North Dakota Media Arts Content Standards

Grades K-12

March 2019

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

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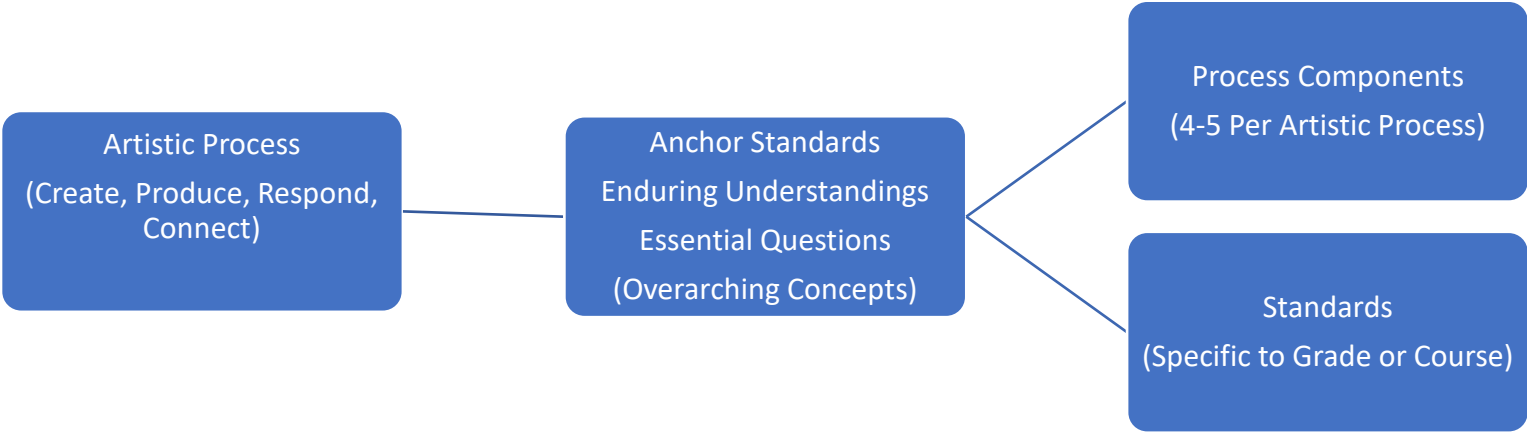
Anchor Standards describe the general knowledge and skills teachers expect students to demonstrate throughout their education and the arts. These serve as the tangible educational expression of artistic literacy.

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.

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 **guidance and support**, explore ideas for **media artworks** using play and experimentation.	**MA:Cr1.1** With **guidance and support**, express and share ideas for **media artworks** through sketching and modeling.	**MA:Cr1.2** Discover multiple ideas for **media artworks** through brainstorming and improvising.	**MA:Cr1.3** Develop multiple ideas for **media artworks** using a variety of tools, methods and/or materials.	**MA:Cr1.4** Conceive of original artistic goals for **media artworks** using a variety of creative methods	**MA:Cr1.5** Envision original ideas and innovations [for media artworks] in mind the legalities of **copyright** and **fair use**.	**MA:Cr1.6** Formulate variations of goals and solutions for media artworks by [apply]ing [cre]a[tive pr]o[cess]es, such as sketching, improvising and brainstorming keeping in mind the legalities of **copyright** and **fair use**.	**MA:Cr1.7** Produce a variety of ideas and solutions, keeping in mind the legalities of **copyright** and **fair use,** for **media artworks** through application of chosen inventive **processes**, such as concept **modeling** and **prototyping**.	**MA:Cr1.8** 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 thinking and experimenting.	**MA:Cr1.HS1** 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**.	**MA:Cr1.HS2** 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**.	**MA:Cr1.HS3** 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**.

