New York State Learning Standards for the Arts

A Self-Guided Tour of the NYS Learning Standards for the Arts

Media Arts
Welcome!

Before You Begin
Have you seen or participated in OVERVIEW of the New York State Learning Standards for the Arts?

The MEDIA ARTS STANDARDS Self-Guided Tour is intended to follow the New York State Arts Standards Overview Webinars. If you have not had an overview training or seen the webinars, please begin by viewing the Overview Webinars.

The OVERVIEW covers the following information essential to understanding and navigating the Arts Standards:

• Foundations, Framework and Structure
• Deciphering the Standards Coding
• Navigating Resources
• Artistic Processes, Anchor Standards, Performance Indicators
• Enduring Understandings and Essential Questions
Resources

Getting Started
Here are some resources you will need before you begin the Self-Guided Tour of the Media Arts Standards.

All resources for the New York State Learning Standards for the Arts are found on the NYSED Arts Learning Standards Web Page.

This presentation refers to several Arts Standards resources. Downloading the following documents and referring to them as you work through the Self-Guided Tour will increase your understanding of the key ideas in this presentation.

- MEDIA ARTS Standards At-a-Glance
- MEDIA ARTS Process Anchor EU Tables Poster
- MEDIA ARTS Process Anchor EU EQ Poster
- MEDIA ARTS Standards Glossary
- NYS Arts Standards Implementation Guide
About this Presentation

How to Use this Presentation

This *Self-Guided Tour* can be used by individuals for self-study or to facilitate interactive learning in a group session.

Navigate the slides at your own pace. Many slides refer to documents found on the NYSED website. Pausing where applicable to study the referenced documents will provide a richer understanding, familiarize you with where to find information, and enable a more “hands-on” experience.

THINK slides in this presentation are designed to provoke thought and/or conversation. If you are doing a self-guided tour, take a moment to reflect on your own practice and make notes about what you might change about your approach. If you are facilitating a group tour, the THINK slides provide opportunity for interaction, collaborative reflection, brainstorming, planning, and problem-solving. Use them to generate activities that extend understanding and provide application of key ideas found within the Standards.
10 Things to Know about the New York Learning Standards for MEDIA ARTS

01. The Media Arts Standards address time-and-motion-related artistic work created through recording sound and/or visual images.

02. The Media Art Standards were written by certified Visual Arts educators and Media Arts professionals throughout NYS.

03. Media Arts forms usually depend on technological tools; the tools are a vehicle for communication and expression, not an end in themselves.

04. The Media Arts Standards are implemented primarily by certified Visual Arts educators who teach Media Arts courses for Arts Credit.

05. Media Arts Standards may be addressed utilizing accessible traditional, contemporary, or emerging technologies.
10 Things to Know (continued)
about the New York Learning Standards for MEDIA ARTS

06. Media Arts may be delivered as a separate Arts discipline or as an integrated component within other Arts disciplines.

07. The Standards are based on an Understanding by Design® curriculum model; they support BIG ideas and encourage student inquiry.

08. Enduring Understandings and Essential Questions guide student understanding and provide opportunities for interdisciplinary connections.

09. The Standards encourage artistic investigation through play, exploration, collaboration, critical thinking, and innovation.

10. The Standards are aligned to culturally responsive teaching practices and encourage personal as well as global awareness.
Guiding Principles

Let’s look at some guiding principles that form the foundations of the new NYS Learning Standards for Media Arts.
Why New Arts Standards?

Content and practice within the art world have expanded; education practice has evolved.

- New media are evolving (Media Arts)
- Technology has changed access to viewers and presentation venues
- Many contemporary artists place less emphasis on formal properties and more emphasis on ideas
- Artists collaborate with other artists and professionals
- Artists facilitate collaborative interactions with the viewer
- Technology has changed both content and the way learning takes place
- Emphasis on communication skills and collaboration
- Need for creative problem solvers in the workforce
- Higher level thinking has become a focus
- Recognition of relationships and interdisciplinary learning (STEAM)
Visual and Media Arts

The standards recognize Media Arts as a discipline while retaining the essential relationship between Visual and Media Arts.

The 1996 standards recognized four arts disciplines—Dance, Theater, Music, and Visual Arts. The Media Arts were included as a subset of the Visual Arts. In response to enormous technological change and development in art forms, the 2015 National Core Arts Standards and, in turn, the 2017 NYS Learning Standards for the Arts list Media Arts as a separate discipline in order to highlight their unique working methods, forms, and outcomes; and to encourage interdisciplinary collaborations between all arts disciplines through media arts integration. However, Media Arts remains a substantial extension of Visual Arts for now and the near future, as reflected in the current Part 100 regulations.
Media Arts: the Fifth Discipline

Media Arts can be taught as a separate discipline or as an integrated component within and between other arts disciplines.

