

National Core Arts Standards for Media Arts

An Introduction to the Media Arts Standards

Media arts standards are intended to address the diverse forms and categories of media arts, including: imaging, sound, moving image, virtual and interactive. Media arts standards do not dictate what or how to teach, but define age-appropriate outcomes for students, towards the achievement of Enduring Understandings and Artistic Literacy. They are therefore quite generalized, not specifying particular technologies or techniques, and containing very few examples of terminology and activities. The standards allow for a great diversity of instruction, methodology and circumstance. They are adaptive to the wide range of conditions that exist currently for the form across the country. State and district standards may offer greater specificity as they are developed, and Model Cornerstone Assessments will provide more specific examples of projects, lessons and activities.

The standards are normally presented in a linear, sequential format, which does provide a representation of the creative production process. But the standards are designed for access in a non-linear manner as well, whereby one can address any particular process, process component, or standard on an as needed basis. For example, lessons and units can easily begin within Connecting by considering a given context, move next into Responding to analyze particular examples of media arts, and then into Creating to begin production. Also, the standards represent portions of holistic creative process, and may be addressed in rapid-fire succession, as one is creating work. Therefore, a brainstorming session that is contained within Creating is also constantly accessing Responding and even Connecting. One well-structured class, lesson or unit can address many, if not all standards. This interactive web site offers versatility in accessing the standards for flexibility in lesson planning, instruction, and assessment. For example, process components may be selected as a primary organizational tool for some teachers.

Enduring Understandings and Essential Questions are written at one grade-level, and are to be adapted by the instructor to their specific grade-level. It is advisable to view standards at lower and higher grade levels in order to view a progression of proficiency. Nevertheless, it is assumed that students may have little or no formal media arts instruction at a particular grade level. Based on best practice, collaboration is assumed throughout the media arts standards.

Media Arts Writing Team

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Discipline: Media Arts Anchor Standard: Generate and conceptualize artistic ideas and work. 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(s): How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?		Artistic Process: Creating Process Component: Conceive	
Pre K (MA:Cr1.1.PK)	Kindergarten (MA:Cr1.1.K)	1st (MA:Cr1.1.1)	2nd (MA:Cr1.1.2)
Share ideas for media artworks through guided exploration of tools, methods, and imagining.	Discover and share ideas for media artworks using play and experimentation.	Express and share ideas for media artworks through sketching and modeling .	Discover multiple ideas for media artworks through brainstorming and improvising.
3rd (MA:Cr1.1.3)	4th (MA:Cr1.1.4)	5th (MA:Cr1.1.5)	
Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.	Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling .	Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.	
6th (MA:Cr1.1.6)	7th (MA:Cr1.1.7)	8th (MA:Cr1.1.8)	
Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.	Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping .	Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.	
HS Proficient (MA:Cr1.1.I)	HS Accomplished (MA:Cr1.1.II)	HS Advanced (MA:Cr1.1.III)	
Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.	Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.	Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.	

Discipline: Media Arts

Artistic Process: Creating

Anchor Standard: Organize and develop artistic ideas and work.

Process Component: Develop

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(s): How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Pre K (MA:Cr2.1.PK)	Kindergarten (MA:Cr2.1.K)	1 st (MA:Cr2.1.1)	2 nd (MA:Cr2.1.2)
With guidance, form ideas into plans or models for media arts productions.	With guidance, use ideas to form plans or models for media arts productions.	With guidance, use identified ideas to form plans and models for media arts productions.	Choose ideas to create plans and models for media arts productions.
3 rd (MA:Cr2.1.3)	4 th (MA:Cr2.1.4)	5 th (MA:Cr2.1.5)	
Form, share, and test ideas, plans, and models to prepare for media arts productions.	Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.	Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.	
6 th (MA:Cr2.1.6)	7 th (MA:Cr2.1.7)	8 th (MA:Cr2.1.8)	
Organize, propose, and evaluate artistic ideas, plans, prototypes , and production processes for media arts productions, considering purposeful intent.	Design, propose, and evaluate artistic ideas, plans, prototypes , and production processes for media arts productions, considering expressive intent and resources.	Structure and critique ideas, plans, prototypes , and production processes for media arts productions, considering intent, resources, and the presentation context.	
HS Proficient (MA:Cr2.1.I)	HS Accomplished (MA:Cr2.1.II)	HS Advanced (MA:Cr2.1.III)	
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.	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.	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.	

Discipline: Media Arts

Artistic Process: Creating

Anchor Standard: Refine and complete artistic work.

