHOR

**7****RESPONDING***perceive***Anchor Standard 7**

Perceive and analyze artistic work.

**Performance Standard (MA:Re7.1.4)**

- a. Identify, describe, and explain how messages are created by components in media artworks.
- b. Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.

**Enduring Understanding:**

Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**Essential Question:** How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

**Suggestions for students—**

- Discuss both how a media artwork is perceived by an audience, and what the producer of the artwork intended.

*For example:*

- Interpret animations or interactive elements on web pages.
- Predict the type of advertisements that are likely to be shown during different types of broadcasting.
- Choose a type of popular media (such as pet media if interested in animals, or sports media if interested in athletics) and analyze the commercials to identify what works and what doesn't from the point of view of the audience.

ANCHOR

**8****RESPONDING***interpret***Anchor Standard 8**

Interpret intent and meaning in artistic work.

**Performance Standard (MA:Re8.1.4)**

- a. Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.

**Enduring Understanding:**

Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

**Essential Question:** How do people relate to and interpret media artworks?

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**Suggestions for students—**

- Observe and interpret audience response.

**For example:**

- Write about specific special effects in a video sequence from a science fiction movie: consider the effects from the point of view of both the audience and the producer.

ANCHOR

**9****RESPONDING***evaluate***Anchor Standard 9**

Apply criteria to evaluate artistic work.

**Performance Standard (MA:Re9.1.4)**

a. Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.

**Enduring Understanding:** Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

**Essential Question:** How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

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**Suggestions for students—**

- Use data derived from a rubric to make plans for improvement.
- Focus on the elements of visual arts and the principles of design to improve a finished media arts project.

**For example:**

- Use data derived from a rubric to plan strategies for improvement.

ANCHOR

**10****CONNECTING***synthesize***Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

**Performance Standard (MA:Cn10.1.4)**

- a. Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.
- b. Examine and show how media artworks form meanings, situations, and/or cultural experiences, such as online spaces.

**Enduring Understanding:** Media artworks synthesize meaning and form cultural experience.

**Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

**Suggestions for students—**

- Recognize and research local culture in order to create media artworks.
- Demonstrate cultural intelligence and respect for diversity when creating and experiencing media artworks.

**For example:**

- Collect historical artifacts to celebrate culture in an online group dynamic.

ANCHOR

**11****CONNECTING***relate***Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Performance Standard (MA:Cn11.1.4)**

- Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life, such as fantasy and reality, and technology use.
- Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.

**Enduring Understanding:** Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

**Essential Question:** How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

**Suggestions for students—**

- Discuss and practice appropriate behaviors in an online community, such as a gaming community.

**For example:**

- Conduct an Internet search on a projection device (so that the entire class can view the techniques).
- Participate in a student-led tech-support team in the classroom, performing tasks such as charging devices, sanitizing the keyboards, moving carts, and helping with basic set-up, peer mentoring, and skill drills.

## Media Arts—Grade 5

ANCHOR

1

CREATING

*express*

### Anchor Standard 1

Generate and conceptualize artistic ideas and work.

#### Performance Standard (MA:Cr1.1.5)

a. Envision original ideas and innovations for media artworks, using personal experiences and/or the work of others.

**Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

**Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

#### *Suggestions for students—*

- Collaborate with others to brainstorm, sketch, and develop a new project concept that reinvents an idea.

#### *For example:*

- Create a media artwork from two different points of view, or a “mash-up” of two unrelated things (such as a penguin and a Labrador).

ANCHOR

2

CREATING

*develop*

### Anchor Standard 2

Organize and develop artistic ideas and work.

#### Performance Standard (MA:Cr2.1.5)

a. Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

**Essential Question:** How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

#### *Suggestions for students—*

- Pitch a product for a specific audience.

#### *For example:*

- Work collaboratively with other students to create a media arts presentation to enhance an all-school or community event, such as an assembly, concert, or performance.



## ANCHOR

## 3

## CREATING

## construct

**Anchor Standard 3**

Refine and complete artistic work.

**Performance Standard (MA:Cr3.1.5)**

- a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.
- b. Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.

**Enduring Understanding:** The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

**Essential Question:** What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

**Suggestions for students—**

- Demonstrate the ability to think critically about aesthetic factors—such as line, shape, color, texture, value, balance, proportion, unity, harmony, and rhythm—to enhance the purpose of a media artwork.

**For example:**

- Create a caricature using a photo-manipulation app and identify one’s use of the elements of art and principles of design.

## ANCHOR

## 4

## PRODUCING

## integrate

**Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

**Performance Standard (MA:Pr4.1.5)**

- a. Create media artworks through the integration of multiple contents and forms, such as a media broadcast.

**Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**Essential Question:** How are complex media arts experiences constructed?

**Suggestions for students—**

- Identify a specific need in the classroom, school, and/or community.

**For example:**

- Create a media arts piece for “Our school” that helps new students, parents, and other family members learn about school routines and/or events.

## ANCHOR

## 5

## PRODUCING

## practice

**Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

**Performance Standard (MA:Pr5.1.5)**

- a. Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills, such as formal technique, production, and collaboration in media arts productions.
- b. Practice fundamental creative and innovative abilities, such as expanding conventions, in addressing problems within and through media arts productions.
- c. Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks.

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

**Essential Question:** What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

**Suggestions for students—**

- Collaborate with other students to make a plan for a media arts project that uses media techniques in order to solve a problem.

**For example:**

- Present a scientific hypothesis using media arts techniques.

## ANCHOR

## 6

## PRODUCING

## present

**Anchor Standard 6**

Convey meaning through the presentation of artistic work.

**Performance Standard (MA:Pr6.1.5)**

- a. Compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.
- b. Compare results of and improvements for presenting media artworks.

**Enduring Understanding:** Media artists purposefully present, share, and distribute media artworks for various contexts.

**Essential Question:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

**Suggestions for students—**

- Demonstrate understanding of how technology and ideas have affected the way people live and changed their values, beliefs, and attitudes.

**For example:**

- Work individually to create an American history multi-media encounter.
- Conduct a self-critique of work and generate ideas for improvement.

## ANCHOR

## 7

## RESPONDING

## perceive

**Anchor Standard 7**

Perceive and analyze artistic work.

**Performance Standard (MA:Re7.1.5)**

- a. Identify, describe, and differentiate how message and meaning are created by components in media artworks.
- b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.

**Enduring Understanding:**

Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**Essential Question:** How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

**Suggestions for students—**

- Discuss how messages are conveyed in society.
- Discuss how media works are perceived and create meaning.
- Identify techniques, methods, and styles of media arts projects.

**For example:**

- Work collaboratively with other students to plan the critique of a culminating media arts presentation; articulate the intent and message in the plan.
- Create an end-of-year media arts project for an all-school assembly.

## ANCHOR

## 8

## RESPONDING

## interpret

**Anchor Standard 8**

Interpret intent and meaning in artistic work.

**Performance Standard (MA:Re8.1.5)**

- a. Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.

**Enduring Understanding:** Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

**Essential Question:** How do people relate to and interpret media artworks?

**Suggestions for students—**

- Evaluate two or more media artworks, making claims about each work.

**For example:**

- Using a foursquare diagram, discuss and write about personal experiences, as compared to group interpretations, of two or more media artworks.

**Anchor Standard 9**

Apply criteria to evaluate artistic work.

**Performance Standard (MA:Re9.1.5)**

a. Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.

**Enduring Understanding:** Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

**Essential Question:** How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

**Suggestions for students—**

- Use data derived from a rubric to find methods for improving production processes.

**For example:**

- Discuss work on classroom-based projects and analyze factors; then, use a rubric to provide constructive feedback, going beyond general praise (“that’s awesome!”), to offer specific observations (“I really like the way you used color and texture in your composition.”).
- Compare similar types of media artworks from two different cultures and discuss what went into making each artwork (for instance, comparing roles, resources, and ingenuity).

**Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

**Performance Standard (MA:Cn10.1.5)**

a. Access and use internal and external resources to create media artworks, such as interests, knowledge, and experiences.

b. Examine and show how media artworks form meanings, situations, and cultural experiences, such as news and cultural events.

**Enduring Understanding:** Media artworks synthesize meaning and form cultural experience.

**Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

**Suggestions for students—**

- Use resources within and beyond the community (such as museums, elders, libraries, and historic collections) to explore how a media artwork creates relevance for viewers.

**For example:**

- Post a video online regarding a cultural topic to receive response from others through online feedback.

**Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Performance Standard (MA:Cn11.1.5)**

- a. Research and show how media artworks and ideas relate to personal, social and community life, such as exploring commercial and information purposes, history, and ethics.
- b. Examine, discuss, and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.