It is important to remember that Media Arts draws from all the Arts Disciplines, and the line between Media Arts and the Visual Arts is often a blurry one. Many states, including NY, have followed the model created by the National Core Arts Standards and included Media Arts as a fifth Arts discipline with its own set of standards and curriculum considerations.
In the New York State Learning Standards for the Arts, the term Media Arts is used to categorize forms of time-related artworks created by recording, producing, or manipulating sound and/or non-static visual images. Media artworks typically depend on a technological component to function. While Media Arts forms depend on technological tools, the tools are a vehicle for communication and expression; not an end in themselves.
Who Should Teach Media Arts?

There is currently no Media Arts teacher certification recognized in New York State.

The aesthetic and communicative power of Visual Arts education is critical to Media Arts. Certified Visual Arts teachers possess the expertise necessary to foster the critical thinking, problem solving, and personal expression that are essential to Media Arts and all Arts forms.

Digital Arts (e.g., photography, web design, digital communication design, advertising design) and Media Arts (e.g., video production, multimedia design, virtual design, interactive design, animation, game design) courses taught to fulfil Arts requirements or HS units of credit should be taught by certified K-12 Visual Art Teachers with expertise in Graphic Arts/Media Arts.

Media Arts courses taught for High School credit should align with the New York State Learning Standards for Media Arts and be taught by certified Visual Art educators.
A focus of the Media Arts Standards is to encourage the implementation of Media Arts in the Visual Art classroom as well as the Media Art classroom.

Parallels between the structure and content of the Visual and Media Arts Standards make it possible for the Visual Arts Teacher to utilize the Standards incorporate Media Arts experiences as an extension of existing curriculum. The Visual and Media Arts Glossaries are cross-referenced, indicating terms that are shared between the two disciplines. Shared terms share a common definition.

Arts Professionals (i.e. “teaching artists”) can be a valuable resource to support the Art teacher in implementing a Media Arts experience or program.
The Media Arts classroom is a place where technology is a tool for the creation of artwork. Depending on funding parameters and the ingenuity of the teacher, Media Arts classrooms can use a variety of new and old media tools and platforms to create and produce digital content as a means of self-expression. Many schools already have digital tools and technology—such as old digital cameras; tablets; laptops; interactive displays; VHS, CD, or DVD players and projectors—that can be repurposed for a Media Arts program. Old tools can still be used to develop ideas, produce digital content, review pieces of work, and provide presentation modes that teachers can use to broadcast work to an audience or produce works of Media Art in the classroom setting.
Access and Opportunity

A successful Media Arts program need not be dependent on a large budget.

While technology plays an important role in a Media Arts classroom, it is the connection to culture, ideas, artistic traditions, and innovation that brings Media Arts to life. It can begin as a station in your room for exploration to a lab with a technology tool for every student to create and produce. Notice how the Standards do not address Media Arts in terms of equipment. Access varies from little, to antiquated, to state-of-the-art equipment. Technologies are evolving and advancing at an exponential rate. A successful Media Arts program need not be contingent on a large budget. Start with your own smartphone or tablet. Encourage students to develop artistic ideas and use your device to collaboratively capture and experiment with media arts production processes.
Career Pathways

Media Arts students develop skills that prepare them for careers both within and outside the arts.

New media technologies offer endless viable opportunities for students to pursue jobs that are both creative and financially rewarding. Career avenues may include web design, graphic design, digital photography, animation, industrial design, broadcasting, and filmmaking.

Students who participate in the Arts also develop creative thinking and problem-solving skills that are highly sought after in career fields outside the Arts.
Navigating the Standards

The Media Arts Standards are based on the National Core Arts Standards and a “Backward Design” curriculum model. They are guided by Enduring Understandings and Essential Questions.
Think

What differences do you notice in the structure and framework of the new 2017 Media Arts Standards compared to the 1996 Standards?
Arts Standards Then & Now

**THEN**

1996 NYS Arts Standards

- 4 Arts Disciplines – Dance, Music, Theater, Visual Arts
- 4 Common Overarching Standards Across All Arts Disciplines
- 4 sets of Discipline-Specific Content Standards
- Clustered Grade Bands
- Paper-based

**SHARED**

- Knowledge and Skills
- Philosophical Foundations
- Lifelong Goals
- Glossary
- Parallel Format Among Arts Disciplines
- Discipline-Specific Performance Indicators

**NOW**

2017 NYS Arts Standards

- 5 Arts Disciplines (addition of Media Arts)
- 4 Common Artistic Processes Across All Arts Disciplines
- 11 Common Anchor Standards Across All Arts Disciplines
- Discipline-Specific Enduring Understandings and Essential Questions
- PreK-8 by Grade Level High School at 3 Levels
- Web-based, Printable e-Doc, and Paper Accessibility

Traditional and Contemporary Approaches for Artistic Literacy in a Digital Age
Anatomy of a 1996 Standard

The following slide provides a close-up look at a 1996 VISUAL ARTS standard (Media Arts was not recognized as an Arts discipline).