Process Component: Construct

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

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

Pre K (MA:Cr3.1.PK)	Kindergarten (MA:Cr3.1.K)	1st (MA:Cr3.1.1)	2nd (MA:Cr3.1.2)
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.	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.	a. Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition. b. Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.	a. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention . b. Test and describe expressive effects in altering, refining, and completing media artworks.
3rd (MA:Cr3.1.3)	4th (MA:Cr3.1.4)	5th (MA:Cr3.1.5)	
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.	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.	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.	
6th (MA:Cr3.1.6)	7th (MA:Cr3.1.7)	8th (MA:Cr3.1.8)	
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.	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.	a. 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. b. 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.	

Discipline: Media Arts

Artistic Process: Creating

Anchor Standard: Refine and complete artistic work.

Process Component: Construct

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

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

HS Proficient (MA:Cr3.1.I)	HS Accomplished (MA:Cr3.1.II)	HS Advanced (MA:Cr3.1.III)
<p>a. 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.</p> <p>b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.</p>	<p>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.</p> <p>b. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.</p>	<p>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.</p> <p>b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.</p>

Discipline: Media Arts

Artistic Process: Producing

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Process Component: Integrate

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

Essential Question(s): How are complex media arts experiences constructed?

Pre K (MA:Pr4.1.PK)	Kindergarten (MA:Pr4.1.K)	1st (MA:Pr4.1.1)	2nd (MA:Pr4.1.2)
With guidance, combine different forms and content, such as image and sound, to form media artworks.	With guidance, combine arts forms and media content, such as dance and video, to form media artworks.	Combine varied academic, arts, and media content in media artworks, such as an illustrated story,	Practice combining varied academic, arts, and media content into unified media artworks, such as a narrated science animation.
3rd (MA:Pr4.1.3)	4th (MA:Pr4.1.4)	5th (MA:Pr4.1.5)	
Practice combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.	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.	Create media artworks through the integration of multiple contents and forms, such as a media broadcast.	
6th (MA:Pr4.1.6)	7th (MA:Pr4.1.7)	8th (MA:Pr4.1.8)	
Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.	Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game.	Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre .	
HS Proficient (MA:Pr4.1.I)	HS Accomplished (MA:Pr4.1.II)	HS Advanced (MA:Pr4.1.III)	
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 .	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 .	Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms, such as transdisciplinary productions .	

Discipline: Media Arts

Artistic Process: Producing

Anchor Standard: Develop and refine artistic techniques and work for presentation. **Process Component:** Practice

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

Essential Question(s): 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?

Pre K (MA:Pr5.1.PK)	Kindergarten (MA:Pr5.1.K)	1 st (MA:Pr5.1.1)	2 nd (MA:Pr5.1.2)
<p>a. Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks.</p> <p>b. Use identified creative skills, such as imagining freely and in guided practice, within media arts productions.</p> <p>c. Use media arts creation tools freely and in guided practice.</p>	<p>a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.</p> <p>b. Identify and demonstrate creative skills, such as performing, within media arts productions.</p> <p>c. Practice, discover, and share how media arts creation tools work.</p>	<p>a. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions.</p> <p>b. Describe and demonstrate basic creative skills within media arts productions, such as varying techniques.</p> <p>c. Experiment with and share different ways to use tools and techniques to construct media artworks.</p>	<p>a. 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.</p> <p>b. Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions.</p> <p>c. Demonstrate and explore identified methods to use tools to capture and form media artworks.</p>
3 rd (MA:Pr5.1.3)	4 th (MA:Pr5.1.4)	5 th (MA:Pr5.1.5)	
<p>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.</p> <p>b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions.</p> <p>c. Exhibit standard use of tools and techniques while constructing media artworks.</p>	<p>a. 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.</p> <p>b. Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts productions.</p> <p>c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.</p>	<p>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.</p> <p>b. Practice fundamental creative and innovative abilities, such as expanding conventions, in addressing problems within and through media arts productions.</p> <p>c. Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks.</p>	

Discipline: Media Arts **Artistic Process:** Producing
Anchor Standard: Develop and refine artistic techniques and work for presentation. **Process Component:** Practice
Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.
Essential Question(s): 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?

