North Dakota Media Arts Content Standards

Grades K-12

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Superintendent's Foreword

Our North Dakota public schools endeavor to provide a well-rounded education for our students. This task goes well beyond offering traditional instruction in reading, writing, and mathematics. Our young people also should recognize the beauty, transcendence, and creative value of the arts – music, dance, media, theatre, and the visual arts.

These newly developed arts standards, drafted with pride and affection by teams of North Dakota educators, will broaden the learning horizons for our students. The arts are an indispensable element for demonstrating our common humanity. They give our students new and unique ways for expressing themselves, for learning and understanding other subjects, and for developing more imaginative and innovative ways of thinking. These standards will aid our North Dakota students as they become more fully formed members of our state, nation, and world.

The North Dakota Constitution recognizes the importance of public education in nurturing prosperity, happiness, and a "high degree of intelligence, patriotism, integrity and morality." Statewide academic content standards help us to reach these noble objectives. These new standards in the arts give us the tools to provide equitable educational opportunity statewide.

While these North Dakota standards represent a statewide reference point for teaching the arts in classrooms, local school districts are encouraged to use them as a guide for developing their own local, customized curriculum.

The work on these new standards began in January 2018 and continued throughout the year. The writing committee's drafts were made available for public comment, which generated useful opinions from teachers, administrators, parents and the community.

A panel of business people, community leaders, and representatives of the general public provided another layer of review and feedback. I am grateful to those who devoted their time and talents to review the draft standards and provide their recommendations to the writing committee.

No one is better qualified to prepare arts standards for our schools than our own educators. This document is an exemplar of the best in North Dakota education – North Dakota teachers, writing statewide standards in an open, transparent and diligent manner.

Each member of the arts writing teams deserve our thanks for their extensive research, analysis and deliberation. Thanks to their work, these standards are ready to be used in our classrooms across the state this fall.

Kirsten Baesler,

Kirsten Baesler Superintendent of Public Instruction March 2019

Document Revision Log

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North Dakota Arts Content Standards Introduction

The North Dakota Arts Content Standards (2019) articulate what students are expected to know and apply when creating, presenting, responding, and connecting to the arts. Framed within four Artistic Processes (Create, Perform/Produce/Present, Respond, and Connect), the arts standards use a set of eleven anchor standards common to all five arts disciplines. The standards build from kindergarten through high school with increasing depth and complexity. These standards were written by a diverse team of North Dakota elementary, secondary, and post-secondary educators, under the guidance of the State Superintendent with technical assistance from the North Central Comprehensive Center at McREL International. The writing process was informed by reviewing previous North Dakota standards along with other state/national standards, resources, and multiple public reviews.

Implementation of these standards will guide the development of artistic literacy needed to fully engage in the arts. This involves an understanding of the artistic processes that goes deeper as knowledge and experience increases.

Media Arts Introduction

The media arts standards are intended for all those in North Dakota involved in the education and support of young people, whether they are career and technical teachers, classroom teachers, media professionals, or other stakeholders involved in media and the arts. It is the hope that the standards will support collaborative efforts to include media arts into the world of learning, academics, and other disciplines.

Media arts integrates the traditional forms of artistic expression incorporating electronic media in a technology-driven world. Media arts are recognized as those that use electronic media, including, but not limited to, film, photography, graphic design, animation and digital media. The tools and techniques have evolved throughout the decades and are changing at a rapid pace in the digital age; however, the goal to confer meaning through the media arts remains the same. For example, works of art involving animation and video are not constrained to TV and Film. The internet society often uses animation and video media as short as a few seconds to impart their message. Media arts are not just used in works involving motion. Two-dimensional (2D) art, like digital painting, photography, and graphic design to make logos, are also part of the media arts discipline, processes involved, multiple artists often collaborate on a work in the media arts.

The content and standards processes may be used for support and guidance of overall curriculum development and school improvement. The first section defines Anchor Standards, Essential Questions, and Enduring Understandings for each grade level. The second section defines grade level expectations including all anchor standards for that specific grade level. The final section is a glossary. The glossary is meant to clarify questions on specific terms that are bolded and underlined.

The standards include anchor standards that express overall expectations across grade level with performance standards articulated by grade level. The anchor standards are clustered around the processes of:

- **Creating**: Creating and developing new artistic ideas and work
- Producing (Media Arts): Interpreting and sharing artistic work. Performing (Dance, Music and Theatre) / Producing (Media Arts) / Presenting (Visual Arts)
- **Responding**: Understanding and evaluating how the arts convey meaning.
- Connecting: Relating artistic ideas and work with personal meaning and external context.

Each Anchor Standard includes Enduring Understandings and Essential Questions that address important concepts and ideas implicit in the standards.

Words underlined and bolded can be found in the glossary at the end of the document. This document is best printed on legal size paper.

Key Components of this Document

Artistic Processes are the cognitive and physical actions by which arts learning and making are realized. These processes define and organize the link between the art and the learner. The arts processes are: create, produce, respond, and connect.

Anchor Standards describe the general knowledge and skills teachers expect students to demonstrate throughout their education and the arts. These serve as the tangible educational expression of artistic literacy.

Enduring Understandings are statements summarizing important ideas and processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand because of studying a specific content area. Enduring understandings should also enable students to make connections to other disciplines beyond the arts.

Essential Questions guide students as they uncover enduring understandings. They are questions that encourage, hint at, even demand transfer beyond the specific topic in which students first encounter them. Therefore, essential questions should recur over the years to promote conceptual connections and curriculum coherence.

Process Components are the actions artists carryout as they complete each artistic process. These play a key role in generating enduring understandings and grade/course standards.

Standards are discipline-specific (dance, media arts, music, visual arts, theatre), grade-by-grade or course-by-course articulations of student achievement.



Media Arts - Creating 🖌

Artistic Process

Anchor Standard 1: 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. The elements of media are used in the creative production of media 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?

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard	Grade 7 Standard	Grade 8 Standard	HS Level 1 Standard	HS Level 2 Standard	HS Level 3 Standard
Conceive	MA:Cr1.K With <u>guid-</u> <u>ance and</u> <u>support</u> , ex- plore ideas for <u>media</u> <u>artworks</u> us- ing play and experimen- tation. Process Component	MA:Cr1.1 With guidance and sup- port, ex- press and share ideas for media artworks through sketching and model- ing.	MA:Cr1.2 Discover multiple ideas for <u>media art-</u> <u>works</u> through brainstorm- ing and im- provising.	MA:Cr1.3 Develop multiple ideas for <u>media art-</u> <u>works</u> using a variety of tools, meth- ods and/or materials.	MA:Cr1.4 Conceive of original ar- tistic goals for <u>media</u> <u>artworks</u> us ing a vari of crea metho	MA:Cr1.5 Envision original ideas and in- novations K-12 Grade Level Standards in mind the legalities of <u>copyright</u> and <u>fair use</u> .	ng crea-	MA:Cr1.7 Produce a variety of ideas and solutions, keeping in mind the le- galities of <u>copyright</u> and <u>fair use,</u> for <u>media</u> <u>artworks</u> through application of chosen inventive <u>processes</u> , such as con- cept <u>model- ing</u> and <u>pro-</u>	MA:Cr1.8 Generate ideas, goals, and solu- tions for original <u>me- dia art-</u> works, keeping in mind the le- galities of <u>copyright</u> and <u>fair use,</u> through application of focused creative <u>pro- cesses</u> , such as divergent thinking and	MA:Cr1.HS1 Use identi- ied genera- tive meth- ods to for- mulate mul- tiple deas, develop ar- tistic goals, and problem solve in <u>me- dia arts</u> cre- ation pro- <u>cesses,</u> keeping in mind the le- galities of <u>copyright</u> and <u>fair use</u> .	MA:Cr1.HS2 Strategically utilize gen- erative methods to formulate multiple ideas, <u>refine</u> artistic goals, and increase the originality of approaches in <u>media</u> <u>arts</u> creation <u>processes</u> , keeping in mind the le- galities of <u>copyright</u>	MA:Cr1.HS3 Integrate aesthetic principles with a vari- ety of gen- erative methods to fluently form origi- nal ideas, solutions, and innova- tions in <u>me- dia arts</u> cre- ation pro- <u>cesses</u> , keeping in mind the le- galities of
								totyping.	experiment- ing.		and <u>fair use</u> .	copyright and <u>fair use</u> .
								Numbering System		Example: MA: MA = Media A Cr = Creating A 1 = Anchor Sta 4 = Grade 4 a = standard	rts Artistic Process	