The first column shows the overarching standard, applicable to all grade levels and the four arts forms recognized in the 1996 standards (Dance, Music, Theater, and Visual Arts). The portion in bold type is the part most remembered and cited. The rest of the description is written in paragraph form and expands on the idea in bold text.

The middle column shows the discipline-specific Standard for the *Commencement General Education Level* (the High School one-unit requirement usually met in grade 9—comparable to the HSI level in the 2017 standards). It is also written in paragraph form and contains several key ideas.

Column three reveals the performance indicators that describe more specific learning goals for this standard and grade level/band. The discipline-specific standard and accompanying Performance Indicators are targeted to a particular discipline and grade level/band; these change for each discipline and grade level/band. Although only four Standards were present in the 1996 Standards, each contained a lot of text and several discreet ideas or skills were rolled into one Standard.
1996 Visual Arts Standard

**All ARTS Standard**

**Standard 1: Creating, Performing, and Participating in the Arts**

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.

**VISUAL ARTS Commencement Level Standard**

Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

**VISUAL ARTS Performance Indicators**

(a) Create a collection of artwork, in a variety of mediums, based on individual and collective experiences to explore perceptions, ideas, and viewpoints

(b) Create artworks in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images

(c) Demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition

(d) Reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly
Anatomy of a 2017 Standard

The following two slides provide a close-up look at a 2017 VISUAL ARTS and 2017 MEDIA ARTS standard.

Like the 1996 standards, the 2017 standards utilize Overarching Standards—now called Anchor Standards—that extend across disciplines and grade levels. A 2017 Anchor Standard is shown in Column 1 for each of the following examples. It is a succinct statement that contains a single key idea.

The 2017 Standards contain 11 Anchor Standards compared to the 4 Overarching Standards used prior. The increase in number is not due to increased content; content has been redistributed in shorter “bytes” designed to make navigation simpler and more intuitive.

An Enduring Understanding and one or more Essential Questions accompany the Anchor Standard, providing a discipline-specific interpretation of the Standard. Note the similarities and differences between the Visual Arts and Media Arts examples provided.

Column 2 in each example slide shows a grade level Performance Indicator. Performance Indicators are provided for every grade level pre-K through 8 and three high school levels (proficient, accomplished, and advanced).

Take a few minutes to look back and forth at 1996 and 2017 standard examples, noting that how the new Standards and Performance Indicators are designed to be easy to identify, navigate, and use.
Anchor Standard VA:Cr.1
Generate and conceptualize artistic ideas and work.

Enduring Understanding:
Creativity and innovative thinking are essential life skills that can be developed.

Essential Questions:
What conditions, attitudes and behaviors support creative risk taking and innovative thinking?
How does collaboration expand the creative process?

Performance Indicator VA:Cr1.1.HSI
Use multiple approaches to begin creative endeavors.

different for each grade level

same for all grade levels
Anchor Standard MA:Cr.1
Generate and conceptualize artistic ideas and work.

Enduring Understanding:
Media arts ideas and works are shaped by the imagination, creative processes, artistic traditions, and experiences.

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

Performance Indicator MA:Cr1.1.HSI
Use identified generative methods to formulate multiple ideas and develop artistic goals for media art work.

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Four Processes

The MEDIA ARTS Standards are organized in four Processes

Cr  Creating  Conceiving and developing new artistic ideas and work
Pr  Producing  Realizing and presenting artistic ideas and work
Re  Responding  Understanding and evaluating how the arts convey meaning
Cn  Connecting  Relating artistic ideas and work with personal meaning and external context
Connections Among the Processes

The four Processes are used as the first level of organization for the Arts Standards.

While they are represented separately and in a linear order in the Standards tables, there is often overlap among the Processes.

Within any given lesson or unit, several Processes and Standards may be engaged at once during the learning process.
Eleven Anchor Standards

The 4 Processes are divided into 11 Anchor Standards shared by all 5 Arts Disciplines

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.
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.
7. Perceive and analyze artistic work.
8. Interpret meaning in artistic work.
9. Apply criteria to evaluate artistic work.
10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.
The Anchor standards elaborate on the Artistic Processes of Creating, Performing/Presenting/Producing, Responding, and Connecting. A color-coding system makes it easy to break the standards into process categories and simplifies searching for information in the chart. Anchor Standards posters are available on the NYSED Arts Standards page.
Enduring Understandings

The New York State Learning Standards for the Arts are based on a “backward design” curriculum model. Backward design prioritizes learning goals over activities, products, or instructional process. The ultimate goal is understanding. Knowing, doing, making, and experiencing are means to get to UNDERSTANDING.