6 th (MA:Pr5.1.6)	7 th (MA:Pr5.1.7)	8 th (MA:Pr5.1.8)
<p>a. 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.</p> <p>b. Develop a variety of creative and adaptive innovation abilities, such as testing constraints, in developing solutions within and through media arts productions.</p> <p>c. Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.</p>	<p>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.</p> <p>b. Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions.</p> <p>c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.</p>	<p>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.</p> <p>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.</p> <p>c. Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of media artworks.</p>
HS Proficient (MA:Pr5.1.I)	HS Accomplished (MA:Pr5.1.II)	HS Advanced (MA:Pr5.1.III)
<p>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.</p> <p>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.</p> <p>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.</p>	<p>a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.</p> <p>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.</p> <p>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.</p>	<p>a. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.</p> <p>b. Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.</p> <p>c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.</p>

Discipline: Media Arts		Artistic Process: Producing	
Anchor Standard: Convey meaning through the presentation of artistic work.		Process Component: Present	
Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.			
Essential Question(s): 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?			
Pre K (MA:Pr6.1.PK)	Kindergarten (MA:Pr6.1.K)	1st (MA:Pr6.1.1)	2nd (MA:Pr6.1.2)
a. With guidance, share roles and discuss the situation for presenting media artworks. b. With guidance, share reactions to the presentation of media artworks.	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.	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.	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.
3rd (MA:Pr6.1.3)	4th (MA:Pr6.1.4)	5th (MA:Pr6.1.5)	
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.	a. Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks. b. Explain results of and improvements for presenting media artworks.	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.	
6th (MA:Pr6.1.6)	7th (MA:Pr6.1.7)	8th (MA:Pr6.1.8)	
a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks. b. Analyze results of and improvements for presenting media artworks.	a. Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks. b. Evaluate the results of and improvements for presenting media artworks, considering impacts on personal growth.	a. Design the presentation and distribution of media artworks through multiple formats and/or contexts. b. Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.	
HS Proficient (MA:Pr6.1.I)	HS Accomplished (MA:Pr6.1.II)	HS Advanced (MA:Pr6.1.III)	
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.	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.	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.	

Discipline: Media Arts Anchor Standard: Perceive and analyze artistic work Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production. Essential Question(s): How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?		Artistic Process: Responding Process Component: Perceive	
Pre K (MA:Re7.1.PK)	Kindergarten (MA:Re7.1.K)	1st (MA:Re7.1.1)	2nd (MA:Re7.1.2)
a. With guidance, explore and discuss components and messages in a variety of media artworks. b. With guidance, explore media artworks and discuss experiences.	a. Recognize and share components and messages in media artworks. b. Recognize and share how a variety of media artworks create different experiences.	a. Identify components and messages in media artworks. b. With guidance, identify how a variety of media artworks create different experiences.	a. Identify and describe the components and messages in media artworks. b. Identify and describe how a variety of media artworks create different experiences.
3rd (MA:Re7.1.3)	4th (MA:Re7.1.4)	5th (MA:Re7.1.5)	
a. Identify and describe how messages are created by components in media artworks. b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience .	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 .	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 .	
6th (MA:Re7.1.6)	7th (MA:Re7.1.7)	8th (MA:Re7.1.8)	
a. Identify, describe, and analyze how message and meaning are created by components in media artworks. b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience .	a. Describe, compare, and analyze the qualities of and relationships between the components in media artworks. b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.	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.	

Discipline: Media Arts

Artistic Process: Responding

Anchor Standard: Perceive and analyze artistic work

Process Component: Perceive

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

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

HS Proficient (MA:Re7.1.I)	HS Accomplished (MA:Re7.1.II)	HS Advanced (MA:Re7.1.III)
<p>a. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.</p> <p>b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.</p>	<p>a. Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact audience.</p> <p>b. Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception.</p>	<p>a. Analyze and synthesize the qualities and relationships of the components and audience impact in a variety media artworks.</p> <p>b. Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.</p>

Discipline: Media Arts		Artistic Process: Responding	
Anchor Standard: Interpret intent and meaning in artistic work.		Process Component: Interpret	
Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.			
Essential Question(s): How do people relate to and interpret media artworks?			
Pre K (MA:Re8.1.PK)	Kindergarten (MA:Re8.1.K)	1st (MA:Re8.1.1)	2nd (MA:Re8.1.2)
With guidance, share reactions to media artworks.	With guidance, share observations regarding a variety of media artworks.	With guidance, identify the meanings of a variety of media artworks.	Determine the purposes and meanings of media artworks, considering their context .
3rd (MA:Re8.1.3)	4th (MA:Re8.1.4)	5th (MA:Re8.1.5)	
Determine the purposes and meanings of media artworks while describing their context .	Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context .	Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context .	
6th (MA:Re8.1.6)	7th (MA:Re8.1.7)	8th (MA:Re8.1.8)	
Analyze the intent of a variety of media artworks, using given criteria.	Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.	Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts .	
HS Proficient (MA:Re8.1.I)	HS Accomplished (MA:Re8.1.II)	HS Advanced (MA:Re8.1.III)	
Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts .	Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts .	Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.	