K-12 Grade Level Standards

Process Component

Numbering System

Example: MA:Cr1.4a
MA = Media Arts
Cr = Creating Artistic Process
1 = Anchor Standard
4 = Grade 4
a = standard

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

K-12 Media Arts – Creating

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** a. With **guidance and support**, explore ideas for **media artworks** using play and experimentation.	**MA:Cr1.1** a. With **guidance and support**, express and share ideas for **media artworks** through sketching and modeling.	**MA:Cr1.2** a. Discover multiple ideas for **media artworks** through brainstorming and improvising.	**MA:Cr1.3** a. Develop multiple ideas for **media artworks** using a variety of tools, methods and/or materials.	**MA:Cr1.4** a. Conceive of original artistic goals for **media artworks** using a variety of creative methods.	**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**.	**MA:Cr1.6** a. 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:Cr1.7** a. Produce a variety of ideas and solutions, keeping in mind the legalities of **copyright** and **fair use**, for **media artworks** through application of chosen inventive **processes**, such as concept **modeling** and **prototyping**.	**MA:Cr1.8** a. 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 thinking and experimenting.	**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**.	**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**.	**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**.

Glossary: The document includes a glossary to define words that are underlined and bolded.

K-12 Media Arts – Creating

Anchor Standard 2: Organize and develop artistic ideas and work

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?*

	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
Develop	**MA:Cr2.K** a. With **guidance and support**, use ideas to form plans or **models** for **media arts productions**.	**MA:Cr2.1** a. With **guidance and support**, use identified ideas to form plans and **models** for **media arts productions**.	**MA:Cr2.2** a. Choose ideas to create plans and **models** for **media arts productions**.	**MA:Cr2.3** a. Form, share, and test ideas, plans, and **models** to prepare for **media arts productions**.	**MA:Cr2.4** a. Discuss, test, and **assemble** ideas, plans, and **models** for **media arts productions**, considering the artistic goals and the **presentation**.	**MA:Cr2.5** a. Develop, present, and test ideas, plans, **models**, and proposals for **media arts productions**, considering the artistic goals and **audience**.	**MA:Cr2.6** a. **Organize**, propose, and evaluate artistic ideas, plans, **prototypes**, and **production processes** for **media arts productions**, 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 **critique** ideas, plans, **prototypes**, and **production processes** for **media arts productions**, considering intent, resources, and the **presentation context**.	**MA:Cr2.HS1** a. Apply **aesthetic** criteria in developing, proposing, and **refining** artistic ideas, plans, **prototypes**, and **production processes** for **media arts productions**, considering original inspirations, goals, and **presentation context**.	**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: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.

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K-12 Media Arts – Creating

Anchor Standard 3: Refine and complete artistic work

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?*

	K Standard	Grade 1 Standard	Grade 2 Standards	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
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**.	**MA:Cr3.1** a. With **guidance and support**, create, capture, **assemble**, and make changes in **media arts content** for **media arts productions**.	**MA:Cr3.2** a. **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**.	**MA:Cr3.3** a. Demonstrate how the use of different **elements** alters **media artworks**.	**MA:Cr3.4** a. Structure, arrange and **refine** various **content** and **components** to convey purpose and meaning in different **media arts productions**.	**MA:Cr3.5** a. Determine how **elements**, **components**, and intentional effects in a **media artwork** can be altered to communicate clearly.	**MA:Cr3.6** a. 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.	**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.	**MA:Cr3.8** a. Implement and **refine production processes** to integrate **content** and stylistic conventions for determined meaning in **media arts productions** to reflect an understanding of purpose, **audience**, and place demonstrating an understanding of associated **principles**, such as **theme** and **unity**.	**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.	**MA:Cr3.HS2** a. 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**.	**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, **audiences**, and **contexts**.

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K-12 Media Arts – Producing

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation

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

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

	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
Integrate	**MA:Pr4.K** a. With **guidance and support**, combine varied art forms and other **content**, to form **media artworks**.	**MA:Pr4.1** a. With **guidance and support**, combine varied art forms and media **content**, to form **media artworks**, such as an illustrated story.	**MA:Pr4.2** a. Practice combining a variety of art and media **content** into unified **media artworks**, such as a narrated science animation.	**MA:Pr4.3** a. Integrate varied art forms, **production roles**, and media **content** into **media artworks**.	**MA:Pr4.4** a. Demonstrate how a variety of forms and **content** can be mixed and coordinated into media artworks.	**MA:Pr4.5** a. Create **media artworks** through the integration of multiple **contents** and forms.	**MA:Pr4.6** a. Validate how integrating multiple **contents** and forms can support a central idea in a **media artwork**, such as media, narratives, and performance.	**MA:Pr4.7** a. Integrate multiple **contents** and forms into unified **media arts productions** that convey consistent **perspectives** and **narratives**, such as an interactive video game.	**MA:Pr4.8** a. Integrate multiple **contents** and forms into unified **media arts productions** that convey specific **themes** or ideas, such as interdisciplinary projects, or multimedia theatre.	**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.	**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**.	**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**.