Enduring Understandings (EUs) represent the core learning goals—the Big Ideas—that students will retain long after the details have faded.
Enduring Understandings within the Arts Standards are discipline specific. They represent the key ideas contained in the Anchor Standards as seen through the lens of the specific Arts Discipline. Each Anchor Standard is subdivided into one or more Enduring Understandings, which represent the most important learning needed to meet the Standard.

<table>
<thead>
<tr>
<th>Artistic Processes</th>
<th>Anchor Standards</th>
<th>Process Components</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cr</strong> Creating</td>
<td>Generate and conceptualize artistic ideas and work.</td>
<td>GENERATE 1.1 Media arts ideas and works are shaped by the imagination, creative process, artistic traditions, and experiences.</td>
<td></td>
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<tr>
<td></td>
<td>Organize and develop artistic ideas and work.</td>
<td>DEVELOP 2.1 Media artists plan, organize, and develop creative ideas, plans, and models into constructions that can effectively communicate ideas.</td>
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<td></td>
<td>Refine and complete artistic work.</td>
<td>CONSIDER, RESPECT 2.2 Media artists balance experimentation and freedom with safety and responsibility while developing, creating, and sharing media artifacts.</td>
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</tr>
<tr>
<td><strong>Pr</strong> Producing</td>
<td>Select, analyze, and interpret artistic work for presentation.</td>
<td>SYNTHESIZE 3.1 Media artists intentionally integrate analyzing, evaluating, and refining elements, principles, and processes to improve the clarity, communication, and purpose of the media artwork.</td>
<td></td>
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<tr>
<td></td>
<td>Develop and refine artistic techniques and work for presentation.</td>
<td>ADAPT, PRESENT 4.1 Media artists integrate various forms and content to present or share complex, multi-media artworks.</td>
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<td></td>
<td>Convey meaning through the presentation of artistic work.</td>
<td>SHARE, CURATE 5.1 The reciprocal nature of creation and presentation of media artworks demands a wide range of skills and abilities to creatively solve problems and influence media artworks. Media artists require a range of skills and abilities to effectively present media artworks.</td>
<td></td>
</tr>
<tr>
<td><strong>Re</strong> Responding</td>
<td>Perceive and analyze artistic work.</td>
<td>PERCEIVE, RELATE 6.1 Media art is made to be shared. Media artists purposefully present and distribute media artworks for various contexts.</td>
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<td></td>
<td>Interpret meaning in artistic work.</td>
<td>ANALYZE, INTERPRET 7.1 Identifying the qualities and characteristics of media artworks improves artistic appreciation and judgment.</td>
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<tr>
<td></td>
<td>Apply criteria to evaluate artistic work.</td>
<td>EVALUATE 7.2 Media artworks communicate and influence audience experiences.</td>
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<tr>
<td><strong>Cn</strong> Connecting</td>
<td>Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</td>
<td>RESEARCH 8.1 Interpretation and appreciation require consideration of the intent, form, and context of media artwork.</td>
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<td></td>
<td>Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.</td>
<td>RELATE 9.1 Skilled evaluation and critique are essential components of experiencing, appreciating, and producing media artwork.</td>
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<td></td>
<td>Generate and solving artistic problems prepares people to navigate unfamiliar challenges and to contribute to solutions within a society or culture.</td>
<td>INNOVATE 10.1 Media artwork synthesizes personal experiences to create meaning.</td>
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</tbody>
</table>
Essential Questions

Each Enduring Understanding is supported by *Essential Questions (EQs)* that guide student inquiry toward the Enduring Understandings and, ultimately, achievement of the Anchor Standards.

Essential Questions are provocative, open-ended questions that provide avenues for investigation.
**EU/EQ Posters**

EU/EQ Tables show the relationship among Artistic Processes, and Anchor Standards with Media Arts specific Enduring Understandings and Essential Questions.

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**Table: MEDIA ARTS ~ New York State Learning Standards for the Arts**