Discipline: Media Arts		Artistic Process: Responding	
Anchor Standard: Apply criteria to evaluate artistic work.		Process Component: Evaluate	
Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.			
Essential Question(s): How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?			
Pre K (MA:Re9.1.PK)	Kindergarten (MA:Re9.1.K)	1st (MA:Re9.1.1)	2nd (MA:Re9.1.2)
With guidance, examine and share appealing qualities in media artworks.	Share appealing qualities and possible changes in media artworks.	Identify the effective parts of and possible changes to media artworks, considering viewers.	Discuss the effectiveness of and improvements for media artworks, considering their context .
3rd (MA:Re9.1.3)	4th (MA:Re9.1.4)	5th (MA:Re9.1.5)	
Identify basic criteria for and evaluate media artworks, considering possible improvements and context .	Identify and apply basic criteria for evaluating and improving media artworks and production processes , considering context .	Determine and apply criteria for evaluating media artworks and production processes , considering context , and practicing constructive feedback.	
6th (MA:Re9.1.6)	7th (MA:Re9.1.7)	8th (MA:Re9.1.8)	
Determine and apply specific criteria to evaluate various media artworks and production processes , considering context and practicing constructive feedback.	Develop and apply criteria to evaluate various media artworks and production processes , considering context , and practicing constructive feedback.	Evaluate media art works and production processes with developed criteria, considering context and artistic goals.	
HS Proficient (MA:Re9.1.HS.I)	HS Accomplished (MA:Re9.1.HS.II)	HS Advanced (MA:Re9.1.HS.III)	
Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.	Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes .	Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes , considering complex goals and factors.	

Discipline: Media Arts Anchor Standard: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Media artworks synthesize meaning and form cultural experience. Essential Question(s): 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?		Artistic Process: Connecting Process Component: Synthesize	
Pre K (MA:Cn10.1.PK)	Kindergarten (MA:Cn10.1.K)	1st (MA:Cn10.1.1)	2nd (MA:Cn10.1.2)
a. Use personal experiences in making media artworks. b. With guidance, share experiences of media artworks.	a. Use personal experiences and choices in making media artworks. b. Share memorable experiences of media artworks.	a. Use personal experiences, interests, and models in creating media artworks. b. Share meaningful experiences of media artworks.	a. Use personal experiences, interests, information, and models in creating media artworks. b. Discuss experiences of media artworks, describing their meaning and purpose.
3rd (MA:Cn10.1.3)	4th (MA:Cn10.1.4)	5th (MA:Cn10.1.5)	
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.	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.	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.	
6th (MA:Cn10.1.6)	7th (MA:Cn10.1.7)	8th (MA:Cn10.1.8)	
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.	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.	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.	

Discipline: Media Arts

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

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

Essential Question(s): 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?

Artistic Process: Connecting

Process Component: Synthesize

HS Proficient (MA:Cn10.1.I)	HS Accomplished (MA:Cn10.1.II)	HS Advanced (MA:Cn10.1.III)
<p>a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.</p> <p>b. 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.</p>	<p>a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.</p> <p>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.</p>	<p>a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.</p> <p>b. Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.</p>

Discipline: Media Arts		Artistic Process: Connecting	
Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		Process Component: Relate	
Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.			
Essential Question(s): 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?			
Pre K (MA:Cn11.1.PK)	Kindergarten (MA:Cn11.1.K)	1st (MA:Cn11.1.1)	2nd (MA:Cn11.1.2)
a. With guidance, relate media artworks and everyday life. b. With guidance, interact safely and appropriately with media arts tools and environments	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.	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.	a. Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments. b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.
3rd (MA:Cn11.1.3)	4th (MA:Cn11.1.4)	5th (MA:Cn11.1.5)	
a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior. b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	a. 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. b. Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.	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.	
6th (MA:Cn11.1.6)	7th (MA:Cn11.1.7)	8th (MA:Cn11.1.8)	
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.	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.	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.	

Discipline: Media Arts

Artistic Process: Connecting

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

Process Component: Relate

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

Essential Question(s): 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?

HS Proficient (MA:Cn11.1.I)	HS Accomplished (MA:Cn11.1.II)	HS Advanced (MA:Cn11.1.III)
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 .	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 .	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.

Media Arts Glossary

Attention - principle of directing perception through sensory and conceptual impact

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

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

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

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, rule-bending, etc.

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

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.

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.

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 non-print messages. - National Association for Media Literacy Education

Media messages - the various artistic, emotional, expressive, prosaic, commercial, utilitarian and informational communications of media artworks

Meaning – the formulation of significance and purposefulness in media artworks

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

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

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.

Resisting closure - delaying completion of an idea, process or production, or persistently extending the process of refinement, towards greater creative solutions or technical perfection

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

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

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

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