	North Dakota Media Arts Artistic	Processes and Anchor Standards	
	Artistic	Processes	
Creating	Presenting/Performing/Producing	Responding	Connecting
Definition:	Definitions:	Definition:	Definition:
Creating and developing new artistic ideas and work.	Presenting: Interpreting and sharing artistic work. Performing : Realizing artistic ideas and work through interpretation and presentation.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
	Producing : Realizing and presenting artistic ideas and work.		
	Anchor	Standards	
Students will:	Students will:	Students will:	Students will:
1. Generate and conceptualize artistic ideas and work.	4. Select, analyze, and interpret artistic work for presentation.	7. Perceive and analyze artistic work.	10. Synthesize and relate knowledge and personal experiences to create art.
2. Organize and develop artistic ideas and work.	5. Develop and refine artistic techniques and work for presentation.	8. Construct meaningful interpretations of artistic work.	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen
3. Refine and complete artistic work.	6. Convey meaning through the presentation of artistic work.	9. Apply criteria to evaluate artistic work.	understanding, including artistic ideas and works of various cultures.

Artistic Processes are the cognitive and physical actions by which arts learning and making are realized. The North Dakota Arts Standards are based on the artistic processes of Creating, Performing/ Producing/Presenting, Responding, and Connecting.

	production of m	-	ts ideas, works, and	nrocaccac ara cha								1.4
	production of m			processes are sna	ped by the imagina	ation, creative proc	esses, and by expe	riences, both withi	h and outside of th	e arts. The <u>elemen</u>	ts of media are use	d in the creativ
		edia arts.										
	Essential Questi	on(s): How do med	ia artists generate i	ideas? How can ide	as for media arts p	productions be form	ed and developed	to be effective and	original?			
			-			-	-		-			
	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
	MA:Cr1.K	MA:Cr1.1	MA:Cr1.2	MA:Cr1.3	MA:Cr1.4	MA:Cr1.5	MA:Cr1.6	MA:Cr1.7	MA:Cr1.8	MA:Cr1.HS1	MA:Cr1.HS2	MA:Cr1.HS3
	a. With guidance	a. With guidance	a. Discover	a. Develop	a. Conceive of	a. Envision	a. Formulate	a. Produce a	a. Generate	a. Use identified	a. Strategically	a. Integrate
	and support,	and support,	multiple ideas for	multiple ideas for	original artistic	original ideas and	variations of	variety of ideas	ideas, goals, and	generative	utilize generative	aesthetic
	explore ideas for	express and	media artworks	media artworks	goals for media	innovations for	goals and	and solutions,	solutions for	methods to	methods to	principles wi
	<u>media artworks</u>	share ideas for	through	using a variety of	artworks using a	media artworks	solutions for	keeping in mind	original <u>media</u>	formulate	formulate	variety of
	using play and	media artworks	brainstorming	tools, methods	variety of	using personal	<u>media artworks</u>	the legalities of	<u>artworks</u> ,	multiple ideas,	multiple ideas,	generative
Lonceive	experimentation.	through	and improvising.	and/or materials.	creative	experiences	by practicing	copyright and	keeping in mind	develop artistic	<u>refine</u> artistic	methods to
Ū,		sketching and			methods.	and/or the work	chosen creative	<u>fair use</u> , for	the legalities of	goals, and	goals, and	fluently form
Ē		modeling.				of others,	processes, such	media artworks	copyright and	problem solve in	increase the	original ideas
3						keeping in mind	as sketching,	through	fair use, through	media arts	originality of	solutions, an
						the legalities of	improvising and	application of	application of	creation	approaches in	innovations i
						copyright and	brainstorming	chosen inventive	focused creative	processes,	media arts	media arts
						fair use.	keeping in mind	processes, such	processes, such	keeping in mind	creation	creation
							the legalities of	as concept	as divergent	the legalities of	processes,	processes,
							copyright and	modeling and	thinking and	copyright and	keeping in mind	keeping in m
							fair use.	prototyping.	experimenting.	fair use.	the legalities of	the legalities
								F. 500 () F0.	5.125		copyright and	copyright an
											fair use.	fair use.

chor Standard 2:	-	-		tive ideas, plans, and	t models into proc	ess structures that	can effectively real	ize the artistic idea			
-	-		•	and models into prod							
K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard	Grade 7 Standard	Grade 8 Standard	HS Level 1 Standard	HS Level 2 Standard	HS Level Standard
MA:Cr2.K a. With <u>guidance</u> <u>and support</u> , use ideas to form plans or <u>models</u> for <u>media arts</u> <u>productions</u> .	MA:Cr2.1 a. With guidance and support, use identified ideas to form plans and <u>models</u> for <u>media</u> <u>arts productions</u> .	MA:Cr2.2 a. Choose ideas to create plans and <u>models</u> for <u>media arts</u> <u>productions</u> .	MA:Cr2.3 a. Form, share, and test ideas, plans, and <u>models</u> to prepare for <u>media arts</u> productions.	MA:Cr2.4 a. Discuss, test, and <u>assemble</u> ideas, plans, and <u>models</u> for <u>media</u> <u>arts productions</u> , considering the artistic goals and the <u>presentation</u> .	MA:Cr2.5 a. Develop, present, and test ideas, plans, <u>models</u> , and proposals for <u>media arts</u> <u>productions</u> , considering the artistic goals and <u>audience</u> .	MA:Cr2.6 a. <u>Organize</u> , propose, and evaluate artistic ideas, plans, <u>prototypes</u> , and <u>production</u> <u>processes</u> for <u>media arts</u> <u>productions</u> , considering purposeful intent.	MA:Cr2.7 a. Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.	MA:Cr2.8 a. Structure and <u>critique</u> ideas, plans, <u>prototypes</u> , and <u>production</u> <u>processes</u> for <u>media arts</u> <u>productions</u> , considering intent, resources, and the <u>presentation</u> <u>context</u> .	MA:Cr2.HS1 a. Apply <u>aesthetic</u> criteria in developing, proposing, and <u>refining</u> artistic ideas, plans, <u>prototypes</u> , and <u>production</u> <u>processes</u> for <u>media arts</u> <u>productions</u> , considering original inspirations, goals, and <u>presentation</u> <u>context</u> .	MA:Cr2.HS2 a. Apply a personal <u>aesthetic</u> in designing, testing, and <u>refining</u> original artistic ideas, <u>prototypes</u> , and <u>production</u> strategies for <u>media arts</u> <u>productions</u> , considering artistic intentions, constraints of resources, and <u>presentation</u> <u>context</u> .	MA:Cr2.HS3 a. Integrate a sophisticated personal <u>mer</u> <u>artworks</u> and knowledge of systems and <u>processes</u> in forming, testi and proposin original artist ideas, <u>prototypes</u> , a <u>production</u> frameworks, considering complex constraints of goals, time, resources, an personal limitations.