**Enduring Understanding:** Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

**Essential Question:** How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

**Suggestions for students—**

- Research how public service announcements are created and used.
- Use appropriate tools, environments, behaviors, and ethics in an online community.

**For example:**

- Work with other students to create a video chat with an author.
- Participate in a student-led tech-support team in the classroom, performing tasks such as charging devices, sanitizing the keyboards, moving carts, and helping with basic set-up, peer mentoring, and skill drills, and teaching younger tech teams about ethics, rules, and responsibilities.

## Media Arts—Grade 6

ANCHOR

1

CREATING

*conceive*

### Anchor Standard 1

Generate and conceptualize artistic ideas and work.

#### Performance Standard (MA:Cr1.1.6)

a. Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising, and brainstorming.

**Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

**Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

#### *Suggestions for students—*

- Use creative processes, such as sketching, improvising, and brainstorming, to formulate variations of goals and solutions for media artworks.
- Use pre-selected and vetted resources and formats to create a media artwork.

#### *For example:*

- Create four draft logo designs, each in a different form or style, such as a calligram, pictogram, combination design, and student-choice design.

ANCHOR

2

CREATING

*develop*

### Anchor Standard 2

Organize and develop artistic ideas and work.

#### Performance Standard (MA:Cr2.1.6)

a. Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

**Essential Question:** How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

#### *Suggestions for students—*

- Identify and discuss the elements that should be included in a portfolio.

#### *For example:*

- Select and organize pieces from one's own body of work to create a portfolio for a classroom presentation or an art show for culminating projects.

## ANCHOR

## 3

## CREATING

## construct

**Anchor Standard 3**

Refine and complete artistic work.

**Performance Standard (MA:Cr3.1.6)**

- a. Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective.
- b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.

**Enduring Understanding:** The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

**Essential Question:** What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

**Suggestions for students—**

- Reflect on the creative process during artistic development of the project and identify elements of art and principles of design, using arts vocabulary.

**For example:**

- Use an existing photo, picture, or video of a single object from different angles and distances or over a period of time and identify how the work can be altered, refined, and improved.
- Identify and magnify or shrink a part of an object within a picture in order to create a different perspective.

## ANCHOR

## 4

## PRODUCING

## integrate

**Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

**Performance Standard (MA:Pr4.1.6)**

- a. Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.

**Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**Essential Question:** How are complex media arts experiences constructed?

**Suggestions for students—**

- Review a variety of media artworks and explain the choices that the artists made in order to convey ideas.

**For example:**

- Watch and analyze a documentary: Describe and discuss with peers the effectiveness of the documentary and identify areas for improvement.
- Watch a documentary, followed by an animation or dramatic interpretation of the same subject, and use a graphic organizer to identify common themes.

**Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

**Performance Standard (MA:Pr5.1.6)**

- Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks, such as invention, formal technique, production, self-initiative, and problem-solving.
- Develop a variety of creative and adaptive innovation abilities, such as testing constraints, in developing solutions within and through media arts productions.
- Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

**Essential Question:** What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

**Suggestions for students—**

- Fulfill a specific, assigned role within a group that is tasked with creating a media artwork.
- Demonstrate the ability to use the tools available to solve creative challenges.

**For example:**

- Create an advertising company in which students are assigned different roles to create an advertising campaign using student-generated artworks, such as posters, slogans, and logos, to sell a mystery product; identify the effectiveness of the company's advertising media by gathering peer feedback.

**Anchor Standard 6**

Convey meaning through the presentation of artistic work.

**Performance Standard (MA:Pr6.1.6)**

- Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.
- Analyze results of and improvements for presenting media artworks.

**Enduring Understanding:** Media artists purposefully present, share, and distribute media artworks for various contexts.

**Essential Question:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?



**Suggestions for students—**

- Demonstrate awareness of the components of a portfolio.
- Explore a wide variety of media artworks and discuss what makes each effective.

**For example:**

- Visit museums (virtually or in person) to gauge personal interest; then, analyze the effectiveness of an exhibit and share with peers the feedback that one would give to the museum to improve the show.
- Compare an online media site to a physical site (such as a gallery or museum) to evaluate the effectiveness of each of the presentations.

ANCHOR

**7****RESPONDING***perceive***Anchor Standard 7**

Perceive and analyze artistic work.

**Performance Standard (MA:Re7.1.6)**

- Identify, describe, and analyze how message and meaning are created by components in media artworks.
- Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.

**Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**Essential Question:** How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

**Suggestions for students—**

- Participate in a classroom discussion about how the students are impacted as an audience in response to media.

**For example:**

- As a class, critique the message and meaning of particular media artworks.
- Identify which media artworks would be most effective for presentation to a particular audience, and share one's observations.
- Identify and discuss how perceptions of the audience's gender and age influence the design of a media artwork.

ANCHOR

**8****RESPONDING***interpret***Anchor Standard 8**

Interpret intent and meaning in artistic work.

**Performance Standard (MA:Re8.1.6)**

- Analyze the intent of a variety of media artworks, using given criteria.

**Enduring Understanding:**

Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

**Essential Question:** How do people relate to and interpret media artworks?

**Suggestions for students—**

- Evaluate a variety of media artworks and participate in a discussion about how each artwork conveys specific messages.

**For example:**

- Analyze the message in media artworks presented by the teacher and record the results in a graphic organizer.
- Explore a variety of media to identify messages and share the results by means of a panel discussion.

ANCHOR

**9****RESPONDING***evaluate*

**Anchor Standard 9**

Apply criteria to evaluate artistic work.

**Performance Standard (MA:Re9.1.6)**

a. Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.

**Enduring Understanding:** Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

**Essential Question:** How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

**Suggestions for students—**

- Review examples of production processes and participate in a class discussion to evaluate the effectiveness of the productions.

**For example:**

- Identify—by illustrating the tasks and timeline in a graphic organizer—the production processes involved in creating media artworks.

ANCHOR

**10****CONNECTING***synthesize*

**Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Media artworks synthesize meaning and form cultural experience.

**Performance Standard (MA:Cn10.1.6)**

- a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.
- b. Explain and show how media artworks form new meanings, situations, and cultural experiences, such as historical events.

**Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

**Suggestions for students—**

- Use research, prior knowledge, experiences, and interests to evaluate resources and historical events in order to form new ideas.

**For example:**

- Compare a scene in a movie to the book it was based on and discuss how the story is treated in each work; illustrate the comparison in a Venn diagram.
- Watch a documentary about art forgery and discuss it in class.

ANCHOR

**11****CONNECTING***relate***Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Performance Standard (MA:Cn11.1.6)**

- a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.
- b. Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy.

**Enduring Understanding:** Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

**Essential Question:** How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

**Suggestions for students—**

- Explore how media works relate to and influence personal life or culture by examining a selection of historical and entertainment examples.

**For example:**

- Work with others to create a media artwork about cultures at the school for the teacher to share at school conferences.
- Explore two popular social media sites and create a media artwork that compares and contrasts them; use correct citation to document research.

# Media Arts—Grade 7

ANCHOR

1

CREATING

*conceive*

## Anchor Standard 1

Generate and conceptualize artistic ideas and work.

### Performance Standard (MA:Cr1.1.7)

a. Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping.

**Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

**Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

### *Suggestions for students—*

- Participate in a collaborative creative process, such as sketching, improvisation, and brainstorming.

### *For example:*

- Generate a 3D printing design for a client or a specific audience.

ANCHOR

2

CREATING

*develop*

## Anchor Standard 2

Organize and develop artistic ideas and work.

### Performance Standard (MA:Cr2.1.7)

a. Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

**Essential Question:** How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

### *Suggestions for students—*

- Select and organize personal works to add to one's portfolio.

### *For example:*

- Prepare media images intended for a portfolio and gather feedback to determine the best works for presentation at a community art show or for display at a local business or educational service district (ESD).

## ANCHOR

## 3

## CREATING

## construct

**Anchor Standard 3**

Refine and complete artistic work.

**Performance Standard (MA:Cr3.1.7)**

- a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.
- b. Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.

**Enduring Understanding:** The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

**Essential Question:** What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

**Suggestions for students—**

- Reflect on the creative process during artistic development of a project; identify elements of art and principles of design, using arts vocabulary, and write an artist’s statement that includes the improvements and refinements made in the development of the final work.

**For example:**

- Use peer feedback to refine and complete a voiceover narrative that explains existing photos or videos of a single object that has been shot from different angles and distances over a period of time.
- Identify and magnify or shrink a part of an object or picture in order to create a different perspective for use in the development and improvement of a film short.

## ANCHOR

## 4

## PRODUCING

## integrate

**Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

**Performance Standard (MA:Pr4.1.7)**

- a. Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game.

**Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**Essential Question:** How are complex media arts experiences constructed?

**Suggestions for students—**

- Explain why a media artist made particular choices in order to create and develop an idea within a work.
- Create a media artwork and explain the artistic choices that one made to develop it.

**For example:**

- Watch and analyze an online documentary short: Describe the effectiveness of the parts, identify what one would change to improve the documentary, and use evidence to defend (orally or in writing) one’s claims.
- Watch an online documentary short and an animation or dramatic interpretation of the same subject and identify, compare, and analyze common themes; present the results in a digital presentation platform.

ANCHOR

**5****PRODUCING***practice***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

**Performance Standard (MA:Pr5.1.7)**

- a. Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks, such as creative problem-solving and organizing.
- b. Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions.
- c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

**Essential Question:** What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

**Suggestions for students—**

- Undertake a variety of assigned roles to develop a media arts project collaboratively.
- Demonstrate the ability to adapt skills and tools for use in media arts projects.

**For example:**

- Create an advertising campaign for a product for sale by a local store, and analyze peer feedback to determine what makes a successful advertising campaign for this product.

ANCHOR

**6****PRODUCING***present***Anchor Standard 6**

Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Media artists purposefully present, share, and distribute media artworks for various contexts.

**Performance Standard (MA:Pr6.1.7)**

- Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.
- Evaluate the results of and improvements for presenting media artworks, considering impacts on personal growth.

**Essential Question:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

**Suggestions for students—**

- Evaluate and edit the components of one's portfolio.
- Curate a body of work.

**For example:**

- Visit museums (virtually or in person) and fulfill a media task (such as presenting a live critique of an artwork).
- Choose and compare at least two popular, public, online media sites.
- Choose and compare an online media site and a physical site (such as a gallery or museum).

ANCHOR

**7****RESPONDING***perceive***Anchor Standard 7**

Perceive and analyze artistic work.

**Performance Standard (MA:Re7.1.7)**

- Describe, compare, and analyze the qualities of and relationships between the components in media artworks.
- Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.

**Enduring Understanding:**

Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**Essential Question:** How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

**Suggestions for students—**

- Compare two or more media artworks to find differences and similarities between them.

**For example:**

- Compare and contrast the message and meaning of media artworks selected by the teacher.
- Analyze which media artworks would be most effective for presentation to a particular audience; then, prepare and present a media arts project that communicates one's observations.

**Anchor Standard 8**

Interpret intent and meaning in artistic work.

**Performance Standard (MA:Re8.1.7)**

a. Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.

**Enduring Understanding:**

Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

**Essential Question:** How do people relate to and interpret media artworks?

**Suggestions for students—**

- Participate in a panel discussion about a diverse selection of media artworks, and apply the criteria that one developed to evaluate the messages that they convey.

**For example:**

- Work with peers to develop a rubric to analyze the messages in media artworks.
- Explore a variety of media artworks and use a rubric to identify and evaluate the messages that they convey.

**Anchor Standard 9**

Apply criteria to evaluate artistic work.

**Performance Standard (MA:Re9.1.7)**

a. Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.

**Enduring Understanding:** Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

**Essential Question:** How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

**Suggestions for students—**

- Develop or select examples of media artworks that show production processes, and participate in a class discussion to generate feedback to improve each production.

**For example:**

- Identify and analyze the effectiveness of production processes involved in creating media artworks; discuss with a peer how the production processes might be improved.



**Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

**Performance Standard (MA:Cn10.1.7)**

- a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.
- b. Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning, and new information.

**Enduring Understanding:** Media artworks synthesize meaning and form cultural experience.

**Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

**Suggestions for students—**

- Use media to influence the creation of one’s own media artwork.
- Examine a selection of media artworks to evaluate the impact of various forms of media arts on experiences/cultures.

**For example:**

- Research and explore the evolution of the camera or communication tools and their impacts on society.
- Compare a movie to one’s own life, or design a movie poster that represents one’s life as a movie.
- Watch a documentary about art forgery and discuss intentional versus unintentional copyright infringement.

**Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Performance Standard (MA:Cn11.1.7)**

- a. Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media.
- b. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.

**Enduring Understanding:** Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

**Essential Question:** How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist’s understanding and work?

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***Suggestions for students—***

- Develop a presentation about how media artworks relate to and influence personal life or culture.

***For example:***

- Work with a partner to create a media arts project that identifies and honors one of the cultures represented in the school; present it to an audience outside of the classroom.
- Explore the history and impact of a predetermined form of social media and create a compare/contrast media arts project about it.

# Media Arts—Grade 8

ANCHOR

1

CREATING

conceive

## Anchor Standard 1

Generate and conceptualize artistic ideas and work.

### Performance Standard (MA:Cr1.1.8)

a. Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.

**Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

**Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

### Suggestions for students—

- Build brainstorming skills (including improvising, modeling, and prototyping) to generate lists and ideas drawn from personal life in order to create media artworks.

### For example:

- Use brainstorming skills and tools to identify and solve creative challenges.
- Identify a problem (such as “campus litter,” “bullying,” or “cell phone policy”) and brainstorm how to use available technology to respond to it.

ANCHOR

2

CREATING

develop

## Anchor Standard 2

Organize and develop artistic ideas and work.

### Performance Standard (MA:Cr2.1.8)

a. Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

**Essential Question:** How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

### Suggestions for students—

- Develop a body of media artworks and critique the work formally or informally, by means of peer review or self-reflection, prior to finalizing it.
- Participate in rough-cut/mid-point reviews with peers prior to finalization of media artworks.

**For example:**

- Prepare a portfolio for presentation at a show or venue (initiated by the student, with the assistance of the teacher).

ANCHOR

**3****CREATING***construct***Anchor Standard 3**

Refine and complete artistic work.

**Performance Standard (MA:Cr3.1.8)**

- Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity.
- Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.

**Enduring Understanding:** The

forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

**Essential Question:** What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

**Suggestions for students—**

- Demonstrate the ability to use elements of art (line, shape, form, texture, value, space, and color) and principles of design (balance, contrast, emphasis/dominance, harmony, movement, pattern, proportion, repetition, rhythm, unity, and variety) to develop a finished media artwork.
- Use the creative process with intention to develop a media arts project of one's own choosing; refer to the use of elements of art and principles of design (using arts vocabulary) to write an artist's statement explaining one's artistic choices.
- Identify a broad theme to develop ideas for a creative multimedia project that incorporates a different perspective.

**For example:**

- Create a montage of photos, drawings, and video of a single object from different angles and distances or over a period of time and develop a narrative based on a single broad theme to document the project.
- Create a multimedia project that incorporates a different perspective and uses big thematic ideas (such as water, pollution, or energy); for example, a water project could focus on clouds or rain (e.g. journey of a water droplet).

**Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

**Performance Standard (MA:Pr4.1.8)**

a. Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre.

**Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**Essential Question:** How are complex media arts experiences constructed?

**Suggestions for students—**

- Make choices independently about how to create an idea within a media artwork.

**For example:**

- Watch and analyze a documentary of one's own choosing: identify what one would change to improve the documentary, and create a public media presentation that supports one's claims.
- Compare and contrast at least three different types of media presentation on a single subject and analyze common themes through a multimedia digital presentation.

**Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

**Performance Standard (MA:Pr5.1.8)**

a. Demonstrate a defined range of artistic, design, technical, and soft skills, through performing specified roles in producing media artworks, such as strategizing and collaborative communication.

b. Demonstrate a defined range of creative and adaptive innovation abilities, such as divergent solutions and bending conventions, in developing new solutions for identified problems within and through media arts productions.

c. Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of media artworks.

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

**Essential Question:** What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

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**Suggestions for students—**

- Work with others to define and assign roles in order to develop a media arts project collaboratively.
- Demonstrate the ability to use media arts to express ideas in an original way.

**For example:**

- Create a media arts product for a public presentation. Analyze the success of the product, and then document one’s reflections about the improvements one would implement.

ANCHOR

**6****PRODUCING***present***Anchor Standard 6**

Convey meaning through the presentation of artistic work.

**Performance Standard (MA:Pr6.1.8)**

- Design the presentation and distribution of media artworks through multiple formats and/or contexts.
- Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.

**Enduring Understanding:** Media artists purposefully present, share, and distribute media artworks for various contexts.

**Essential Question:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

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**Suggestions for students—**

- Develop and present a media arts portfolio.

**For example:**

- Visit museums (virtually or in person) and select a media task, such as presenting a live critique of an artwork or acting as a docent or curator.
- Create and evaluate a wide variety of one’s own media artworks—online as well as physical—and discuss what makes each effective and what might make the work more effective.
- Curate a body of one’s own media artworks—online as well as physical—and support one’s choices, explaining what makes each effective and what might make the body of work more effective.

