

Toolkit Document for

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

Goal: To provide educators with essential questions and discussion points as they work through: *A Self-Guided Tour of the NYS Learning Standards for the Arts: Media Arts*

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

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 [NYSESED 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](#)

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 the 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.

STOP 1: Guiding Principles

This stop is intended to introduce participants to important principles that form the foundations of the new NYS Learning Standards for Media Arts. These guiding principles explore the importance of student development, interdisciplinary connections, expertise, Media Arts opportunities, sequenced engagement, access and equity.

STOP 2: Navigating the NYS Learning Standards for Media Arts

The introduction to the standards is essential to the contextualization and understanding of the standards, how they are structured, organized, and how they are to be applied at each grade level. This stop is intended to introduce participants to the structure of the new 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: (or discuss in a small group)

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

STOP 3: 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.

Creating: THINK (or discuss in a small group)

- *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?*

Presenting: THINK (or discuss in a small group)

- *What are some Media Arts tools that might be considered “traditional?”*
- *What Media Arts skills could be taught without technological tools?*

Responding: THINK (or discuss in a small group)

- *How do we read Media artwork?*
- *How can you teach students how to generate, evaluate, and use appropriate criteria?*

Connecting: THINK (or discuss in a small group)

- *How can you help students use their own ideas and experiences to generate increasingly meaningful and personal Media artwork?*

STOP 4: Implementing the Standards

Here are some things to consider as you begin to develop curriculum, instruction, and/or assessments for your classroom, school, or district.

- How can new standards transform old curriculum?
- Transitions and next steps.

STOP 5: The Sliding Scale

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.

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. 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 their abilities, prior experience, and developmental 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.

STOP 5: Additional Resources

- At-a-Glance, Glossaries and Posters
www.nysed.gov/curriculum-instruction/arts-standards-implementation-resources
- Interactive Training Webinars
www.nysed.gov/curriculum-instruction/arts-overview-webinars
- Customized Standard Workbooks
- Links to Student Exemplars
www.nyartsstandards.org/