					K-1	L2 Media Arts	- Creating					
nche	or Standard 3: I	Refine and com	plete artistic wo	rk								
	Enduring Unders	tanding: The formi	ng, integration, and	refinement of aes	sthetic components	s, principles, and pr	ocesses creates pu	rpose, meaning, an	d artistic quality in	media artworks.		
									/ c	2		
	Essential Questic	on(s) : what is requi	rea to proauce a m	eala artwork that (conveys purpose, m	eaning, and artistic	quality? How do n	neala artists improv	/e/ <u>refine</u> their work	(<i>1</i>		
	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
	Standard	Standard	Standards	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
	MA:Cr3.K	MA:Cr3.1	MA:Cr3.2	MA:Cr3.3	MA:Cr3.4	MA:Cr3.5	MA:Cr3.6	MA:Cr3.7	MA:Cr3.8	MA:Cr3.HS1	MA:Cr3.HS2	MA:Cr3.HS3
	a. With guidance	a. With guidance	a. Assemble	a. Demonstrate	a. Structure,	a. Determine how	a. Experiment	a. Coordinate	a. Implement and	a. Consolidate	a. Consolidate,	a. Synthesize
	and support,	and support,	<u>content</u> for	how the use of	arrange and	<u>elements</u> ,	and <u>refine</u> with	production	refine production	and <u>refine</u>	<u>refine</u> , and	<u>content</u> ,
	form, capture,	create, capture,	unified <u>media</u>	different	<u>refine</u> various	components, and	multiple	processes to	processes to	production	elaborate on	processes, an
	and make	assemble, and	arts productions,	<u>elements</u> alters	<u>content</u> and	intentional	approaches to	integrate <u>content</u>	integrate <u>content</u>	processes to	aesthetics and	components
	changes to the	make changes in	identifying and	<u>media artworks</u> .	components to	effects in a media	produce <u>content</u>	and expressive	and stylistic	demonstrate	production	intentionally a
	<u>content</u> media	media arts	applying basic		convey purpose	<u>artwork</u> can be	and <u>components</u>	components for	conventions for	deliberate	processes to	consistently
	for expression	<u>content</u> for	principles, such		and meaning in	altered to	for determined	refining media	determined	choices in	demonstrate	express
	and meaning in	media arts	as positioning		different <u>media</u>	communicate	purpose and	artworks to	meaning in	organizing and	deliberate	compelling
	<u>media arts</u>	productions.	and attention.		arts productions.	clearly.	meaning in	reflect an	<u>media arts</u>	integrating	choices in <u>media</u>	purpose, story
Construct	productions for						<u>media arts</u>	understanding of	productions to	<u>content</u> and	arts production,	emotion, or ic
ns	presentation.		b. Test and				productions,	purpose,	reflect an	<u>stylistic</u>	demonstrating an	in complex <u>m</u>
2			describe				utilizing a range	audience, or	understanding of	<u>conventions</u> in	understanding of	arts production
			expressive effects				of associated	place.	purpose,	<u>media arts</u>	associated	demonstratin
			in altering,				principles , such		audience, and	productions,	principles to	mastery of
			refining, and				as point of view		place	demonstrating an	intentionally	associated
			completing				and perspective.		demonstrating an	understanding of	form impactful	principles to
			media artworks.						understanding of	associated	expressions in	form impactfu
									associated	principles to	<u>media artworks</u>	expressions,
									principles , such	reflect an	for specific	directed at
									as <u>theme</u> and	understanding of	purposes,	specific purpo
									<u>unity</u> .	personal goals	intentions,	audiences, an
										and preferences.	audiences, and	contexts.
											contexts.	

					K-12	2 Media Arts -	- Producing								
Ancho	or Standard 4: S	elect, analyze, a	and interpret ar	tistic work for p	presentation										
	Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.														
	Essential Question(s): How are complex media arts experiences constructed?														
	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3			
	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard			
	MA:Pr4.K	MA:Pr4.1	MA:Pr4.2	MA:Pr4.3	MA:Pr4.4	MA:Pr4.5	MA:Pr4.6	MA:Pr4.7	MA:Pr4.8	MA:Pr4.HS1	MA:Pr4.HS2	MA:Pr4.HS3			
	a. With guidance	a. With guidance	a. Practice	a. Integrate	a. Demonstrate	a. Create <u>media</u>	a. Validate how	a. Integrate	a. Integrate	a. Integrate	a. Integrate	a. Synthesize			
	and support,	and support,	combining a	varied art forms,	how a variety of	artworks through	integrating	multiple <u>contents</u>	multiple contents	various arts,	various arts,	various arts,			
	combine varied	combine varied	variety of art and	production roles,	forms and	the integration of	multiple <u>contents</u>	and forms into	and forms into	<u>media arts</u> forms,	<u>media arts</u> forms,	media arts			
	art forms and	art forms and	media <u>content</u>	and media	<u>content</u> can be	multiple <u>contents</u>	and forms can	unified <u>media</u>	unified <u>media</u>	and <u>content</u> into	and academic	forms, and			
Integrate	other <u>content</u> , to	media <u>content</u> ,	into unified	<u>content</u> into	mixed and	and forms.	support a central	arts productions	arts productions	unified <u>media</u>	<u>content</u> into	academic			
Sra	form <u>media</u>	to form <u>media</u>	<u>media artworks</u> ,	media artworks.	coordinated into		idea in a <u>media</u>	that convey	that convey	arts productions,	unified <u>media</u>	content into			
ţĒ	artworks.	artworks, such as	such as a		media artworks.		<u>artwork</u> , such as	consistent	specific <u>themes</u>	considering the	arts productions	unified <u>media</u>			
Ē		an illustrated	narrated science				media,	perspectives and	or ideas, such as	reaction and	that retain	arts production			
		story.	animation.				narratives, and	<u>narratives</u> , such	interdisciplinary	interaction of the	thematic integrity	that retain			
							performance.	as an interactive	projects, or	audience, such as	and stylistic	artistic fidelity			
								video game.	multimedia	experiential	continuity, such	across platform			
									theatre.	design.	as transmedia	such as			
											productions.	transdisciplinary			
												productions.			

Anch	K-12 Media Arts – Producing Anchor Standard 5: Develop and refine artistic techniques and work for presentation														
Anen		-		-	-		and through medi	a arts productions.							
	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?														
	artists use various	s tools and techniq	ues?												
	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3			
	Standard	Standard	Standard	Standards	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard			
	MA:Pr5.K	MA:Pr5.1	MA:Pr5.2	MA:Pr5.3	MA:Pr5.4	MA:Pr5.5	MA:Pr5.6	MA:Pr5.7	MA:Pr5.8	MA:Pr5.HS1	MA:Pr5.HS2	MA:Pr5.HS3			
	a. With guidance	a. With guidance	a. Use	a. Exhibit	a. Practice <u>roles</u>	a. Enact various	a. Develop a	a. Exhibit an	a. Demonstrate a	a. Demonstrate	a. Demonstrate	a. Employ			
	and support,	and support,	experimentation	developing ability	in foundational	roles to practice	variety of artistic	increasing set of	defined range of	progression in	effective	mastered artistic			
	identify and	describe,	skills, tools, and	in a variety of	artistic design,	fundamental	design,	artistic design,	artistic design,	artistic design,	command of	design,			
	demonstrate	experiment,	various	artistic, design,	technical, and	ability in artistic	innovation,	innovation,	innovation,	innovation,	artistic design,	innovation,			
	basic skills to	demonstrate and	production roles	technical, and	<u>soft skills</u> , such as	design, technical,	technical, and	technical, and	technical, and	technical, and	innovation,	technical, and			
0	share how <u>media</u>	share various	in creating <u>media</u>	organizational	formal technique,	and <u>soft skills</u> ,	<u>soft skills</u>	<u>soft skills</u>	<u>soft skills</u>	<u>soft skills</u>	technical, and	<u>soft skills</u> in			
Practice	arts creation	artistic skills and	<u>arts</u>	<u>roles</u> .	equipment	such as formal	through	through	through	because of	<u>soft skills</u> in	managing, solving			
act	tools work to	<u>roles</u> , such as	presentations.		usage,	technique,	performing	performing	performing	selecting and	managing,	complex			
Prê	produce <u>media</u>	technical steps,		b. Exhibit a	production, and	production, and	various assigned	various <u>roles</u> in	specified <u>roles</u> in	fulfilling specified	solving	challenges, and			
-	arts	planning, and		variety of basic	collaboration to	collaboration to	<u>roles</u> in	producing media	producing <u>media</u>	<u>roles</u> in the	sophisticated	producing media			
	presentations.	collaborating in		technical,	solve problems	solve problems	producing media	artworks, such as	artworks, such as	production of a	problems, and	artworks.			
		media arts		creative skills and	and create media	and create <u>media</u>	artworks.	creative problem-	strategizing and	variety of <u>media</u>	producing <u>media</u>				
		productions.		production roles	arts productions.	arts productions.		solving and	collaborative	<u>artworks</u> .	<u>artworks</u> .				
				to create new				organizing.	communication.						
				content in media											
				arts procentations											
				presentations.											