**Anchor Standard 7**

Perceive and analyze artistic work.

**Performance Standard (MA:Re7.1.8)**

- a. Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.
- b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.

**Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**Essential Question:** How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

**Suggestions for students—**

- Self-select and look at specific components within media artworks to identify, compare, and analyze.

**For example:**

- Compare and contrast the message and meaning of media artworks that one has selected.
- Analyze and present the works that one decides would be most effective for presentation to a particular audience through a media presentation.

**Anchor Standard 8**

Interpret intent and meaning in artistic work.

**Performance Standard (MA:Re8.1.8)**

- a. Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.

**Enduring Understanding:** Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

**Essential Question:** How do people relate to and interpret media artworks?

**Suggestions for students—**

- Use a selection of media artworks from a variety of contexts to develop a rubric of criteria to analyze the messages in media artworks.

**For example:**

- Using the criteria that one developed, explore a variety of online videos to identify and evaluate messages.

## ANCHOR

## 9

## RESPONDING

## evaluate

**Anchor Standard 9**

Apply criteria to evaluate artistic work.

**Performance Standard (MA:Re9.1.8)**

a. Evaluate media artworks and production processes with developed criteria, considering context and artistic goals.

**Enduring Understanding:** Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

**Essential Question:** How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

**Suggestions for students—**

- Develop and choose examples to create a product using a specific production process; use written feedback to evaluate the effectiveness of the production.

**For example:**

- Create an innovative, updated design and prototype of an every-day tool; then, create a how-to video for others to follow. Solicit feedback from industry experts in the community, or post the video on a website that features do-it-yourself projects and solicit feedback from users.

## ANCHOR

## 10

## CONNECTING

## synthesize

**Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

**Performance Standard (MA:Cn10.1.8)**

a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.

b. Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.

**Enduring Understanding:** Media artworks synthesize meaning and form cultural experience.

**Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

**Suggestions for students—**

- Select and analyze media artworks to evaluate the impact of media on communities and particular audiences.
- Use media techniques in order to influence an audience.



**For example:**

- Research and explore the evolution of computers and communication tools and their impacts on society.
- Create a movie about one’s own life, and design a movie poster that would represent one’s life as a movie.
- Watch a documentary about art forgery and create a public service announcement about intentional versus unintentional copyright infringement.

ANCHOR

**11**

CONNECTING

*relate***Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Performance Standard (MA:Cn11.1.8)**

- a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.
- b. Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, and virtual worlds.

**Enduring Understanding:** Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

**Essential Question:** How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist’s understanding and work?

**Suggestions for students—**

- Create projects that address the absence or presence of bias.

**For example:**

- Create a video about cultural diversity, including the populations represented in the community and school, to present to the school at an assembly related to Martin Luther King, Jr.’s Birthday or similar event.
- Choose and explore the personal impact of two popular social media sites and create a compare/contrast video, intentionally including several actual student interviews with examples of bias that occurs naturally with the use of opinion. Present in a public venue.

## Media Arts—High School Proficient

ANCHOR

1

CREATING

conceive

### Anchor Standard 1

Generate and conceptualize artistic ideas and work.

#### Performance Standard (MA:Cr1.1.1)

a. Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

**Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

**Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

#### *Suggestions for students—*

- Use graphic organizers and available technology to brainstorm ideas and set goals to be used to design a final work of media art.

#### *For example:*

- Generate and use graphic organizers, such as story boards, mind maps, timelines, and scripts, to design a media artwork.
- Set a goal for using good quality audio within a video production.

ANCHOR

2

CREATING

develop

### Anchor Standard 2

Organize and develop artistic ideas and work.

#### Performance Standard (MA:Cr2.1.1)

a. Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

**Essential Question:** How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

#### *Suggestions for students—*

- Create and capture imagery, audio, and written work to incorporate into a work of art.

#### *For example:*

- Create scripted and/or non-scripted visual footage, including different “takes,” b-roll, retakes, image capture, and various techniques.

- Record narration, sound effects, and audio components for use in one’s final project.
- Write a developed script, artist statement, notes, and by-lines for image captures (etc.), to be published in one’s final project.

## ANCHOR

## 3

## CREATING

## construct

**Anchor Standard 3**

Refine and complete artistic work.

**Performance Standard (MA:Cr3.1.1)**

- Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.
- Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

**Enduring Understanding:** The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

**Essential Question:** What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

**Suggestions for students—**

- Complete a work of media art by combining all components to be edited in appropriate software and applying criteria and conventions of the elements of art and principles of design; publish completed work so that it is viewed and/or evaluated by an audience.

**For example:**

- Present a newscast to an audience using broadcast, print, or emerging technology, video production, image-capture story, podcast, and/or audio capture.

## ANCHOR

## 4

## PRODUCING

## integrate

**Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

**Performance Standard (MA:Pr4.1.1)**

- Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.

**Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**Essential Question:** How are complex media arts experiences constructed?

**Suggestions for students—**

- Apply specific criteria to analyze and evaluate works from various collections/artists in order to present them to an audience.

**For example:**

- Find different works, such as three baroque paintings, or a baroque painting, music, and poetry, and explain their connections and/or the ways in which they contrast in a cohesive, curated media arts collection.
- Select and present artworks by other students for a media presentation/show to be attended by a school audience, such as an art show or theatrical presentation.
- Trace the development of a particular media art form, identifying the various cultural influences that contributed to its development over a specific period of time.

ANCHOR

**5****PRODUCING***practice***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

**Performance Standard (MA:Pr5.1.1)**

- a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
- b. Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking and risk taking, in addressing identified challenges and constraints within and through media arts productions.
- c. Demonstrate adaptation and innovation through the combination of tools, techniques, and content, in standard and innovative ways, to communicate intent in the production of media artworks.

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

**Essential Question:** What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

**Suggestions for students—**

- Identify, learn, and develop the various progressive skills that are necessary for completing media presentations.

**For example:**

- Perform defined skills within various hierarchies and/or timelines; for instance, perform the role of producer, set designer, lighting designer, audio designer, program designer, or curator.
- Create a production to show evidence of innovation, collaboration, communication, problem solving, and teamwork.

**Anchor Standard 6**

Convey meaning through the presentation of artistic work.

**Performance Standard (MA:Pr6.1.1)**

- a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.
- b. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others.

**Enduring Understanding:** Media artists purposefully present, share, and distribute media artworks for various contexts.

**Essential Question:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

**Suggestions for students—**

- Use specific criteria to identify and present media artworks that convey intent; consider the audience as an integral participant that engages with the work.
- Identify the appropriate time and context for presenting particular media artworks and explain the cultural or contextual factors that influence such a decision.

**For example:**

- Curate a collection of one's own completed media artworks for a portfolio presentation to a specific audience.
- Evaluate one's own media artworks to prepare for a media arts contest or competition.

**Anchor Standard 7**

Perceive and analyze artistic work.

**Performance Standard (MA:Re7.1.1)**

- a. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.
- b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.

**Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**Essential Question:** How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

**Suggestions for students—**

- Identify and deconstruct specific media artworks to compare and contrast their respective components.

**For example:**

- Deconstruct a work of media art to identify the elements of art and principles of design that convey meaning within the work itself; for instance, deconstruct a video commercial and identify elements, principles, bias, and intended audience.
- Deconstruct two or more works of media art to identify the elements of art and principles of design that convey meaning; for instance, compare short videos and identify the similarities and differences between the two; or critique and evaluate how each work of media art engages or interacts with an audience.

ANCHOR

8

RESPONDING

*interpret***Anchor Standard 8**

Interpret intent and meaning in artistic work.

**Performance Standard (MA:Re8.1.I)**

a. Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.

**Enduring Understanding:** Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

**Essential Question:** How do people relate to and interpret media artworks?

**Suggestions for students—**

- Identify the intent and cultural meaning of specific media artworks by creating a presentation that identifies the personal and/or cultural context of chosen media.
- Create a media arts project that reflects one's culture.

**For example:**

- Analyze a work of media art and then write a reflection about how the work connects to a particular culture.
- Compare and contrast advertisements or film clips from different cultures and write a comparative essay considering the method each uses to connect a personal experience to the wider societal context (such as the *Kite Runner* or *The Life of Pi*).

ANCHOR

9

RESPONDING

*evaluate***Anchor Standard 9**

Apply criteria to evaluate artistic work.

**Performance Standard (MA:Re9.1.I)**

a. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

**Enduring Understanding:** Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

**Essential Question:** How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

---

**Suggestions for students—**

- Identify and evaluate media artworks and processes in order to improve one’s evaluation process.