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K-12 Media Arts – Producing

Anchor Standard 5: Develop and refine artistic techniques and work for presentation

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?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standards	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
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**.	**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**.	**MA:Pr5.2** a. Use experimentation skills, tools, and various **production roles** in creating **media arts presentations**.	**MA:Pr5.3** a. Exhibit developing ability in a variety of artistic, design, technical, and organizational **roles**. b. Exhibit a variety of basic technical, creative skills and **production roles** to create new **content** in **media arts presentations**.	**MA:Pr5.4** a. 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**.	**MA:Pr5.5** a. Enact various **roles** to practice fundamental ability in artistic design, technical, and **soft skills**, such as formal technique, **production**, and collaboration to solve problems and create **media arts productions**.	**MA:Pr5.6** a. Develop a variety of artistic design, innovation, technical, and **soft skills** through performing various assigned **roles** in producing **media artworks**.	**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.	**MA:Pr5.8** a. 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:Pr5.HS1** a. Demonstrate progression in artistic design, innovation, technical, and **soft skills** because of selecting and fulfilling specified **roles** in the **production** of a variety of **media artworks**.	**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:Pr5.HS3** a. Employ mastered artistic design, innovation, technical, and **soft skills** in managing, solving complex challenges, and producing **media artworks**.

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K-12 Media Arts – Producing

Anchor Standard 6: Convey meaning through the presentation of artistic work

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

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?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standards	Grade 7 Standards	Grade 8 Standards	HS Level 1 Standards	HS Level 2 Standards	HS Level 3 Standards
Present	**MA:Pr6.K** A. With **guidance and support**, share reactions to the **presentation** of **media artworks**.	**MA:Pr6.1** a. With **guidance and support**, discuss the **presentation** of **media artworks** and identify reactions.	**MA:Pr6.2** a. Describe the experience of presenting **media artworks**.	**MA:Pr6.3** a. Discuss **presentation** conditions and ways to improve **media artworks presentations**.	**MA:Pr6.4** a. Explain the **presentation** conditions and share results of improvements for presenting **media artworks**.	**MA:Pr6.5** a. Compare qualities and purposes of **presentation** formats, and improvements in **presentation** and/or distribution of **media artworks**.	**MA:Pr6.6** a. Analyze various **presentation** formats and fulfill various tasks and defined **processes** in the **presentation** and/or distribution of **media artworks**. b. Analyze results and improvements for presenting **media artworks**.	**MA:Pr6.7** a. Evaluate various **presentation** formats to fulfill various tasks and defined **processes** in the **presentation** and/or distribution of **media artworks**. b. Evaluate the results and improvements for presenting **media artworks**, considering impacts on personal growth.	**MA:Pr6.8** 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.	**MA:Pr6.HS1** 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.	**MA:Pr6.HS2** 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.	**MA:Pr6.HS3** 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.

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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?*

	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
Interpret	**MA:Re7.K** a. With **guidance and support**, recognize and share messages in **media artworks**.	**MA:Re7.1** a. With **guidance and support**, identify **components** and messages in **media artworks**.	**MA:Re7.2** a. Describe the **components** and messages in **media artworks**.	**MA:Re7.3** a. Describe how messages are created by **components** in **media artworks** and how they affect **audience** experiences.	**MA:Re7.4** a. Explain how various forms, methods, and styles influence the message of a **media artwork** and how they affect **audience** experiences.	**MA:Re7.5** a. Identify, describe, and differentiate how message and meaning are created by **components** in **media artworks** and how they affect **audience** experiences.	**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.	**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.	**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.	**MA:Re7.HS1** a. Analyze the qualities of and relationships between the **components**, style, and preferences communicated by **media artworks** and artists, and how they affect **audience** experience and create intention through multimodal perception.	**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.	**MA:Re7.HS3** a. 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.