					K-1	2 Media Arts	– Producing								
nch	chor Standard 6: Convey meaning through the presentation of artistic work 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 ar grow?														
	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3			
	Standard	Standard	Standard	Standard	Standard	Standard	Standards	Standards	Standards	Standards	Standards	Standards			
	MA:Pr6.K	MA:Pr6.1	MA:Pr6.2	MA:Pr6.3	MA:Pr6.4	MA:Pr6.5	MA:Pr6.6	MA:Pr6.7	MA:Pr6.8	MA:Pr6.HS1	MA:Pr6.HS2	MA:Pr6.HS3			
	A. With guidance	a. With guidance	a. Describe the	a. Discuss	a. Explain the	a. Compare	a. Analyze	a. Evaluate	a. Design the	a. Design the	a. Curate and	a. Curate, desig			
	and support,	and support,	experience of	presentation	presentation	qualities and	various	various	presentation and	presentation and	design the	and promote th			
	share reactions	discuss the	presenting media	conditions and	conditions and	purposes of	presentation	presentation	distribution of	distribution of	presentation and	presentation a			
	to the	presentation of	<u>artworks</u> .	ways to improve	share results of	presentation	formats and fulfill	formats to fulfill	media artworks	collections of	distribution of	distribution of			
	presentation of	media artworks		media artworks	improvements	formats, and	various tasks and	various tasks and	through multiple	<u>media artworks</u> ,	collections of	media artwork			
	<u>media artworks</u> .	and identify		presentations.	for presenting	improvements in	defined	defined	formats and/or	considering	media artworks	for intentional			
		reactions.			media artworks.	presentation	processes in the	processes in the	contexts.	combinations of	through a variety	impacts, throug			
Ę						and/or	presentation	presentation		artworks,	of <u>contexts</u> , such	a variety of			
Present						distribution of	and/or	and/or	b. Evaluate the	formats, and	as mass	contexts, such a			
ő						<u>media artworks</u> .	distribution of	distribution of	results of and	audiences.	audiences, and	markets and			
2							media artworks.	media artworks.	implement		physical and	venues.			
									improvements	b. Evaluate and	virtual channels.				
							b. Analyze results	b. Evaluate the	for presenting	implement		b. Independent			
							and	results and	media artworks,	improvements in	b. Evaluate and	evaluate,			
							improvements	improvements	considering	presenting media	implement	compare, and			
							for presenting	for presenting	impacts on	artworks,	improvements in	integrate			
							media artworks.	media artworks,	personal growth	considering	presenting media	improvements i			
								considering	and external	personal and	artworks,	presenting med			
								impacts on	effects.	local impacts.	considering	artworks,			
								personal growth.			personal, local, and social	considering			
												personal to			
											impacts.	global impacts.			

K-12 Media Arts – Responding

Anchor Standard 7: 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?

	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
	MA:Re7.K	MA:Re7.1	MA:Re7.2	MA:Re7.3	MA:Re7.4	MA:Re7.5	MA:Re7.6	MA:Re7.7	MA:Re7.8	MA:Re7.HS1	MA:Re7.HS2	MA:Re7.HS3
	a. With guidance	a. With guidance	a. Describe the	a. Describe how	a. Explain how	a. Identify,	a. Identify,	a. Describe,	a. Compare,	a. Analyze the	a. Analyze and	a. Survey an
	and support,	and support,	components and	messages are	various forms,	describe, and	describe, and	compare, and	contrast, and	qualities of and	synthesize the	exemplary range
	recognize and	identify	messages in	created by	methods, and	differentiate how	analyze how	analyze the	analyze the	relationships	qualities and	of <u>media</u>
	share messages	components and	media artworks.	components in	styles influence	message and	message and	qualities of and	qualities of and	between the	relationships of	<u>artworks</u> ,
	in <u>media</u>	messages in		media artworks	the message of a	meaning are	meaning are	relationships	relationships	<u>components</u> ,	the components	analyzing the
	<u>artworks</u> .	<u>media artworks</u> .		and how they	<u>media artwork</u>	created by	created by	between the	between the	style, and	in a variety of	qualities and
ب				affect audience	and how they	components in	components in	components in	components and	preferences	<u>media artworks</u> ,	relationships of
ret				experiences.	affect audience	media artworks	media artworks	media artworks	style in <u>media</u>	communicated	and feedback on	the components
nterpi					experiences.	and how they	and how they	and how they	artworks and	by <u>media</u>	how they impact	and methods for
Ite						affect audience	affect audience	interact with	how they affect	artworks and	the audience ,	managing
-						experiences.	experiences.	personal	audience	artists, and how	create intention,	audience
								preferences in	experiences and	they affect	and persuasion	experience,
								influencing	create intention.	<u>audience</u>	through	creating intention
								<u>audience</u>		experience and	multimodal	and persuasion
								experience.		create intention	perception.	through
										through		multimodal
										multimodal		perception, and
										perception.		systemic
												communications.

K-12 Media Arts – Responding Anchor Standard 8: Interpret intent and meaning in artistic work

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?

	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
	Standard	Standard	Standard									
	MA:Re8.K	MA:Re8.1	MA:Re8.2	MA:Re8.3	MA:Re8.4	MA:Re8.5	MA:Re8.6	MA:Re8.7	MA:Re8.8	MA:Re8.HS1	MA:Re8.HS2	MA:Re8.HS3
	a. With guidance	a. With guidance	a. Determine the	a. Determine the	a. Determine and	a. Determine and	a. Analyze the	a. Analyze the	a. Analyze the	a. Analyze the	a. Analyze the	a. Analyze the
	and support,	and support,	purposes and	purposes and	explain reactions	compare	intent of a variety	intent and	intent and	intent, meanings,	intent, meanings,	intent, meanings,
a	identify a variety	identify the	meanings of	meanings of	and	personal and	of <u>media</u>	meaning of a	meanings of a	and reception of	and influence of	and impacts of
.2	of <u>media</u>	meanings of a	<u>media artworks</u> ,	<u>media artworks</u> ,	interpretations to	group	<u>artworks</u> , using	variety of <u>media</u>	variety of <u>media</u>	a variety of	a variety of	diverse <u>media</u>
Ce	artworks.	variety of media	considering their	while describing	a variety of	interpretations of	given criteria.	<u>artworks</u> , using	<u>artworks</u> ,	<u>media artworks</u> ,	media artworks	artworks
Per		artworks.	context.	their <u>context</u> .	<u>media artworks</u> ,	a variety of		self-developed	focusing on	focusing on	based on	considering
					considering their	<u>media artworks</u> ,		criteria.	intentions, forms,	personal and	personal,	complex factors
					purpose and	considering their			and various	cultural <u>contexts</u> .	societal,	of <u>context</u> and
					context.	intention and			contexts.		historical, and	bias.
						context.					cultural <u>contexts</u> .	

K-12 Media Arts – Responding

Anchor Standard 9: Apply criteria to evaluate artistic work

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?