**For example:**

- Use a rubric to evaluate various stages of a media production.
- Midway through a project, conduct rough-cut reviews of peer work and processes in order to respond to the process and goals.

ANCHOR

**10****CONNECTING***synthesize***Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

**Performance Standard (MA:Cn10.1.I)**

- Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.
- Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.

**Enduring Understanding:** Media artworks synthesize meaning and form cultural experience.

**Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

---

**Suggestions for students—**

- Use information from authentic experience and outside research to create original and culturally distinct media artworks.

**For example:**

- Choose a culture that one either does or does not identify with and create a media-short that conveys a public service announcement about that culture; for instance, self portrait, family tree, heritage project, local culture, or day-in-the-life.
- Use image capture to record candid moments of “normal and average” every-day life with a family member.
- Discuss how information and messaging about various cultures throughout digital media are gathered and recorded in ways that are respectful and disrespectful.

**Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Performance Standard (MA:Cn11.1.I)**

- a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.
- b. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

**Enduring Understanding:** Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

**Essential Question:** How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

**Suggestions for students—**

- Understand and relate social norms and values to a variety of media artworks in use locally, regionally, and globally in the past, present, and future.

**For example:**

- Develop an art history project by “becoming” a particular artist and creating that artist’s next work; continue to play the role of the artist when presenting the work to the class, and intentionally express the connection of the artist’s work to current media trends.
- Present a work of media art to a specific audience, explaining the context of the work and when it was created historically and culturally.
- Create an audio/visual presentation exploring the legal and cultural impact of a controversial work of media art.
- Use a Socratic seminar format to analyze and evaluate the copyright and contractual implications of bootlegged copies of a new film.



## Media Arts—High School Accomplished

ANCHOR

1

CREATING

conceive

### Anchor Standard 1

Generate and conceptualize artistic ideas and work.

#### Performance Standard (MA:Cr1.1.II)

a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.

**Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

**Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

#### *Suggestions for students—*

- Independently identify and use available brainstorming tools.

#### *For example:*

- Independently create and produce original storyboards/scripts and ideas to create multiple types of media arts projects, including claymations, line animations, and dramatic depictions.

ANCHOR

2

CREATING

develop

### Anchor Standard 2

Organize and develop artistic ideas and work.

#### Performance Standard (MA:Cr2.1.II)

a. Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

**Essential Question:** How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

#### *Suggestions for students—*

- Formulate and execute an intentional plan using innovative imagery and audio in order to create a media work.

#### *For example:*

- Create an exposé, documentary, or interview that explores a topic of one's choice.
- Develop an interactive website or online video channel.
- Create proof sheets documenting the different stages of editing of a work.

## ANCHOR

## 3

## CREATING

## construct

**Anchor Standard 3**

Refine and complete artistic work.

**Performance Standard (MA:Cr3.1.II)**

- a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.
- b. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.

**Enduring Understanding:** The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

**Essential Question:** What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

**Suggestions for students—**

- Use a system to apply feedback in order to refine/edit/improve media artworks.

**For example:**

- Use a feedback from three different audiences to inform the final editing process in order to complete a media artwork.
- Edit a narrative broadcast for online broadcasting to provide slant and/or bias on opposing sides of an issue.

## ANCHOR

## 4

## PRODUCING

## integrate

**Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

**Performance Standard (MA:Pr4.1.II)**

- a. Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.

**Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**Essential Question:** How are complex media arts experiences constructed?

**Suggestions for students—**

- Collect, analyze, and evaluate media artworks from multiple sources. Use specific criteria to select related works, and explain the connections between them when presenting the works to an audience.

**For example:**

- Create a yearbook or social media production.
- Produce a documentary about three different media artists who are connected to and influence one’s own media artworks.

ANCHOR

**5****PRODUCING***practice***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

**Performance Standard (MA:Pr5.1.II)**

- a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.
- b. Demonstrate effective ability in creative and adaptive innovation abilities, such as resisting closure, and responsive use of failure, to address sophisticated challenges within and through media arts productions.
- c. Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks.

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

**Essential Question:** What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

**Suggestions for students—**

- Manage independently the development and completion of a media artwork that shows understanding and mastery of a range of technical skills.
- Show evidence of using a range of 21<sup>st</sup>-century skills to respond and adapt to challenges that arise throughout the production process.

**For example:**

- Create three different media presentations using one set of clips in order to show evidence of adaptation and flexibility within diverse applications; for instance, create an advertisement, public service announcement, and instructional video.

ANCHOR

**6****PRODUCING***present***Anchor Standard 6**

Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Media artists purposefully present, share, and distribute media artworks for various contexts.

**Performance Standard (MA:Pr6.1.II)**

- a. Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels
- b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation.

**Essential Question:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

**Suggestions for students—**

- Create a media presentation designed to be a living document; present it to select or mass audiences and collect feedback to improve the work over time.

**For example:**

- Show one body of work over several venues (coffee house, theatre lobby, downtown business), diversifying and refining the presentation for each venue.
- Present a series of videos that address contemporary social issues, where the content is refined using feedback from diverse audiences.

ANCHOR

**7****RESPONDING***perceive***Anchor Standard 7**

Perceive and analyze artistic work.

**Performance Standard (MA:Re7.1.II)**

- a. Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact audiences.
- b. Analyze how a broad range of media artworks manage audience experience, creating intention and persuasion through multimodal perception.

**Enduring Understanding:**

Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**Essential Question:** How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

**Suggestions for students—**

- Compare, contrast, and deconstruct the components that exist in multiple media artworks; then, use a rubric to evaluate them and their impact on the intended audience.

**For example:**

- Design a rubric to analyze three commercials, focusing on style, pacing, and message.
- Analyze a public service announcement and an infomercial to compare audience experience and impact.

ANCHOR

8

RESPONDING

*interpret***Anchor Standard 8**

Interpret intent and meaning in artistic work.

**Performance Standard (MA:Re8.1.II)**

a. Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

**Enduring Understanding:**

Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

**Essential Question:** How do people relate to and interpret media artworks?

**Suggestions for students—**

- Identify the intent and meaning of several media artworks, and interpret the personal and cultural context of selected examples.

**For example:**

- Curate a collection of Native American and Asian media artworks to compare and contrast their cultural contexts.
- Compare documentaries about social justice movements at different points in history.

ANCHOR

9

RESPONDING

*evaluate***Anchor Standard 9**

Apply criteria to evaluate artistic work.

**Performance Standard (MA:Re9.1.II)**

a. Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.

**Enduring Understanding:** Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

**Essential Question:** How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

**Suggestions for students—**

- Identify and evaluate media artworks and processes using a rubric that one designed to improve student evaluations of the creative processes within a specific context.

**For example:**

- Use data from various evaluation measures to formally present, critique, and refine media artworks.
- Compare how two different cultures value women and/or gender identity in media; cite reasoning with specific examples and consider how one's own perspective influences one's observations.

**Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

**Performance Standard (MA:Cn10.1.II)**

- a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.
- b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.

**Enduring Understanding:** Media artworks synthesize meaning and form cultural experience.

**Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

**Suggestions for students—**

- Use information from authentic experience and outside research to create persuasive, original, and culturally distinct media artworks that synthesize information while developing personal and global connections.

**For example:**

- Choose a culture and create a personal narrative or documentary about it, using authentic experiences, interviews, external influences, and existing media to connect with the chosen culture.
- Choose a cultural group (either your own or another) within the community and create a photo essay, supported by interviews and research, that documents the influence of contemporary media on that group.

**Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Performance Standard (MA:Cn11.1.II)**

- a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth.
- b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.

**Enduring Understanding:** Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

**Essential Question:** How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

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***Suggestions for students—***

- Explore and relate complex social issues and values to a variety of media artworks in use locally, regionally, and globally in the past, present, and future.

***For example:***

- Create a photo essay or exposé contrasting a culture of homelessness or poverty with a culture of upper-middle to high-income in order to document and examine causes of and solutions to income inequality.
- Create a documentary about underserved communities within the school system and how they are pursuing diverse and equitable civil rights in the state of Washington.
- Discuss the impact of using media artworks to create propaganda or to promote and disseminate false or misleading information; then, create a media artwork that analyzes a historic work of propaganda (such as a film); or, create a media artwork that is propaganda for a character in a novel.

## Media Arts—High School Advanced

ANCHOR

1

CREATING

conceive

### Anchor Standard 1

Generate and conceptualize artistic ideas and work.

#### Performance Standard (MA:Cr1.1.III)

a. Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.

**Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

**Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

#### Suggestions for students—

- Use brainstorming tools.
- Create a concrete plan that includes multiple brainstorming methods and communicates the intended use of resources, scope and sequence of the media arts project, and overall message and vision to be communicated to an audience.

#### For example:

- Create a multiple-frame storyboard to communicate ideas for a media arts project.
- Create a multiple-image contact sheet for a photo essay proposal.

ANCHOR

2

CREATING

develop

### Anchor Standard 2

Organize and develop artistic ideas and work.

#### Performance Standard (MA:Cr2.1.III)

a. Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

**Essential Question:** How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

#### Suggestions for students—

- Seek input from various sources to guide the development of a media arts project that explores cross-curricular connections.



**For example:**

- Create a multi-tiered documentary, which could include documents, literature, maps, music, politics, and visual or fine arts (for instance, a documentary featuring 18<sup>th</sup>-century France).
- Present an idea to a “test-market,” such as by conducting a rough-cut review to determine the direction and interest of the project.

ANCHOR

**3****CREATING***construct***Anchor Standard 3**

Refine and complete artistic work.

**Performance Standard (MA:Cr3.1.III)**

- a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles, such as hybridization.
- b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.

**Enduring Understanding:** The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

**Essential Question:** What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

**Suggestions for students—**

- Use multiple media arts elements and principles to elicit an emotional response from a target audience.
- Respond to reviews by creating multiple drafts to refine and improve media artworks.

**For example:**

- Create a words-free video, using a copyright-free soundtrack to invoke an emotional response, such as humor, empathy, anger, or indignation.
- Create a persuasive media arts project, based on a theme, that alters the emotional response of the audience.

ANCHOR

**4****PRODUCING***integrate***Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

**Performance Standard (MA:Pr4.1.III)**

- a. Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms, such as transdisciplinary productions.

**Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**Essential Question:** How are complex media arts experiences constructed?

**Suggestions for students—**

- Develop independently artistic media collections; analyze and evaluate the collections based on specific criteria.
- Connect the works of various media artists in order to create a cross-disciplinary presentation for diverse public audiences.

**For example:**

- Identify a problem, develop media artworks that address the issue, and curate a showing of media works selected from among those that one created.
- Use various forms of feedback from audiences to refine one's own artist statement and presentation.

ANCHOR

5

PRODUCING

practice

**Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

**Performance Standard (MA:Pr5.1.III)**

- Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
- Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.
- Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

**Essential Question:** What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

**Suggestions for students—**

- Demonstrate command of the advanced skills that are necessary for completing a production within a set schedule in time for public presentations.

**For example:**

- Independently plan, document, and manage the production of all aspects of a commercial photo shoot.
- Plan and execute a media arts production over the course of a term, demonstrating mastery of necessary skills and the ability to adapt to changes in the needs and format of the weekly/bi-weekly production.
- Present a product to a panel of peers for critique and evaluation.

**Anchor Standard 6**

Convey meaning through the presentation of artistic work.

**Performance Standard (MA:Pr6.1.III)**

- a. Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts, such as markets and venues.
- b. Independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts, such as new understandings that were gained by artist and audience.

**Enduring Understanding:** Media artists purposefully present, share, and distribute media artworks for various contexts.

**Essential Question:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

**Suggestions for students—**

- Create media presentations for public viewing, incorporating all aspects and requirements of a public display, from inception to completion and reflection.

**For example:**

- Curate and present a community art show for beginning media artists.
- Working independently, curate themes, secure venues, contact community members, advertise, and distribute a media arts presentation.
- At the culmination of a presentation, engage in reflective evaluation that informs others of the pitfalls and challenges, best practices, and effective timeline and scheduling for future projects.

**Anchor Standard 7**

Perceive and analyze artistic work.

**Performance Standard (MA:Re7.1.III)**

- a. Analyze and synthesize the qualities and relationships of the components and audience impact in a variety media artworks.
- b. Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.

**Enduring Understanding:**

Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**Essential Question:** How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

**Suggestions for students—**

- Compare, contrast, and deconstruct the components that exist within and between a large variety of media artworks, developing and evaluating the work on a student-designed rubric.
- Work independently to deconstruct, critique, and evaluate how a work or works of media art engage or interact with a diverse range of audiences and venues.

**For example:**

- Design and use a rubric to analyze the quality of, and connections between, five or more media artworks.
- Analyze, compare, and rate multiple media artworks (commercials, public service announcements, documentaries, narratives, and infomercials) in terms of their impact on the audience. Consider environmental components (how and where audiences experience the media artworks), such as an in-home theatre (intimate), movie theatre (public), or personal video device (private).

ANCHOR

**8**

**RESPONDING**

*interpret*

**Anchor Standard 8**

Interpret intent and meaning in artistic work.

**Performance Standard (MA:Re8.1.III)**

a. Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.

**Enduring Understanding:**

Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

**Essential Question:** How do people relate to and interpret media artworks?

**Suggestions for students—**

- Interpret the intent and meaning of local and global media artworks by identifying the personal and cultural context of bias.

**For example:**

- Analyze and present to multiple audiences a presentation about the complexities and commonalities of media propaganda over different periods in media history.
- Reveal bias in political and/or social media by creating a piece of media propaganda in opposition or response to the original media artwork.

**Anchor Standard 9**

Apply criteria to evaluate artistic work.

**Performance Standard (MA:Re9.1.III)**

a. Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.

**Enduring Understanding:** Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

**Essential Question:** How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

**Suggestions for students—**

- Develop high-level criteria to create a rubric to evaluate media artworks and processes; include consideration of personal and/or external factors in the criteria.
- Develop a personal method to analyze goals and growth through the creative process.

**For example:**

- Independently create and track the growth of the goals of a production process.
- Independently and consistently seek feedback throughout the creation, development, and completion of a final culminating media arts project.

**Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

**Performance Standard (MA:Cn10.1.III)**

a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.

b. Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.

**Enduring Understanding:** Media artworks synthesize meaning and form cultural experience.

**Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

**Suggestions for students—**

- Use independent research to create persuasive, original, and culturally distinct media artworks that synthesize information while expanding personal and impactful global connections.

**For example:**

- Choose a media artist who significantly influences one’s own work or the work of fellow students; then, develop, refine, and present a media artwork (such as a documentary, short film, or narrative) in which students cite examples to demonstrate or explain the artist’s impact on their work.
- Independently create and defend a media artwork about a personally significant event within the context of a new cultural experience, such as the personal impact of a family trip to a foreign country.

ANCHOR

**11**

CONNECTING

relate

**Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Performance Standard (MA:Cn11.1.III)**

- a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.
- b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.

**Enduring Understanding:** Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

**Essential Question:** How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

**Suggestions for students—**

- Independently investigate and communicate complex social issues, legalities, and values in relation to a variety of media artworks in use locally, regionally, and globally, in the context of the financial and intellectual rights and responsibilities of professional artists.

**For example:**

- Produce an investigative report about the effects of global digital piracy, using video and audio interviews with stakeholders, such as contract and copyright lawyers, free speech advocates, and professional media artists (such as scriptwriters, actors, cinematographers, and audio producers).
- Create an impactful media artwork, using a format such as a roundtable or panel, to explore and analyze the contrast between two sides of an ethical and/or social dilemma; for instance, exploring issues within the context of the *Universal Declaration of Human Rights*.

## Appendix 1: Pre-K Standards for Media Arts

ANCHOR

1

CREATING

*conceive*

### Anchor Standard 1

Generate and conceptualize artistic ideas and work.

#### Performance Standard (MA:Cr1.1.PK)

a. Share ideas for media artworks through guided exploration of tools, methods, and imagining.

**Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

**Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

ANCHOR

2

CREATING

*develop*

### Anchor Standard 2

Organize and develop artistic ideas and work.

#### Performance Standard (MA:Cr2.1.PK)

a. With guidance, form ideas into plans or models for media arts productions.

**Enduring Understanding:** Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

**Essential Question:** How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

ANCHOR

3

CREATING

*construct*

### Anchor Standard 3

Refine and complete artistic work.

#### Performance Standard (MA:Cr3.1.PK)

a. Make and capture media arts content, freely and in guided practice, in media arts productions.  
b. Attempt and share expressive effects, freely and in guided practice, in creating media artworks.

**Enduring Understanding:** The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

**Essential Question:** What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

ANCHOR

4

PRODUCING

*integrate***Anchor Standard 4**

Select, analyze, and interpret artistic work for presentation.

**Performance Standard (MA:Pr4.1.PK)**

a. With guidance, combine different forms and content, such as image and sound, to form media artworks.

**Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**Essential Question:** How are complex media arts experiences constructed?