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<th>Enduring Understandings</th>
<th>Essential Questions</th>
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</thead>
<tbody>
<tr>
<td>1. Generate and conceptualize artistic ideas and work.</td>
<td>GENERATE</td>
<td>1.1 Media artists and making are shaped by the imagination, creative processes, and experiences.</td>
<td>How do media artists generate ideas and concepts? How can ideas for media arts productions be transformed and developed to be effective and original?</td>
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</tr>
<tr>
<td>2. Organize and develop artistic ideas and work.</td>
<td>DEVELOP</td>
<td>2.1 Media artists plan, organize, and develop creative ideas, plans, and media into structures that convincingly express artistic intent.</td>
<td>How do media artists organize and develop ideas and media into structures and achieve the desired impact and impact?</td>
<td></td>
</tr>
<tr>
<td>3. Refine and complete artistic work.</td>
<td>CONSIDER RESPECT</td>
<td>2.2 Media artists balance experimentation and freedom with safety and responsibility with their developing, creating, and sharing media.</td>
<td>What responsibilities come with the freedom to create, and how do media artists balance these responsibilities?</td>
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</tr>
<tr>
<td>4. Select, analyze, and interpret artistic work for presentation.</td>
<td>ASSESS, REPORT</td>
<td>2.3 Media artists rely on analysis, evaluation, and reflection to improve, communicate, and purpose of their media work.</td>
<td>How do media artists participate in critical discussions that shape purpose, meaning, and artistic quality?</td>
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</tr>
<tr>
<td>5. Develop and refine artistic techniques and work for presentation.</td>
<td>SYNTHESIZE</td>
<td>3.1 Media artists require a range of skills and abilities to effectively present media.</td>
<td>How do media artists synthesize various forms and contexts to present their work?</td>
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</tr>
<tr>
<td>6. Convey meaning through the presentation of artistic work.</td>
<td>APPLY, PRESENT</td>
<td>3.2 Media artists understanding and applying various forms and contexts to present their work.</td>
<td>How does the synthesis of creative and presentation influences media artists and their audience?</td>
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</tr>
<tr>
<td>7. Perceive and analyze artistic work.</td>
<td>PERCEIVE, EVALUATE</td>
<td>3.3 Media artists understanding the characteristics of media artworks improves artist appreciation and production.</td>
<td>How do media artists perceive and analyze their own and others' artworks?</td>
<td></td>
</tr>
<tr>
<td>8. Interpret meaning in artistic work.</td>
<td>INTERPRET</td>
<td>4.1 Media artists understanding and applying various forms and contexts to present their work.</td>
<td>How does the interpretation of creative and presentation influences media artists and their audience?</td>
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<tr>
<td>9. Apply criteria to evaluate artistic work.</td>
<td>EVALUATE</td>
<td>4.2 Media artists understanding and applying various forms and contexts to present their work.</td>
<td>How do media artists perceive and analyze their own and others' artworks?</td>
<td></td>
</tr>
<tr>
<td>10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</td>
<td>RESEARCH</td>
<td>5.1 Media artists understanding and applying various forms and contexts to present their work.</td>
<td>How do media artists perceive and analyze their own and others' artworks?</td>
<td></td>
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<tr>
<td>11. Investigate ways that artistic work is influenced by social, cultural, and historical context and, in turn, how artistic ideas shape cultural, social, and historical contexts.</td>
<td>RELATE</td>
<td>5.2 Media artists understanding and applying various forms and contexts to present their work.</td>
<td>How do media artists perceive and analyze their own and others' artworks?</td>
<td></td>
</tr>
<tr>
<td>12. Generate and solve artistic problems through creative and innovative thinking.</td>
<td>GENERATE</td>
<td>5.3 Media artists understanding and applying various forms and contexts to present their work.</td>
<td>How do media artists perceive and analyze their own and others' artworks?</td>
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</table>
The Standards include Performance Indicators by grade level for Pre-K to 8 and three achievement levels for High School. The Performance Indicators reinforce a progression of skills, abilities, knowledge and socio-emotional development as grade levels increase. Some students may require increased challenges or increased support to achieve or exceed grade-level Performance Indicators listed in the Standards.
The Standards writers recognized the importance of the inherent relationship of Visual and Media Arts. The table to the right shows Visual and Media Arts side by side in an alignment crosswalk. Visual and Media Arts teachers can easily work with both Visual and Media Arts standards since the content is parallel. Key ideas are found in similar locations as you look through the Visual Arts and Media Arts At-Glance documents.
The Visual and Media Arts Glossaries are cross-referenced so you can see which terms are shared between the two disciplines. For all shared terms you will find a common definition. The letters “VA” in the next-to-right-hand column indicate that part or all of the definition is the same in the New York State Visual Arts and Media Arts standards.

### Definitions

<table>
<thead>
<tr>
<th>Aesthetic</th>
<th>Shared with Visual Arts</th>
<th>NYS additions to NCAS</th>
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</thead>
<tbody>
<tr>
<td>Specific artistic awareness, or a deep appreciation of the meaning of an artistic experience through intellectual, emotional, and sensual responses to a work of art. Aesthetics in Media Arts involves engagement with and increasing understanding of how images, sounds, and texts can be used to provoke responses.</td>
<td>VA</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aesthetics</th>
<th>Shared with Visual Arts</th>
<th>NYS additions to NCAS</th>
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<tbody>
<tr>
<td>The philosophical inquiry into the nature of what makes a work of art a “work of art,” and not just an object; our response to the work, and the resulting examination of our values concerning art. Other aesthetic inquiries include questions like who is the artist? or when or under what circumstances is a work art? Aesthetics can change over time, in response to context and culture.</td>
<td>VA</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Shared with Visual Arts</th>
<th>NYS additions to NCAS</th>
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<tbody>
<tr>
<td>Examine methodically and in detail the constitution or structure of something, typically for purposes of explanation, interpretation, or deeper understanding.</td>
<td>VA</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appropriation</th>
<th>Shared with Visual Arts</th>
<th>NYS additions to NCAS</th>
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</thead>
<tbody>
<tr>
<td>The intentional borrowing, copying, and altering of pre-existing images and objects.</td>
<td>VA</td>
<td></td>
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</tbody>
</table>