	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
	MA:Re9.K	MA:Re9.1	MA:Re9.2	MA:Re9.3	MA:Re9.4	MA:Re9.5	MA:Re9.6	MA:Re9.7	MA:Re9.8	MA:Re9.HS1	MA:Re9.HS2	MA:Re9.HS3
	a. With <u>guidance</u>	a. With guidance	a. Discuss the	a. Identify basic	a. Identify and	a. Determine and	a. Determine and	a. Develop and	a. Evaluate media	a. Evaluate media	a. Form and	a. Independently
	and support,	and support,	effectiveness of	criteria to	apply basic	apply criteria for	apply specific	apply criteria to	artworks and	artworks and	apply defensible	develop rigorous
_	identify and	identify the	and	evaluate <u>media</u>	criteria for	evaluating <u>media</u>	criteria to	evaluate various	production	production	evaluations in the	evaluations of,
t e	share appealing	effective parts of	improvements	<u>artworks</u> ,	evaluating and	artworks and	evaluate various	<u>media artworks</u>	processes with	processes at	constructive and	and strategically
	qualities and	and possible	for <u>media</u>	considering	improving <u>media</u>	production	media artworks	and production	developed	decisive stages,	systematic	seek feedback for
le le	possible changes	changes to <u>media</u>	<u>artworks</u> ,	possible	artworks and	processes,	and production	processes,	criteria,	using identified	critique of media	<u>media artworks</u>
ú	in <u>media</u>	<u>artworks</u> ,	considering their	improvements	production	considering	processes,	considering	considering	criteria, and	artworks and	and production
	artworks.	considering	<u>context</u> .	and <u>context</u> .	processes,	<u>context</u> , and	considering	<u>context</u> , and	<u>context</u> and	considering	production	processes,
		viewers.			considering	practicing	context and	practicing	artistic goals.	<u>context</u> and	processes.	considering
					<u>context</u> .	constructive	practicing	constructive		artistic goals.		complex goals
						feedback.	constructive	feedback.				and factors.
							feedback.					

K-12 Media Arts – Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art Enduring Understanding: Media artworks synthesize meaning and form cultural experiences. 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? Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 HS Level 1 HS Level 2 HS Level 3 К Grade 1 Standard Standard Standard Standards Standards Standards **Standards Standards Standards Standards Standards Standards** MA:Cn10.2 MA:Cn10.K MA:Cn10.1 MA:Cn10.3 MA:Cn10.4 MA:Cn10.5 MA:Cn10.6 MA:Cn10.7 MA:Cn10.8 MA:Cn10.HS1 MA:Cn10.HS2 MA:Cn10.HS3 a. With guidance a. With guidance a. Create media a. Use personal a. Examine and a. Access and use a. Access, a. Access, a. Access, a. Access, a. Synthesize a. Independently and support. use evaluate, and use evaluate, and use and support, use artworks using experiences and use personal personal evaluate. and use evaluate. and personal and proactively access relevant personal personal personal external experience and experiences, and personal personal personal integrate experiences and experiences and experiences, experiences and external external experiences and experiences and external and gualitative resources to experiences and personal choices in making interests, and discuss their create media resources to resources to external external external experiences and resources to resources to enhance the inform the media artworks. models in meaning and artworks. create media create media resources to resources to resources to external creating media artworks. create media inform the inform the resources to creation of creation of purpose. artworks. artworks. b. Demonstrate artworks. creation of media creation of media inform the persuasive media cogent media how media b. Examine and b. Examine and artworks. artworks. creation of artworks. artworks. show how media artworks show how media b. Explain and original media Synthesize influence popular b. Explain and artworks form artworks form show how media b. Explain and artworks. b. Explain and b. Demonstrate artworks form media. meanings. meanings, show how media demonstrate how demonstrate the and expound on situations, and/or situations, and new meanings, artworks form media artworks b. Explain and use of media the use of media cultural artworks to artworks to cultural situations, and new meanings expand meaning demonstrate the experiences in experiences in and knowledge, and knowledge use of media synthesize new create new cultural both physical and both physical and situations, and and create artworks to meaning and meaning, experiences in virtual spaces. virtual spaces. both physical and cultural cultural expand meaning knowledge, and knowledge, and impactful cultural virtual spaces. experiences in experiences in and knowledge reflect and form both physical and both physical and and create cultural experiences. virtual spaces. virtual spaces. cultural experiences, such experiences in as new both physical and connections virtual spaces. between themes and ideas, local and global networks, and personal influence.

K-12 Media Arts – Connecting

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.

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?

	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3
	Standard	Standards	Standards	Standards	Standards	Standards	Standards	Standards	Standards	Standards	Standards	Standards
	MA:Cn11.K	MA:Cn11.1	MA:Cn11.2	MA:Cn11.3	MA:Cn11.4	MA:Cn11.5	MA:Cn11.6	MA:Cn11.7	MA:Cn11.8	MA:Cn11.HS1	MA:Cn11.HS2	MA:Cn11.HS3
	a. With guidance	a. With guidance	a. Discuss how	a. Identify how	a. Demonstrate	a. Research and	a. Research and	a. Research and	a. Demonstrate	a. Demonstrate	a. Examine in	a. Demonstrate
	and support,	and support,	media artworks	media artworks	how media art-	show how <u>media</u>	show how <u>media</u>	demonstrate how	and explain how	and explain how	depth and	the relationships
	share ideas in	discuss and	and ideas relate	and ideas relate	works and ideas	artworks and	<u>artworks</u> and	<u>media artworks</u>	<u>media artworks</u>	<u>media artworks</u>	demonstrate the	of <u>media arts</u>
	relating <u>media</u>	describe <u>media</u>	to everyday and	to everyday and	relate to	ideas relate to	ideas relate to	and ideas relate	and ideas relate	and ideas relate	relationships of	ideas and works
	artworks and	artworks in	cultural life.	cultural life and	everyday life and	personal,	personal life, and	to various	to various	in various	<u>media arts</u> ideas	in personal and
	everyday life in a	everyday life,		can influence	culture.	cultural, social	social,	situations,	<u>contexts</u> ,	<u>contexts</u> ,	and works in	global <u>contexts</u> ,
	safe and	such as popular	b. Interact	values and online		and community	community, and	purposes, and	purposes, and	purposes, and	various <u>contexts</u> ,	purposes, and
	responsible	media, and	appropriately	behavior.	b. Examine and	life.	cultural	values.	values.	values.	purposes, and	values, through
	manner.	connections with	with media arts		interact		situations.				values.	relevant and
te		family and	tools and	b. Examine and	appropriately	b. Examine,		b. Analyze and	b. Analyze and	b. Critically		impactful <u>media</u>
Relate		friends.	environments,	interact	with <u>media arts</u>	discuss and	b. Analyze and	responsibly	responsibly	evaluate and	b. Critically	artworks.
Re			considering	appropriately	tools and	interact	interact	interact with	interact with	effectively	investigate and	
		b. Interact	safety, rules, and	with <u>media arts</u>	environments,	appropriately	appropriately	media arts tools	<u>media arts</u> tools,	interact with	ethically interact	b. Critically
		appropriately	fairness.	tools and	considering	with <u>media arts</u>	with <u>media arts</u>	and	environments,	legal,	with legal,	investigate and
		with <u>media arts</u>		environments,	ethics, rules, and	tools and	tools and	environments,	legal, and	technological,	technological,	strategically
		tools and		considering	fairness.	environments,	environments,	considering	technological	systemic, and	systemic, and	interact with
		environments,		safety, rules, and		considering	considering fair	copyright, ethics,	<u>contexts</u> ,	vocational	vocational	legal,
		considering		fairness.		ethics, rules, and	use and	media literacy,	considering	<u>contexts</u> of	<u>contexts</u> of	technological,
		safety, rules, and				media literacy.	copyright, ethics,	and social media.	ethics, media	<u>media arts</u> ,	<u>media arts</u> ,	systemic, and
		fairness.					and media		literacy, social	considering	considering	vocational
							literacy.		media, and	ethics, media	ethics, media	<u>contexts</u> of
									virtual worlds.	literacy, social	literacy, digital	<u>media arts</u> .
										media, virtual worlds, and	identity, and	
										,	artist/ <u>audience</u>	
	The design of the									digital identity.	interactivity.	