ANCHOR

5

PRODUCING

*practice***Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

**Performance Standard (MA:Pr5.1.PK)**

- a. Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks.
- b. Use identified creative skills, such as imagining freely and in guided practice, within media arts productions.
- c. Use media arts creation tools freely and in guided practice.

**Enduring Understanding:** Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

**Essential Question:** What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

ANCHOR

6

PRODUCING

*present***Anchor Standard 6**

Convey meaning through the presentation of artistic work.

**Performance Standard (MA:Pr6.1.PK)**

- a. With guidance, share roles and discuss the situation for presenting media artworks.
- b. With guidance, share reactions to the presentation of media artworks.

**Enduring Understanding:** Media artists purposefully present, share, and distribute media artworks for various contexts.

**Essential Question:** How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?



ANCHOR

7

RESPONDING

*perceive*

**Anchor Standard 7**

Perceive and analyze artistic work.

**Performance Standard (MA:Re7.1.PK)**

- a. With guidance, explore and discuss components and messages in a variety of media artworks.
- b. With guidance, explore media artworks and discuss experiences.

**Enduring Understanding:**

Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**Essential Question:** How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

ANCHOR

8

RESPONDING

*interpret*

**Anchor Standard 8**

Interpret intent and meaning in artistic work.

**Performance Standard (MA:Re8.1.PK)**

- a. With guidance, share reactions to media artworks.

**Enduring Understanding:** Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

**Essential Question:** How do people relate to and interpret media artworks?

ANCHOR

9

RESPONDING

*evaluate*

**Anchor Standard 9**

Apply criteria to evaluate artistic work.

**Performance Standard (MA:Re9.1.PK)**

- a. With guidance, examine and share appealing qualities in media artworks.

**Enduring Understanding:** Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

**Essential Question:** How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

ANCHOR

**10**

CONNECTING

*synthesize***Anchor Standard 10**

Synthesize and relate knowledge and personal experiences to make art.

**Performance Standard (MA:Cn10.1.PK)**

- a. Use personal experiences in making media artworks.
- b. With guidance, share experiences of media artworks.

**Enduring Understanding:** Media artworks synthesize meaning and form cultural experience.

**Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

ANCHOR

**11**

CONNECTING

*relate***Anchor Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Performance Standard (MA:Cn11.1.PK)**

- a. With guidance, relate media artworks and everyday life.
- b. With guidance, interact safely and appropriately with media arts tools and environments.

**Enduring Understanding:** Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

**Essential Question:** How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

## ***Appendix 2: Glossary for Media Arts***

Terms in italics are reproduced from the glossary of the National Core Arts: Media Arts Standards by the National Coalition for Core Arts Standards.

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***attention***: principle of directing perception through sensory and conceptual impact

***authentic experience***: a learning experience that is designed to give students the opportunity to develop and apply knowledge and skills in connection with real-world scenarios, issues, and problems, thereby adding depth to their understanding and inspiring their interest by making it clear how their knowledge and skills are relevant and applicable

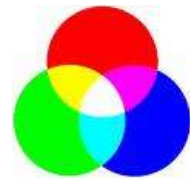
***balance***: principle of the equitable and/or dynamic distribution of items in a media arts composition or structure for aesthetic meaning, as in a visual frame, or within game architecture

***bitmapped image***: see pixel

***color, additive***: RGB color model; an additive color model in which red, green, and blue light are added together in various ways to reproduce a broad array of colors; the RGB spectrum is used in web design, video, and graphic arts, where computer monitors and televisions are the most common examples of the use of additive color. Additive color can also be found in the overlapping projected colored lights often used in theatrical lighting for plays and concerts; when light beams overlap, they produce yellow, cyan, magenta, and white (as illustrated here). This is a color wheel typically used by professional film makers, photographers, and web designers for work to be seen on a screen



***color, subtractive***: CMYK color model; most often found and used in a printer, subtractive colors in which the primaries include cyan, yellow, magenta (and black); a color wheel typically used by professional designers for print production



***components***: the discrete portions and aspects of media artworks, including: elements, principles, processes, parts, assemblies, etc., such as: light, sound, space, time, shot, clip, scene, sequence, movie, narrative, lighting, cinematography, interactivity, etc., etc

***composition***: principle of arrangement and balancing of components of a work for meaning and message

***constraints***: limitations on what is possible, both real and perceived

***contrast***: principle of using the difference between items, such as elements, qualities and components, to mutually complement them

**continuity:** the maintenance of uninterrupted flow, continuous action or self-consistent detail across the various scenes or components of a media artwork, i.e. game components, branding, movie timeline, series, etc.

**context:** the situation surrounding the creation or experience of media artworks that influences the work, artist or audience. This can include how, where, and when media experiences take place, as well as additional internal and external factors (personal, societal, cultural, historical, physical, virtual, economic, systemic, etc)

**convention:** an established, common, or predictable rule, method, or practice within media arts production, such as the notion of a 'hero' in storytelling

**copyright:** the exclusive right to make copies, license, and otherwise exploit a produced work

**creative process:** the process by means of which an artist creates a media artwork; the steps include:

Identifying the audience and purpose of the creation of a body of original media artworks

Exploring, gathering, and interpreting information from diverse sources to create original media artworks

Using ideas, skills, foundations, and techniques to create original media artworks

Implementing choices of the elements, skills, foundations, and techniques of media arts, the principles of design, and personal experience to create original media artworks

Reflecting for the purposes of self-evaluation and artistic improvement

Refining media artworks through feedback and self-reflection

Presenting media artworks to others in the community by displaying one's work in a variety of settings

**digital identity:** how one is presented, perceived and recorded online, including personal and collective information and sites, e-communications, commercial tracking, etc

**divergent thinking:** unique, original, uncommon, idiosyncratic ideas; thinking "outside of the box"

**design thinking:** a cognitive methodology that promotes innovative problem solving through the prototyping and testing process commonly used in design

**elements of art:** the basic components that make up a work of art: color, form, line, shape, space, texture, and value:

**color:** the visible range of reflected light. Color has three properties: hue, value, and intensity (brightness or dullness)

**form:** a three-dimensional object that has height, length, width, and depth

**line:** the one-dimensional path of a dot through space used by artists to control the viewer's eye movement; a thin mark made by a pencil, pen, or brush

**shape:** a closed space made when a line connects to itself

**space:** the area above, below, around, and within an artwork; the illusion of depth or space on a flat surface, created by means of the following techniques: rendering shapes and forms so that they overlap and using size, detail, value, color, and linear perspective

**texture:** an element that portrays surface quality: actual texture is how something feels; visual texture is how something appears to feel

**value:** the lightness and darkness of a line, shape, or form

**emphasis:** principle of giving greater compositional strength to a particular element or component in a media artwork

**ethics:** moral guidelines and philosophical principles for determining appropriate behavior within media arts environments

**exaggeration:** principle of pushing a media arts element or component into an extreme for provocation, attention, contrast, as seen in character, voice, mood, message, etc.

**experiential design:** area of media arts wherein interactive, immersive spaces and activities are created for the user; associated with entertainment design

**fairness:** complying with appropriate, ethical and equitable rules and guidelines

**fair use:** permits limited use of copyrighted material without acquiring permission from the rights holders, including commentary, search engines, criticism, etc.

**force:** principle of energy or amplitude within an element, such as the speed and impact of a character's motion

**generative methods:** various inventive techniques for creating new ideas and models, such as brainstorming, play, open exploration, experimentation, inverting assumptions, rulebending, etc.

**GIF (Graphics Interchange Format):** a compressed bitmapped image file

**hybridization:** principle of combining two existing media forms to create new and original forms, such as merging theatre and multimedia

**interactivity:** a diverse range of articulating capabilities between media arts components, such as user, audience, sensory elements, etc, that allow for inputs and outputs of responsive connectivity via sensors, triggers, interfaces, etc., and may be used to obtain data, commands, or information and may relay immediate feedback, or other communications; contains unique sets of aesthetic principles

**JPEG:** a commonly used format or method for compressing digital image files, particularly digital photographs; a file in this format

**juxtaposition:** placing greatly contrasting items together for effect

**legal:** the legislated parameters and protocols of media arts systems, including user agreements, publicity releases, copyright, etc.

**light, direct (additive):** light that shines directly on an object and produces the lightest area on the object; direct light is always lighter in value than indirect light

**light, indirect (reflective/reflected):** light that illuminates an object after bouncing off other surfaces nearby; reflected light is often apparent near the areas of shadow on an object (that is, between the shadow and the area that is illuminated by direct light) and may also be perceived or portrayed as a glow that appears opposite the direct source of light, causing the object to stand out from the areas in shadow, thereby enhancing the viewer's sense of the object as three-dimensional



**manage audience experience:** the act of designing and forming user sensory episodes through multi-sensory captivation, such as using sequences of moving image and sound to maintain and carry the viewer's attention, or constructing thematic spaces in virtual or experiential design

**markets:** the various commercial and informational channels and forums for media artworks, such as T.V., radio, Internet, fine arts, non-profit, communications, etc.