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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?*

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

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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?*

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

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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?*

	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards	Grade 7 Standards	Grade 8 Standards	HS Level 1 Standards	HS Level 2 Standards	HS Level 3 Standards
Synthesize	MA:Cn10.K a. With **guidance and support**, use personal experiences and choices in making **media artworks**.	MA:Cn10.1 a. With **guidance and support**, use personal experiences, interests, and **models** in creating **media artworks**.	MA:Cn10.2 a. Create **media artworks** using personal experiences and discuss their meaning and purpose.	MA:Cn10.3 a. Use personal experiences and external resources to create **media artworks**. b. Demonstrate how **media artworks** influence popular media.	MA:Cn10.4 a. Examine and use personal experience and external resources to create **media artworks**. b. Examine and show how **media artworks** form meanings, situations, and/or cultural experiences in both physical and **virtual spaces**.	MA:Cn10.5 a. Access and use personal experiences, and external resources to create **media artworks**. b. Examine and show how **media artworks** form meanings, situations, and cultural experiences in both physical and **virtual spaces**.	MA:Cn10.6 a. Access, evaluate, and use personal experiences and external resources to create **media artworks**. b. Explain and show how **media artworks** form new meanings, situations, and cultural experiences in both physical and **virtual spaces**.	MA:Cn10.7 a. Access, evaluate, and use personal experiences and external resources to inform the creation of **media artworks**. b. Explain and show how **media artworks** form new meanings and knowledge, situations, and cultural experiences in both physical and **virtual spaces**.	MA:Cn10.8 a. Access, evaluate, and use personal experiences and external resources to inform the creation of **media artworks**. b. Explain and demonstrate how **media artworks** expand meaning and knowledge and create cultural experiences in both physical and **virtual spaces**.	MA:Cn10.HS1 a. Access, evaluate, and integrate personal experiences and external resources to inform the creation of original **media artworks**. b. Explain and demonstrate the use of **media artworks** to expand meaning and knowledge and create cultural experiences in both physical and **virtual spaces**.	MA:Cn10.HS2 a. Synthesize personal experiences and external resources to enhance the creation of persuasive **media artworks**. 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.	MA:Cn10.HS3 a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent **media artworks**. b. Demonstrate and expound on the use of **media artworks** to create new meaning, knowledge, and impactful cultural experiences.

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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?*

	K Standard	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards	Grade 7 Standards	Grade 8 Standards	HS Level 1 Standards	HS Level 2 Standards	HS Level 3 Standards
Relate	MA:Cn11.K a. With **guidance and support**, share ideas in relating **media artworks** and everyday life in a safe and responsible manner.	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. b. Interact appropriately with **media arts** tools and environments, considering safety, rules, and fairness.	MA:Cn11.2 a. Discuss how **media artworks** and ideas relate to everyday and cultural life. b. Interact appropriately with **media arts** tools and environments, considering safety, rules, and fairness.	MA:Cn11.3 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.	MA:Cn11.4 a. Demonstrate how **media art-works** and ideas relate to everyday life and culture. b. Examine and interact appropriately with **media arts** tools and environments, considering ethics, rules, and fairness.	MA:Cn11.5 a. Research and show how **media artworks** and ideas relate to personal, cultural, social and community life. b. Examine, discuss and interact appropriately with **media arts** tools and environments, considering ethics, rules, and media literacy.	MA:Cn11.6 a. Research and show how **media artworks** and ideas relate to personal life, and social, community, and cultural situations. b. Analyze and interact appropriately with **media arts** tools and environments, considering fair use and copyright, ethics, and media literacy.	MA:Cn11.7 a. Research and demonstrate how **media artworks** and ideas relate to various situations, purposes, and values. b. Analyze and responsibly interact with **media arts** tools, environments, legal, and technological **contexts**, considering ethics, media literacy, social media, and virtual worlds.	MA:Cn11.8 a. Demonstrate and explain how **media artworks** and ideas relate to various **contexts**, purposes, and values. b. Analyze and responsibly interact with **media arts** tools, environments, legal, and technological **contexts**, considering ethics, media literacy, social media, virtual worlds, and digital identity.	MA:Cn11.HS1 a. Demonstrate and explain how **media artworks** and ideas relate in various **contexts**, purposes, and values. 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.	MA:Cn11.HS2 a. Examine in depth and demonstrate the relationships of **media arts** ideas and works in various **contexts**, purposes, and values. 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.	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.** b. Critically investigate and strategically interact with legal, technological, systemic, and vocational **contexts** of **media arts**.