Grade Specific Media Arts Standards

Media Arts – Kinderg	garten			
Process Components	Creating			
Conceive	MA:Cr1.K.a With guidance and support, explore ideas for media artworks using play and experimentation.			
Develop	MA:Cr2.K.a With <u>guidance and support</u> , use ideas to form plans or <u>models</u> for <u>media arts productions</u> .			
Construct	MA:Cr3.K.a With guidance and support, form, capture, and make changes to the content media for expression and meaning in media arts productions for presentation.			
Process Components	Producing			
Integrate	MA:Pr4.K.a With guidance and support, combine varied art forms and other <u>content</u> , to form <u>media artworks</u> .			
Practice	MA:Pr5.K.a With guidance and support, identify and demonstrate basic skills to share how media arts creation tools work to produce media arts presentations.			
Present	MA:Pr6.K.a With guidance and support, share reactions to the presentation of media artworks.			
Process Components	Responding			
Interpret	MA:Re7.K.a With guidance and support, recognize, and share messages in media artworks.			
Perceive	MA:Re8.K.a With guidance and support, identify a variety of <u>media artworks</u> .			
Evaluate	MA:Re9.K.a With guidance and support, identify and share appealing qualities and possible changes in media artworks.			
Process Components	Connecting			
Synthesize	MA:Cn10.K.a With <u>guidance and support</u> , use personal experiences and choices in making <u>media artworks</u> .			
Relate	MA:Cn11.K.a With guidance and support, share ideas in relating media artworks and everyday life in a safe and responsible manner.			

*Refer to the Anchor Standards for Enduring Understandings and Essential Questions.

Media Arts – Grade	1
Process Components	Creating
Conceive	MA:Cr1.1.a With guidance and support, express and share ideas for media artworks using sketching and modeling.
Develop	MA:Cr2.1.a With guidance and support, use identified ideas to form plans and models for media arts productions.
Construct	MA:Cr3.1.a With guidance and support, create, capture, assemble, and make changes in media arts content for media arts productions.
Process Components	Producing
Integrate	MA:Pr4.1.a With guidance and support, combine varied art forms and media <u>content</u> to form <u>media artworks</u> , such as an illustrated story.
Practice	MA:Pr5.1.a With guidance and support, describe, experiment, demonstrate and share various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions.
Present	MA:Pr6.1.a With guidance and support, discuss the presentation of media artworks and identify reactions.
Process Components	Responding
Interpret	MA:Re7.1.a With guidance and support, identify components and messages in media artworks.
Perceive	MA:Re8.1.a With guidance and support, identify the meanings of a variety of <u>media artworks</u> .
Evaluate	MA:Re9.1.a With guidance and support, identify the effective parts of and possible changes to media artworks, considering viewers.
Process Components	Connecting
Synthesize	MA:Cn10.1.a With guidance and support, use personal experiences, interests, and models in creating media artworks.
Relate	MA:Cn11.1.a With guidance and support, discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends. MA:Cn11.1.b Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

*Refer to the Anchor Standards for Enduring Understandings and Essential Questions.

Media Arts – Grade	2
Process Components	Creating
Conceive	MA:Cr1.2.a Discover multiple ideas for <u>media artworks</u> through brainstorming and improvising.
Develop	MA:Cr2.2.a Choose ideas to create plans and models for media arts productions.
Construct	MA:Cr3.2.a Assemble <u>content</u> for unified <u>media arts productions</u> , identifying and applying basic <u>principles</u> , such as positioning and attention. MA:Cr3.2.b Test and describe expressive effects in altering, <u>refining</u> , and completing <u>media artworks</u> .
Process Components	Producing
Integrate	MA:Pr4.2.a Practice combining a variety of art and media <u>content</u> into unified <u>media artworks</u> , such as a narrated science animation.
Practice	MA:Pr5.2.a Use experimentation skills, tools, and various production roles in creating media arts presentations.
Present	MA:Pr6.2.a Describe the experience of presenting <u>media artworks</u> .
Process Components	Responding
Interpret	MA:Re7.2.a Describe the <u>components</u> and messages in <u>media artworks</u> .
Perceive	MA:Re8.2.a Determine the purposes and meanings of <u>media artworks</u> , considering their <u>context</u> .
Evaluate	MA:Re9.2.a Discuss the effectiveness of and improvements for <u>media artworks</u> , considering their <u>context</u> .
Process Components	Connecting
Synthesize	MA:Cn10.2.a Create <u>media artworks</u> using personal experiences and discuss their meaning and purpose.
Relate MA:Cn11.2.a Discuss how media artworks and ideas relate to everyday and cultural life. MA:Cn11.2.b Interact appropriately with media arts Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	

*Refer to the Anchor Standards for Enduring Understandings and Essential Questions. Glossary: The document includes a glossary to define words that are <u>underlined and bolded</u>.

Process Components	Creating
Conceive	MA:Cr1.3.a Develop multiple ideas for <u>media artworks</u> using a variety of tools, methods and/or materials.
Develop	MA:Cr2.3.a Form, share, and test ideas, plans, and <u>models</u> to prepare for <u>media arts productions</u> .
Construct	MA:Cr3.3.a Demonstrate how the use of different <u>elements</u> alters <u>media artworks</u> .
Process Components	Producing
Integrate	MA:Pr4.3.a Integrate varied art forms, production roles, and media content into media artworks.
Practice	 MA:Pr5.3.a Exhibit developing ability in a variety of artistic, design, technical, and organizational <u>roles</u>. MA:Pr5.3.b Exhibit a variety of basic technical, creative skills and <u>production roles</u> to create new <u>content</u> in <u>media arts presentations</u>.
Present	MA:Pr6.3.a Discuss <u>presentation</u> conditions and ways to improve <u>media</u> artworks presentations.
Process Components	Responding
Interpret	MA:Re7.3.a Describe how messages are created by <u>components</u> in <u>media artworks</u> and how they affect <u>audience</u> experiences.
Perceive	MA:Re8.3.a Determine the purposes and meanings of <u>media artworks</u> while describing their <u>context</u> .
Evaluate	MA:Re93.3.a Identify basic criteria to evaluate media artworks, considering possible improvements and <u>context</u> .
Process Components	Connecting
Synthesize	MA:Cn10.3.a Use personal experiences and external resources to create <u>media artworks</u> . MA:Cn10.3.b Demonstrate how <u>media artworks</u> influence popular media.
Relate	MA:Cn11.3.a Identify how <u>media artworks</u> and ideas relate to everyday and cultural life and can influence values and online behavior. MA:Cn11.3.b Examine and interact appropriately with <u>media arts</u> tools and environments, considering safety, rules, and fairness.

*Refer to the Anchor Standards for Enduring Understandings and Essential Questions.

Media Arts – Grade	4
Process Components	Creating
Conceive	MA:Cr1.4.a
Conceive	Conceive of original artistic goals for media artworks using a variety of creative methods.
Develop	MA:Cr2.4.a
Develop	Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.
Constant	MA:Cr3.4.a
Construct	Structure, arrange and refine various content and components to convey purpose and meaning in different media arts productions.
Process Components	Producing
Integrate	MA:Pr4.4.a
integrate	Demonstrate how a variety of forms and content can be mixed and coordinated into media artworks.
Practice	MA:Pr5.4.a
Thethee	Practice roles in foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration to solve problems and create media arts productions.
Present	MA:Pr6.4.a
	Explain the presentation conditions and share results of improvements for presenting media artworks.
Process Components	Responding
Interpret	MA:Re7.4.a
interpret	Explain how various forms, methods, and styles influence the message of a media artwork and how they affect audience experiences.
Perceive	MA:Re8.4.a
	Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.
Evaluate	MA:Re9.4.a
	Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.
Process Components	Connecting
	MA:Cn10.4.a
Synthesize	Examine and use personal experience and external resources to create media artworks.
-	MA:Cn10.4.b
	Examine and show how media artworks form meanings, situations, and/or cultural experiences in both physical and virtual spaces.
	MA:Cn11.4.a
Relate	Demonstrate how media artworks and ideas relate to everyday life and culture.
	MA:Cn11.4.b
	Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness. dards for Enduring Understandings and Essential Questions.