**meaning:** the formulation of significance and purposefulness in media artworks

**media arts contexts:** the diverse locations and circumstances of media arts, including its markets, networks, technologies and vocations

**media environments:** spaces, contexts and situations where media artworks are produced and experienced, such as in theaters, production studios and online

**media literacy:** a series of communication competencies, including the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and nonprint messages (National Association for Media Literacy Education)

**media messages:** the various artistic, emotional, expressive, prosaic, commercial, utilitarian and informational communications of media artworks

**megapixel:** see pixel

**meme:** a brief piece of information, such as an item of news, joke, photo, or video clip, that is passed electronically over the Internet from one user to another, often accruing changes and comments as it spreads

**modeling or concept modeling:** creating a digital or physical representation or sketch of an idea, usually for testing; prototyping

**movement:** principle of motion of diverse items within media artworks

**multimodal perception:** the coordinated and synchronized integration of multiple sensory systems (vision, touch, auditory, etc.) in media artworks

**multimedia theatre:** the combination of live theatre elements and digital media (sound, projections, video, etc.) into a unified production for a live audience

**narrative structure:** the framework for a story, usually consisting of an arc of beginning, conflict and resolution

**personal aesthetic:** an individually formed, idiosyncratic style or manner of expressing oneself; an artist's "voice"

**perspective:** principle pertaining to the method of three-dimensional rendering, point-of-view, and angle of composition

**pixel:** the smallest component of a digital image; the tiny area of illumination that, when combined with others, produces a digital image; a sample of an original digital image.

**bitmapped image:** a digital image made up of pixels arranged in a grid; also known as a raster image

**dpi (dots per inch):** a measure of a printer's density of dot placement within a square inch when it reproduces a digital image; sometimes used interchangeably with ppi

**megapixel (MP):** one million pixels; can refer to the number of pixels in a digital image, the number of image sensor elements in a digital camera, or the number of display elements in a digital display

**pixel count:** the total number of pixels contained in a digital image; pixel count may be expressed as a single digit (for instance, 3 million pixels or three megapixels), or as a pair of numbers, as in 800 x 600: the first figure in the pair (800) refers to the number of pixels in one horizontal row of the grid, while the second (600) refers to the number of pixels in a vertical column—800 x 600 pixels therefore equals 480,000 pixels or 0.48 megapixels

**ppi (pixels per inch):** a measure of the density of pixels in a digital image

**raster image:** a digital image made up of pixels; often used to refer to halftone printing and storage techniques

**plagiarism:** the act or practice of reproducing someone else's work and presenting it as one's own; also, incorporating into one's own work material that was borrowed from another's work without permission or acknowledgment of the original source

**point of view:** the position from which something or someone is observed; the position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted and by the attitude toward the characters

**positioning:** the principle of placement or arrangement

**presentation process:** the process by means of which an artist prepares for, presents, reflects on, and learns from a production of media artwork

**principles of design:** a means of organizing the elements in a work of art; the principles include:

**balance:** the arrangement of elements that makes individual parts of a composition appear equally important; an arrangement of the elements to create an equal distribution of visual weight throughout the format or composition. If a composition appears top- or bottom-heavy and/or anchored by weight to one side, it is not visually balanced. The types of balance are symmetrical (formal balance), in which the image or form is equally weighted on both sides of a center line; asymmetrical (informal balance), in which the image or form is unevenly weighted; and radial, in which the weight of the image or form radiates from a center point

**contrast:** a technique that shows differences in the elements of art in an artwork, such as smooth/rough textures, light/dark colors, or thick/thin lines

**emphasis/dominance:** emphasis refers to the importance assigned to certain objects or areas in an artwork; color, texture, shape, space, and size can be used to create a focal point or center of interest; dominance refers to the way an artwork shows emphasis; a way of organizing a composition so that one element or object in the composition is the strongest or most important part of the work

**harmony:** the creation of unity by stressing the similarities of separate, but related parts of the artwork

**movement:** the use of the elements of art to draw a viewer's eye from one point to another in an artwork

**pattern:** the repetition of the elements of art in an organized way; pattern and rhythm are both created through repetition

**proportion:** the relationship of parts to a whole or parts to one another in regards to size and placement

**repetition:** the repeated use of particular elements of visual arts to create a pattern, movement, rhythm, or unity

**rhythm (visual):** the repetition of elements of art to create movement in an artwork; types of rhythm include alternating (repetition of an element at least twice, such as red-blue, red-blue, red-blue); angular (repetition of two or more lines that have straight angles and edges); flowing (repetition of wavy lines or curved shapes to suggest movement or motion); progressive (repetition of the shape or size of a motif incrementally so that the shape is altered every time it repeats); random (repetition of the same elements, but without a recognizable order, such as stars in the sky); and regular (repetition of the same elements again and again)

**unity:** a successful combination of the elements of art to create a sense of wholeness and visual completion in an artwork

**variety:** the use of the elements of art to create differences in an artwork for visual interest.



**production processes:** the diverse processes, procedures, or steps used to carry out the construction of a media artwork, such as prototyping, playtesting, and architecture construction in game design

**prototyping:** creating a testable version, sketch or model of a media artwork, such as a game, character, website, application, etc.

**PSD (Photoshop Document):** a layered image file used in Adobe Photoshop; the default format that Photoshop uses for saving data; PSD is a proprietary file that allows the user to work with the images' individual layers even after the file has been saved

**raster:** see pixel

**resisting closure:** delaying completion of an idea, process or production, or persistently extending the process of refinement, towards greater creative solutions or technical perfection

**responding process:** the approach that an artist or artistically literate person uses to respond to a media artwork; the steps include:

Engaging the senses actively and purposefully while experiencing media artworks

Describing and communicating what is perceived and experienced through the senses

Analyzing the use and organization of elements, principles of design, and foundations

Interpreting meaning based on personal experiences, background knowledge, and research

Evaluating and justifying by using supportive evidence, historical relevance, and aesthetic criteria

**responsive use of failure:** incorporating errors towards persistent improvement of an idea, technique, process or product

**rules:** the laws, or guidelines for appropriate behavior; protocols

**safety:** maintaining proper behavior for the welfare of self and others in handling equipment and interacting with media arts environments and groups

**soft skills:** diverse organizational and management skills, useful to employment, such as collaboration, planning, adaptability, communication, etc

**storyboard:** a series of illustrations that depict the shots planned for a scene or sequence of scenes in a movie or television production; such illustrations typically show camera angles and may include directions and dialogue

**storyboarding:** the act of creating a series of illustrations to plan how a scene or sequence of scenes will be filmed for a television production or movie

- stylistic convention:** a common, familiar, or even “formulaic” presentation form, style, technique or construct, such as the use of tension building techniques in a suspense film, for example
- systemic communications:** socially or technologically organized and higher-order media arts communications such as networked multimedia, television formats and broadcasts, “viral” videos, social multimedia (e.g. “vine” videos), remixes, transmedia, etc.
- system(s):** the complex and diverse technological structures and contexts for media arts production, funding, distribution, viewing, and archiving
- technological:** the mechanical aspects and contexts of media arts production, including hardware, software, networks, code, etc.
- TIFF:** a file format commonly used for handling raster images and data within a single file (size, definition, image-data arrangement, applied image compression); it may be edited and re-saved without losing image quality
- tone:** principle of “color”, “texture” or “feel” of a media arts element or component, as for sound, lighting, mood, sequence, etc.
- transdisciplinary production:** accessing multiple disciplines during the conception and production processes of media creation, and using new connections or ideas that emerge to inform the work
- transmedia production:** communicating a narrative and/or theme over multiple media platforms, while adapting the style and structure of each story component to the unique qualities of the platforms
- vector:** a type of file, such as is used by Adobe Illustrator (AI) and EPS, that can be edited repeatedly; vector software programs use equations and geometry, rather than a grid of pixels, to create a graphic image, so unlike raster images, vector graphics can be stretched and resized without losing detail and clarity
- virtual channels:** network based presentation platforms such as Youtube, Vimeo, Deviantart, etc.
- virtual worlds:** online, digital, or synthetic environments (e.g. Minecraft, Second Life)
- vocational:** the workforce aspects and contexts of media arts

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