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Media Arts Standards Coding

First position indicates the discipline. It is always followed by a colon (:).
Second position (following the colon) indicates the Artistic Process.
Third position indicates the Anchor Standard number and Enduring Understanding number, which are separated by a “.”
Fourth position indicates the Grade Level.
Fifth position indicates the Performance Indicator.

The Anchor Standards (AS) are the same across all arts disciplines. However, each arts discipline’s standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU).

EUs guide the content of the Performance Indicators (PI).

Some Anchor Standards in some of the arts disciplines have more than one EU.
**Media Arts Example**

<table>
<thead>
<tr>
<th>Performance Indicator</th>
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</thead>
<tbody>
<tr>
<td>3rd MA:Re7.1.3</td>
</tr>
</tbody>
</table>

**a.** Identify and describe how components of media artwork communicate specific messages.

- **Discipline** “Media Arts”
- **Artistic Process** “Responding”
- **Anchor Standard** “7”
- **Enduring Understanding** “1”
- **Grade Level** “3”
- **Performance Indicator** “a”

**Bold** words indicate discipline specific vocabulary. Definitions can be found in the NYS Arts Standards Glossary.

Performance Indicators are coded with a lower-case alpha (a, b, c) even **when there is only one** in a column.
New and Noteworthy

This section focuses on what is most notable within the content of the new Standards so you’ll know where to look and what you can refer to as you develop curriculum.
Anchor Standard 1
We see collaboration appear throughout the Media Arts standards. Collaboration is an essential component of Media Arts and a recurring theme throughout the Visual and Media standards. It is a characteristic of contemporary practice, in which artists work together with other artists and professionals outside the art field to realize artistic work.
Anchor Standard 2

Creation begins with the generation of ideas, even before a Media artist engages materials. The Standards suggest that the teacher is not responsible for all of the idea generation and that the students should do more than carry out steps toward completion of a predetermined product.
Think

Who generates the ideas in your classroom?

How can you prompt students in thought-provoking ways to enable them to generate original ideas for Media Arts work?

How can you build in student choice and decision-making while still scaffolding their learning and supporting their success?
Enduring Understanding 2.2

Safety and Responsibility are themes that run through the Creation Process in Visual and Media Arts. Developing good digital citizenship is paramount throughout the Media Arts Processes. Encourage students to understand the safety and responsibility that comes with borrowing and sharing images, appropriate use, copyright, caring for tools, and positive behavior online and when interacting with others.
Clarity and Communication

Anchor Standard 3
Media artists intentionally integrate, analyze, and revise elements, principles and processes to improve the clarity, communication, and purpose of the media artwork.
Anchor Standards 4
Media artists integrate various forms and contents to present or share complex, unified media artworks.
Traditional and Contemporary

**Anchor Standards 5**

The nature of creation and presentation of media artworks demands a wide range of skills and abilities to creatively solve problems and refine media artworks.
Think

What are some Media Arts tools that might be considered “traditional?”

What Media Arts skills could be taught without technological tools?
Media Artwork is to be Shared

Anchor Standard 6

Presentation is a part of the production process. Media artists analyze, evaluate, and integrate various forms and contents to present or share complex, unified media artworks.
The Audience

Anchor Standard 7
Media artworks communicate and influence audience experiences. Identifying the qualities and characteristics of media artworks improves artistic appreciation and production. How do we read Media artwork?
Evaluating Artistic Work

Anchor Standard 9
Evaluation and critique are essential components of experiencing, appreciating, and producing media artwork. How can you teach students how to generate, evaluate, and use appropriate criteria?
Communicating Personal Experience

Anchor Standard 10
Media artists synthesize personal experiences to create meaning. How can you help students use their own ideas and experiences to generate increasingly meaningful and personal Media artwork?
Purpose and Value