Media Arts – Grade	5
Process Components	Creating
Conceive	MA: Cr1.5.a Envision original ideas and innovations for media artworks using personal experiences and/or the work of others, keeping in mind the legalities of copyright and fair use.
Develop	MA:Cr2.5.a Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.
Construct	MA:Cr3.5.a Determine how <u>elements</u> , <u>components</u> , and intentional effects in a <u>media artwork</u> can be altered in order to communicate clearly.
Process Components	Producing
ntegrate	MA:Pr4.5.a Create <u>media artworks</u> through the integration of multiple <u>contents</u> and forms.
Practice	MA: Pr5.5.a Enact various <u>roles</u> to practice fundamental ability in artistic design, technical, and <u>soft skills</u> , such as formal technique, <u>production</u> , and collaboration to solve problems and create <u>media arts</u> productions.
Present	MA:Pr6.5.a Compare qualities and purposes of presentation formats, and improvements in presentation and/or distribution of media artworks.
Process Components	Responding
Interpret	MA:Re7.5.a Identify, describe, and differentiate how message and meaning are created by <u>components</u> in <u>media artworks</u> and how they affect <u>audience</u> experiences.
Perceive	MA:Re8.5.a Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.
Evaluate	MA:Re9.5.a Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.
Process Components	Connecting
Synthesize	MA:Cn10.5.a Access and use personal experiences and external resources to create <u>media artworks</u> . MA:Cn10.5.b Examine and show how <u>media artworks</u> form meanings, situations, and cultural experiences in both physical and <u>virtual spaces</u> .
Relate	MA:Cn11.5.a Research and show how <u>media artworks</u> and ideas relate to personal, cultural, social, and community life. MA:Cn11.5.b Examine, discuss, and interact appropriately with <u>media arts</u> tools and environments, considering ethics, rules, and media literacy.

Process Components	Creating
	MA:Cr1.6.a
Conceive	Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming keeping in mind the legalities of copyright
	and fair use.
	MA:Cr2.6.a
Develop	Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.
	MA:Cr3.6.a
Construct	Experiment and refine 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.
Process Components	Producing
ntograto	MA:Pr4.6.a
Integrate	Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.
Practice	MA:Pr5.6.a
ractice	Develop a variety of artistic design, innovation, technical, and soft skills through performing various assigned roles in producing media artworks.
	MA:Pr6.6.a
Present	Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.
	MA:Pr6.6.b
	Analyze results and improvements for presenting media artworks.
Process Components	Responding
Interpret	MA:Re7.6.a
	Identify, describe, and analyze how message and meaning are created by components in media artworks and how they affect audience experiences.
Perceive	MA:Re8.6.a
	Analyze the intent of a variety of <u>media artworks</u> , using given criteria.
Evaluate	MA:Re9.6.a
	Determine and apply specific criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.
Process Components	Connecting
	MA:Cn10.6.a
Synthesize	Access, evaluate, and use personal experiences and external resources to create media artworks.
	MA:Cn10.6.b
	Explain and show how media artworks form new meanings, situations, and cultural experiences in both physical and virtual spaces.
	MA:Cn11.6.a
Relate	Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations.
	MA:Cn11.6.b
	Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy.

Media Arts – Grade	7
Process Components	Creating
Conceive	MA:Cr1.7.a Produce a variety of ideas and solutions, keeping in mind the legalities of <u>copyright</u> and <u>fair use</u> , for <u>media artworks</u> through the application of chosen inventive <u>processes</u> , such as concept <u>modeling</u> and <u>prototyping</u> .
Develop	MA: Cr2.7.a Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.
Construct	MA:Cr3.7.a Coordinate production processes to integrate content and expressive components for refining media artworks to reflect an understanding of purpose, audience, or place.
Process Components	Producing
Integrate	MA:Pr4.7.a Integrate multiple <u>contents</u> and forms into unified <u>media arts productions</u> that convey consistent <u>perspectives</u> and <u>narratives</u> , such as an interactive video game.
Practice	MA: Pr5.7.a Exhibit an increasing set of artistic design, innovation, technical, and soft skills through performing various roles in producing media artworks, such as creative problem-solving and organizing.
Present	MA:Pr6.7.a Evaluate various <u>presentation</u> formats to fulfill various tasks and defined <u>processes</u> in the <u>presentation</u> and/or distribution of <u>media artworks</u> . MA:Pr6.7.b Evaluate the results and improvements for presenting <u>media artworks</u> , considering impacts on personal growth.
Process Components	Responding
Interpret	MA:Re7.7.a Describe, compare, and analyze the qualities of and relationships between the components in media artworks and how they interact with personal preferences in influencing audience experience.
Perceive	MA:Re8.7.a Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.
Evaluate	MA:Re9.7.a Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.
Process Components	Connecting
Synthesize	MA:Cn10.7.a Access, evaluate, and use personal experiences and external resources to inform the creation of <u>media artworks</u> . MA:Cn10.7.b Explain and show how <u>media artworks</u> form new meanings and knowledge, situations, and cultural experiences in both physical and <u>virtual spaces</u> .
Relate	MA:Cn11.7.a Research and demonstrate how <u>media artworks</u> and ideas relate to various situations, purposes, and values. MA:Cn11.7.b Analyze and responsibly interact with <u>media arts</u> tools and environments, considering copyright, ethics, media literacy, and social media.

Process Components	Creating
	MA:Cr1.8.a
Conceive	Generate ideas, goals, and solutions for original media artworks, keeping in mind the legalities of copyright and fair use, through application of focused creative processes, such as divergent thinkin
	and experimenting.
Davidan	MA:Cr2.8.a
Develop	Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.
	MA:Cr3.8.a
Construct	Implement and refine production processes to integrate content and stylistic conventions for determined meaning in media arts productions in order to reflect an understanding of purpose,
	audience, and place demonstrating an understanding of associated principles, such as theme and unity.
Process Components	Producing
ntegrate	MA:Pr4.8.a
integrate	Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre.
	MA:Pr5.8.a
Practice	Demonstrate a defined range of artistic design, innovation, technical, and soft skills through performing specified roles in producing media artworks, such as strategizing and collaborative
	communication.
	MA:Pr6.8.a
Present	Design the presentation and distribution of media artworks through multiple formats and/or contexts .
	MA:Pr6.8.b
Due	Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.
Process Components	Responding
Interpret	MA:Re7.8.a
-	Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks and how they affect audience experiences and create intention.
Perceive	MA:Re8.8.a
	Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.
Evaluate	MA:Re9:8.a Evaluate media artworks and <u>production processes</u> with developed criteria, considering <u>context</u> and artistic goals.
Process Components	Connecting
Process components	MA:Cn10.8.a
	Access, evaluate, and use personal experiences and external resources to inform the creation of media artworks.
Synthesize	MA:Cn10.8.b
	Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences in both physical and virtual spaces.
	MA:Cn11.8.a
	Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values.
Relate	MA:Cn11.8.b
	Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, and virtual worlds.

Process Components	Creating
Conceive	MA:Cr1.HS1.a Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes, keeping in mind the legalities of copyright and fair use.
Develop	MA:Cr2.HS1.a Apply <u>aesthetic</u> criteria in developing, proposing, and <u>refining</u> artistic ideas, plans, <u>prototypes</u> , and <u>production processes</u> for <u>media arts productions</u> , considering original inspirations, goals, and <u>presentation context</u> .
Construct	MA:Cr3.HS1.a Consolidate and refine production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating an understanding of associated principles to reflect an understanding of personal goals and preferences.
Process Components	Producing
Integrate	MA:Pr4.HS1.a 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.
Practice	MA:Pr5.HS1.a Demonstrate progression in artistic design, innovation, technical, and soft skills as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.
Present	MA:Pr6.HS1.a Design the <u>presentation</u> and distribution of collections of <u>media artworks</u> , considering combinations of artworks, formats, and <u>audiences</u> . MA:Pr6.HS1.b Evaluate and implement improvements in presenting <u>media artworks</u> , considering personal and local impacts.
Process Components	Responding
Interpret	MA:Re7.HS1.a Analyze the qualities of and relationships between the <u>components</u> , style, and preferences communicated by <u>media artworks</u> and artists, and how they affect <u>audience</u> experience and create intention through multimodal perception.
Perceive	MA:Re8.HS1.a Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural <u>contexts</u> .
Evaluate	MA:Re9.HS1.a Evaluate media artworks and production processes at decisive stages, using identified criteria, and considering context and artistic goals.
Process Components	Connecting
Synthesize	MA:Cn10.HS1.a Access, evaluate, and integrate personal experiences and external resources to inform the creation of original <u>media artworks</u> . MA:Cn10.HS1.b Explain and demonstrate the use of media artworks to expand meaning and knowledge and create cultural experiences, in both physical and virtual spaces.
Relate	MA:Cn11.HS1.a Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values. MA:Cn11.HS1.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 identit