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Grade Specific Media Arts Standards

Media Arts – Kindergarten	
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 **guidance and support**, use ideas to form plans or **models** for **media arts productions**.
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 **content**, to form **media artworks**.
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 **media artworks**.
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 **guidance and support**, use personal experiences and choices in making **media artworks**.
Relate	**MA:Cn11.K.a** With **guidance and support**, share ideas in relating **media artworks** and everyday life in a safe and responsible manner.

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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 **content** to form **media artworks**, 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 **media artworks**.
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.

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Media Arts – Grade 2	
Process Components	**Creating**
Conceive	**MA:Cr1.2.a** Discover multiple ideas for **media artworks** 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 **content** for unified **media arts productions**, identifying and applying basic **principles**, such as positioning and attention. **MA:Cr3.2.b** Test and describe expressive effects in altering, **refining**, and completing **media artworks**.
Process Components	**Producing**
Integrate	**MA:Pr4.2.a** Practice combining a variety of art and media **content** into unified **media artworks**, 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 **media artworks**.
Process Components	**Responding**
Interpret	**MA:Re7.2.a** Describe the **components** and messages in **media artworks**.
Perceive	**MA:Re8.2.a** Determine the purposes and meanings of **media artworks**, considering their **context**.
Evaluate	**MA:Re9.2.a** Discuss the effectiveness of and improvements for **media artworks**, considering their **context**.
Process Components	**Connecting**
Synthesize	**MA:Cn10.2.a** Create **media artworks** 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** tools and environments, considering safety, rules, and fairness.

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

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Media Arts – Grade 4	
Process Components	**Creating**
Conceive	**MA:Cr1.4.a** Conceive of original artistic goals for **media artworks** using a variety of creative methods.
Develop	**MA:Cr2.4.a** Discuss, test, and **assemble** ideas, plans, and **models** for **media arts productions**, considering the artistic goals and the **presentation**.
Construct	**MA:Cr3.4.a** 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** Demonstrate how a variety of forms and **content** can be mixed and coordinated into media artworks.
Practice	**MA:Pr5.4.a** 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** 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**
Synthesize	**MA:Cn10.4.a** 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**.
Relate	**MA:Cn11.4.a** 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.

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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 **elements**, **components**, and intentional effects in a **media artwork** can be altered in order to communicate clearly.
Process Components	**Producing**
Integrate	**MA:Pr4.5.a** Create **media artworks** through the integration of multiple **contents** and forms.
Practice	**MA:Pr5.5.a** Enact various **roles** to practice fundamental ability in artistic design, technical, and **soft skills**, such as formal technique, **production**, and collaboration to solve problems and create **media arts 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 **components** in **media artworks** and how they affect **audience** 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 **media artworks**. **MA:Cn10.5.b** Examine and show how **media artworks** form meanings, situations, and cultural experiences in both physical and **virtual spaces**.
Relate	**MA:Cn11.5.a** Research and show how **media artworks** and ideas relate to personal, cultural, social, and community life. **MA:Cn11.5.b** Examine, discuss, and interact appropriately with **media arts** tools and environments, considering ethics, rules, and media literacy.