Anchor Standard 11

Media artworks and ideas are better understood and produced by relating them to their purposes, values, cultures and various contexts.
Anchor Standard 11
Generating and solving artistic problems prepares people to navigate unforeseen challenges and to contribute to solutions within a society or culture.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>How do media artists identify and utilize problem solving through experimentation to promote innovation within the field?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd MA:Cn11.1.2</td>
<td>Discuss and demonstrate how media art and ideas relate to personal, social, and community life, past and present.</td>
</tr>
<tr>
<td>3rd MA:Cn11.1.3</td>
<td>Discuss and demonstrate how media art and ideas are influenced and inspired by life, cultures, values, and behavior.</td>
</tr>
<tr>
<td>4th MA:Cn11.1.4</td>
<td>Research and show how, throughout time, media art and ideas relate to personal, social, cultural, and political contexts, purposes, values, and identities.</td>
</tr>
<tr>
<td>5th MA:Cn11.1.5</td>
<td>Research and show how, throughout time, media art and ideas are influenced by life, cultures, values, and behavior.</td>
</tr>
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<td>6th MA:Cn11.1.6</td>
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</tr>
<tr>
<td>8th MA:Cn11.1.8</td>
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</tr>
</tbody>
</table>

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Implementing the Standards

Some things to consider as you begin to develop curriculum and/or assessment for your classroom, school, or district.
Guiding Principles
How can new standards transform old curriculum?

• Media Arts work engages 4-D (time, motion) and combines mediums to produce work that is usually captured and played back. If a Media Arts course will be used to fulfill the 1-unit diploma requirement, how will your students meet all 11 Media Arts Standards? How can advanced Media Arts courses address the Standards at the HS II and/or HS III level(s)?

• School districts have varied access to technologies. Those tools are not an end in themselves, but vehicles for communication. How can the Media Arts Standards support the use of analog tools as well as traditional, new, and evolving technologies?

• Parallels between Visual and Media Arts Standards and Glossary terms enable Visual Arts educators to incorporate the Media Arts to extend existing curriculum.

• How can your curriculum help students embrace the spectrum of art? What is the relationship between fine art and design, and why are both important to include in Media Arts learning? How can your curriculum embrace innovation by looking at traditional, contemporary, and emerging media?

• The relationship of 21st Century Skills to the new Media Arts standards is very strong. How can you emphasize those connections?
Transitions Steps

How can new standards transform old curriculum?

1. Study the new Arts Anchor Standards and Enduring Understandings for Visual Arts.

2. Think over the units and lessons in your curriculum.
   • Which Anchor Standards are fairly well represented? Which are missing altogether?
   • Which units could be expanded with a few more activities (e.g., adding a collaborative step)?
   • Are there any lessons or units that should be discarded?

3. Consider developing new units or revising lessons in your Media Arts curriculum to meet the 11 Anchor Standards.
   • Not all 11 Anchor Standards need be addressed in one lesson.
   • The weight and time devoted to each Anchor Standard may vary.
   • Courses used to satisfy the 1-unit diploma requirement should be broad in scope, foundational, and address ALL the Media Arts and/or Visual Arts Standards at the HSI level. Advanced elective courses may be narrower in scope and are not required to meet ALL of the standards.

4. Consider adding at least one Media Arts unit or lesson to your Visual Arts curriculum.
   • The number of Media Arts Standards, weight of each standard, and time devoted to each standard may vary.
Next Steps

How can new standards transform old curriculum?

1. **Review the Anchor Standards and Performance Indicators again**, paying close attention to the Enduring Understandings, Essential Questions, and Process Components to deepen student understanding.

2. **For each unit you teach, choose developmentally appropriate Big Ideas/Enduring Understandings, and Essential Questions connected to the work students will investigate.** These ideas and works will anchor your curriculum.

3. **How can you deepen or expand opportunities for...**
   - Time based (4-D) Media Arts experiences?
   - Use of traditional, new, and emerging technologies?
   - A balance of traditional art and artists (the “masters”) with contemporary art and artists?
   - Culturally responsive content and instruction?
   - Differentiated options that meet objectives and give students investigative opportunities?
   - Deepening understanding of art and artists from other cultures (both living and extinct)?
   - Equal representation of genders among selected artists, topics, and themes?
Many schools don’t offer a sequential K-12 Media Arts Education program. In such cases, Media Arts teachers may need to customize their curriculum to begin where students are and develop a level-appropriate curriculum that moves them forward at a somewhat accelerated pace.

Because Media Arts Education is not widely implemented in all districts at all levels, a sliding scale has been developed to facilitate, when necessary, the writing of curricula suitable to the students' experience and training, rather than grade level. An overview of the sliding scale is provided in the following slides. For a more detailed explanation, see the Arts Standards Implementation Guide pages 31-32.
Sliding Scale

Accommodating a Range of Experience Levels (continued)

The sliding scale accommodates the level of accomplishment for those who begin their Media Arts education at any level beyond Pre-K.

Levels are scaffolded to represent student learning expectations in alignment with developmentally appropriate abilities.

Media Arts educators determine the student’s level based on prior knowledge/experience and baseline assessments, and then tailor level- and age-appropriate curriculum to meet individual student needs.