Process Components	chool Level 2 Creating
Process components	
Conceive	MA:Cr1.HS2.a
	Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes, keeping in mind the legalities of
	copyright and fair use.
Develop	MA:Cr2.HS2.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. MA:Cr3.HS2.a
Construct	Consolidate, refine, and elaborate on aesthetics and production processes to demonstrate deliberate choices in media arts production, demonstrating an understanding of associated principles to
	intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences, and contexts.
Due se se Common a monto	Producing
Process Components	
Integrate	MA:Pr4.HS2.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.
Practice	MA:Pr5.HS2.a
	Demonstrate effective command of artistic design, innovation, technical, and soft skills in managing, solving sophisticated problems, and producing media artworks.
	MA:Pr6.HS2.a
Present	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. MA:Pr6.HS2.b
	Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts.
· ·	
Process Components	Responding
Interpret	MA:Re7.HS2.a
	Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact the audience, create intention and persuasion through
	multimodal perception.
Perceive	MA:Re8.HS2.a
	Analyze the intent, meanings, and influence of a variety of media artworks based on personal, societal, historical, and cultural contexts.
Evaluate	MA:Re9.HS2.a
	Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.
Process Components	Connecting
Synthesize	MA:Cn10.HS2.a
	Synthesize personal experiences, and external resources to enhance the creation of persuasive media artworks.
	MA:Cn10.HS2.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.
Relate	MA:Cn11.HS2.a
	Examine in depth and demonstrate the relationships of media arts ideas and works in various contexts, purposes, and values.
	MA:Cn11.HS2.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.

*Refer to the Anchor Standards for Enduring Understandings and Essential Questions. Glossary: The document includes a glossary to define words that are <u>underlined and bolded</u>.

Process Components	Creating
Conceive	MA:Cr1.HS3.a
	Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes, keeping in mind the legalities of
	copyright and fair use.
Develop	MA:Cr2.HS3.a
	Integrate a sophisticated personal media artworks and knowledge of systems and processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks,
	considering complex constraints of goals, time, resources, and personal limitations.
Construct	MA:Cr3.HS3.a
	Synthesize content, processes, and components to intentionally and consistently express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of
	associated principles to form impactful expressions, directed at specific purposes, and contexts.
Process Components	Producing
Integrate	MA:Pr4.HS3.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.
Practice	MA:Pr5.HS3.a
Flactice	Employ mastered artistic design, innovation, technical, and soft skills in managing and solving complex challenges, and producing media artworks.
	MA:Pr6.HS3.a
Present	Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts, such as markets and venues.
	MA:Pr6.HS3.b
	Independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts.
Process Components	Responding
	MA:Re7.HS3.a
Interpret	Survey an exemplary range of media artworks, analyzing the qualities and relationships of the components and methods for managing audience experience, creating intention and persuasion
	through multimodal perception and systemic communications.
Perceive	MA:Re8.HS3.a
	Analyze the intent, meanings, and impacts of diverse media artworks, considering complex factors of context and bias.
Evaluate	MA:Re9.HS3.a
	Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.
Process Components	Connecting
Synthesize	MA:Cn10.HS3.a
	Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.
	MA:Cn10.HS3.b
	Demonstrate and expound on the use of media artworks to create new meaning, knowledge, and impactful cultural experiences.
Relate Refer to the Anchor Stan	MA:Cn11.HS3.a
	Demonstrate the relationships of media arts ideas and works in personal and global contexts, purposes, and values, through relevant and impactful media artworks.
	MA:Cn11.HS3.b
	Critically investigate and strategically interact with legal, technological, systemic, and vocational <u>contexts</u> of <u>media arts</u> .

Aesthetic(s): The critical perception of art in relationship to the nature and value of art.

Aesthetic Principles: A fundamental truth to construct meaning that serves as the foundation for a system of the creation of a work in media arts.

Assemble: To combine from various media components or to unify parts a complete work in media arts.

Audience: A specific or non-specific group or individual that views and responds to media arts. A work may be created to speak to an intended demographic, or to a general group. The creation of a work will be defined by the audience or group it is intended to influence. The audience may assess a media arts presentation and make recommendations.

Content: Subject matter, intent, or purpose of a work in media arts.

Context: The situation surrounding the creation of experience of media artworks. Context may include influences of 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.) diverse location and circumstances of media arts including markets, technologies, and vocations.

Components: The discrete portions and aspects of media artworks, including: elements, principles, processes, parts, assemblies, etc., such as: light, sound, space, time, short, clip, scene, sequence, movie, narrative, lighting, cinematography, interactivity, etc.

Copyright: The legal right granted to an artist, author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work.

Critique: An organized system for critical analysis and assessment of media art, including what we want students to know and what we want students to be able to do.

Elements of Media Art

- Light: Reflective or transmitted light sources to make a media artwork, e.g., reflective for photography or transmitted applied to digital painting viewed on an electronic display.
- Sound: Audio transmission used to enhance the media artwork experience.
- **Time**: The advancement of time to observe change, e.g., the narrative of a film.
- **Point of View**: The experiences of a subject or audience to understand a media artwork.
- Framing: The way elements are used to influence the viewer to be attracted to the point of emphasis.
- **Narrative**: A story being told. A narrative has a beginning, conflict, and a conclusion.
- **Editing**: The process of revising a media artwork.

Fair Use: Limitation in copyright law which sets out factors to be considered in determining whether a use of one's work is "fair," such as the purpose and character of the use, the amount of the work used, and whether the use will affect the market for the work.

Guidance and Support: The teacher closely advises and directs the student throughout the processes of making a media artwork.

Media Arts: Art work created with the use of electronic media or more technological components. Some examples of media arts include: graphic design, video, film, animation, a combination of these media.

Media Arts Production(s): The process of creating a production with the use of various digital and electronic means to create a work to be presented to an audience.

Media Artworks: Human communication through technology. Examples can include (but not limited to) digital, electronic, interactive, multimedia, network, robotic, sound, video, and web art.

Model/Modeling: Creating a digital or physical representation including two-dimensional and/or three-dimensional rough ideas. These could include (but not limited to) drawing sketches, clay three-dimensional model, computer graphic of an idea.

Narrative: The framework for a story, usually consisting of an arc of beginning, conflict, and resolution.

Perspective: Principle pertaining to the method of three-dimensional rendering, point-of-view, and angle of composition. Perspective may also refer to an opinion, either reflecting an artistic movement, ideal, or a political lens through which a work is presented.

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.

Presentation: Final work in media arts to put before an audience. The presentation will result in an analysis or response from the audience.

Presentation Context: The presentation of a work in media arts will be reflected within a context of time, space, and concept according to the point of view of the artist(s) that created it.

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.

Production Roles: Specified positions needed for a media arts production: actors, directors, cinematographer, camera operator, stage set designer, writers, film editor, audio technician, videographer, etc. (e.g., roles you would see at the end credits of a movie).

Prototyping: Creating a testable version, sketch of model of a media artwork, such as a game, character, website, application, etc.

Refine: To edit, remove or touch-up a certain area(s) in a media work of art to improve the final work.

Role: Specific individual position involved in the production of the media artwork.

Soft Skills: Diverse organizational and management skills, useful for employment, such as collaboration, planning, adaptability, communication, etc.

Stylistic Conventions: Methods of style that follow a concept or movement in art (e.g., film noir).

Theme: Major concept or idea in a work. A theme is usually determined before the work is created, but it can be modified within the process of its creation.

Unity: Uniformity in all the parts contributing to the finished work in media arts.

Virtual Spaces: Installations of media works within a given space, to be presented to a specific or non-specific audience.