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Media Arts – Grade 6	
Process Components	**Creating**
Conceive	**MA:Cr1.6.a** 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**.
Develop	**MA:Cr2.6.a** **Organize**, propose, and evaluate artistic ideas, plans, **prototypes**, and **production processes** for **media arts productions**, considering purposeful intent.
Construct	**MA:Cr3.6.a** 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**
Integrate	**MA:Pr4.6.a** 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** Develop a variety of artistic design, innovation, technical, and **soft skills** through performing various assigned **roles** in producing **media artworks**.
Present	**MA:Pr6.6.a** 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 **media artworks**, 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**
Synthesize	**MA:Cn10.6.a** 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**.
Relate	**MA:Cn11.6.a** 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.

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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 **copyright** and **fair use**, for **media artworks** through the application of chosen inventive **processes**, such as concept **modeling** and **prototyping**.
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 **contents** and forms into unified **media arts productions** that convey consistent **perspectives** and **narratives**, 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 **presentation** formats to fulfill various tasks and defined **processes** in the **presentation** and/or distribution of **media artworks**. **MA:Pr6.7.b** Evaluate the results and improvements for presenting **media artworks**, 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 **media artworks**. **MA:Cn10.7.b** Explain and show how **media artworks** form new meanings and knowledge, situations, and cultural experiences in both physical and **virtual spaces**.
Relate	**MA:Cn11.7.a** Research and demonstrate how **media artworks** and ideas relate to various situations, purposes, and values. **MA:Cn11.7.b** Analyze and responsibly interact with **media arts** tools and environments, considering copyright, ethics, media literacy, and social media.

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Glossary: The document includes a glossary to define words that are underlined and bolded.

Media Arts – Grade 8	
Process Components	**Creating**
Conceive	**MA:Cr1.8.a** 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 thinking and experimenting.
Develop	**MA:Cr2.8.a** Structure and **critique** ideas, plans, **prototypes**, and **production processes** for **media arts productions**, considering intent, resources, and the **presentation context**.
Construct	**MA:Cr3.8.a** 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**
Integrate	**MA:Pr4.8.a** Integrate multiple **contents** and forms into unified **media arts productions** that convey specific **themes** or ideas, such as interdisciplinary projects, or multimedia theatre.
Practice	**MA:Pr5.8.a** 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.
Present	**MA:Pr6.8.a** Design the **presentation** and distribution of **media artworks** through multiple formats and/or **contexts**. **MA:Pr6.8.b** 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 **production processes** with developed criteria, considering **context** and artistic goals.
Process Components	**Connecting**
Synthesize	**MA:Cn10.8.a** Access, evaluate, and use personal experiences and external resources to inform the creation of **media artworks**. **MA:Cn10.8.b** Explain and demonstrate how **media artworks** expand meaning and knowledge and create cultural experiences in both physical and **virtual spaces**.
Relate	**MA:Cn11.8.a** Demonstrate and explain how **media artworks** and ideas relate to various **contexts**, purposes, and values. **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.

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Media Arts – High School Level 1	
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 **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**.
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 **presentation** and distribution of collections of **media artworks**, considering combinations of artworks, formats, and **audiences**. **MA:Pr6.HS1.b** Evaluate and implement improvements in presenting **media artworks**, considering personal and local impacts.
Process Components	**Responding**
Interpret	**MA:Re7.HS1.a** Analyze the qualities of and relationships between the **components**, style, and preferences communicated by **media artworks** and artists, and how they affect **audience** 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 **contexts**.
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 **media artworks**. **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 identity.

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Media Arts – High School Level 2	
Process Components	**Creating**
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**.
Construct	**MA:Cr3.HS2.a** 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**.
Process Components	**Producing**
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**.
Present	**MA:Pr6.HS2.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. **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.

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Media Arts – High School Level 3	
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, **audiences**, 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** Employ mastered artistic design, innovation, technical, and **soft skills** in managing and solving complex challenges, and producing **media artworks**.
Present	**MA:Pr6.HS3.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. **MA:Pr6.HS3.b** Independently evaluate, compare, and integrate improvements in presenting **media artworks**, considering personal to global impacts.
Process Components	**Responding**
Interpret	**MA:Re7.HS3.a** 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	**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 **contexts** of **media arts**.

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Glossary for Media Arts Standards

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.