Students progress at a pace set by their teacher, based upon on their abilities, prior experience, and developmental level.
Sliding Scale
Four Levels of Media Arts Experience

I
Introductory

- Expose students to artistic concepts and skills for the first time.
- Students move from unfamiliarity with artistic concepts and skills to the remembering/knowledge level.
- Learning descriptors: recognize, identify, describe, recall, apply, make

D
Developing

- Guide continued growth of students’ artistic understanding and capabilities.
- Students proceed from the remembering/knowledge level of learning to the understanding/comprehension level.
- Learning descriptors: categorize, compare & contrast, generate, organize, explain, interpret, apply

A
Adept

- Facilitate student demonstration of artistic attainment.
- Students progress from the understanding/comprehension level of learning to the analyzing/evaluating/creating level through the application of knowledge, skills, and understanding.
- Learning descriptors: investigate, analyze, plan, implement, synthesize, solve, revise, evaluate, justify.

E
Excelling

- Provide opportunities for student initiative and heightened artistic engagement.
- Students advance to the analyzing/evaluating/creating level of learning through the generation of new artistic ideas, perspectives, practices, and works.
- Learning descriptors: infer, construct, originate, elaborate, predict, critique, create, refine.

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Understanding the Sliding Scale

The graphic shown here provides an example of how learning levels are scaffolded to align with Media Arts experience. Students new to Media Arts might be Introductory at any grade level, requiring scaled back instruction. Students with more experience might be considered Developing by grade 1, Adept by grade 3, and Excelling by grade 5.
The table above shows how students with no prior Media Arts instruction may need to begin at an introductory level and progress through learning levels at an accelerated pace. Learning levels are scaffolded to align with developmentally appropriate abilities.

Essential processes are present at all learning levels and build students’ artistic knowledge and stage of development. These processes include questioning, risk-taking, problem-solving, creating, performing, valuing, thinking critically, revising, and collaborating.
Guidance for Submitting NYS Media Arts Courses – *what are the Media Arts?*

Media Arts is an evolving form of artistic expression that includes all forms of virtual and time-related art works, and that applies technology and visual problem-solving concepts to create, capture, manipulate, and/or integrate visual images (and sometimes sound).

- Media artworks usually depend on technological component(s) to function.
- They include both fine arts and commercially-oriented works presented via film, television, radio, audio, video, the internet, interactive and mobile technologies, transmedia storytelling, etc.

**Lens-based** – photography, film, and video-generated imagery and sound

**Virtual/Time-based** – unfolds virtually and/or in real-time & space, and often includes viewer interactivity

**Web-based** – is developed and produced on and/or for the internet, using imagery, and sometimes sound

**App-based** – created with specific software application(s) on computers, mobile devices, and/or other digital platforms

Many media arts forms are created and produced through integration of multiple platforms & applications; thus these categories can, and frequently do, overlap.
Media Arts forms are constantly evolving in response to technological innovations.

Forms that are shared with contemporary visual arts/fine arts include kinetic sculpture, information art, organic and algorithmic art, interactive art, multimedia installations, etc. Other more commercially oriented forms include news reporting, film, documentaries, advertisements, music videos, animation, machinima, video games and game design, and/or a combination of any of these.

- Media Arts incorporate 2-D, 3-D, 4-D, and virtual/immersive art forms.
- Some media arts forms have a physical component in completed form, others do not.
- Some new media arts forms share concerns and technological tools with scientific fields.
- *Italics indicate emerging art forms that may not (yet) be supportable in Pk-12 settings.*
Additional Resources

See the Arts page on the New York State Education Department website for more resources to support the implementation of the Standards.
At-a-Glance, Glossaries, and Posters

The NYSED Arts web page provides access to many resources to support implementation of the standards.

- Anchor Standards, Enduring Understandings, and Essential Questions Posters
- Discipline Specific Comprehensive Posters
- Discipline Specific Standards At-a-Glance Documents
- Discipline Specific Glossaries

http://www.nysed.gov/curriculum-instruction/arts-standards-implementation-resources
Interactive Training Webinars

The NYS Arts Standards Overview Webinars provide an in-depth narrated explanation of the Philosophical Foundations and Overarching Structure of the 2017 New York State Learning Standards for the Arts. These webinars cover what is common to all five Arts disciplines in the new Standards.

http://www.nysed.gov/curriculum-instruction/arts-overview-webinars
Customized Standards Workbooks

An interactive site is available to customize a Standards workbook tailored to your specific discipline and teaching level(s).

Enter your Arts discipline, teaching level, and/or other parameters and print a list of Anchor Standards, Enduring Understandings, Essential Questions and Performance Indicators specific to your needs.

http://www.nyartsstandards.org/
The interactive New York State Arts Standards Workbooks site also provides access to National Core Arts Standards Model Cornerstone Assessments and samples of student work. Teachers can select Arts discipline, grade level(s), and Artistic process to view examples of student works most applicable to their own teaching situation.

http://www.nyartsstandards.org/
Thank you!

For more information, please visit http://www.nysed.gov/curriculum-instruction/arts