Students as well as teachers need to make, implement, and reflect on important Media Arts decisions within the Arts classroom.
• How can students participate in the decision-making process related to their own Creating, Performing, Responding, and Connecting in the Media Arts?

Prioritize depth over breadth; the standards are based on a “backward design” curriculum model, utilizing Big Ideas, Enduring Understandings, Essential Questions.
• Longer units and projects help students to develop and unfold greater depth of understanding and skill.

Media Arts work engages 4-D (time, motion) and combines mediums to produce work that is usually captured, recorded, 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. Technological tools are not an end in themselves, but vehicles for communication.
MEDIA ARTS refers to time-related (moving image) work, usually utilizing a technological component to record, play back, or function. The discipline of Media Arts encompasses both fine and commercial artworks, and is constantly expanding in response to technological innovation and the expanding ideas of Media Artists.

TRANSITION STEPS

REVIEW • PLAN • EXPERIMENT

1. Study the Anchor Standards.
2. Reflect upon the units and lessons in your curriculum.
   • Which Anchor Standards are well represented?
   • Which Anchor Standards are not well represented, or missing altogether?
   • Which units or lessons will need little to no adaptation?
   • Which units could be expanded with a few more activities (e.g., adding a collaborative or a Presenting step?)
   • Are there any lessons or units that should be discarded?
3. Consider developing new Media Arts 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 Anchor Standards.
4. Consider using the Media Arts standards to add at least one Media Arts unit or lesson to your Visual Arts curriculum.
   • Parallels between Visual and Media Arts Standards, Enduring Understandings, and Glossary terms enable the Visual Arts educator to incorporate Media Arts experiences to extend existing curriculum.
   • Which Media Arts Standards you choose to utilize may vary depending on the Media Arts unit, lesson, or experience you wish to incorporate.

NEXT STEPS

ALIGN • GROW • INTEGRATE

1. Review the Anchor Standards and Performance Indicators, paying close attention to the Enduring Understandings, Essential Questions, and Process Components. These are broad philosophical statements, which, when explored via local curriculum, lead to fulfillment of the standards.
2. For each unit you teach, choose developmentally appropriate Big Ideas, Enduring Understandings, and Essential Questions that are connected to the artworks students will investigate. These ideas and works will anchor your curriculum.
3. Prioritize depth over breadth. Do your units or lessons actively engage students in reflecting on Big Ideas, Enduring Understandings, and Essential Questions?
4. 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?
   • Recognizing student growth as well as curriculum mastery?
   • Formative assessment and metacognition?
5. Explore and try out new or adapted units.
   • What worked? What didn’t work? What would you change?