



THINK CURRICULUM *Media Arts*

This document is designed to support Visual and Media Arts educators in aligning curricula with the New York State Media Arts Standards. Students in any classroom display a wide mix of maturity levels, skill levels, and conceptual development. Your students may be more advanced than, or not ready for, the grade-level Performance Indicators listed in the Standards. The Performance Indicators scaffold a progression of skills, abilities, knowledge and socio-emotional development over time as grade levels increase. How can you use them to help you assess where students are and differentiate expectations, so you can plan what and how they might learn next?

GUIDING PRINCIPLES

HOW CAN NEW ARTS STANDARDS TRANSFORM OLD CURRICULUM?

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.

- How can the Media Arts Standards support the use of analog tools as well as traditional, new, and emerging technologies?
- Parallels between Visual and Media Arts Standards and Glossary terms enable Visual Arts educators to incorporate the Media Arts to extend existing curriculum.

Who is doing the generating and creating?

- How will you give students opportunities to create and invent without constant teacher direction toward a predetermined finished product?

Who is doing the Producing; how, and why?

- How does student engagement in the production and exhibition process increase understanding of how their work communicates and affects the audience experience?

Assessment of Media artwork is context dependent. Which criteria and evaluation tools will be used for assessing student work?

- How can you help students to determine the appropriate criteria for understanding and evaluating work?
- How can you encourage students to consider the viewer’s reaction to the work?

Why is contemporary Art a specific focus?

- How can contemporary Art connect to students’ lives and concerns?
- How can traditional methods express contemporary ideas through Media Arts?
- What is the relationship of Media Arts to STEAM?

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 Media Arts embody connections to all the Arts disciplines and to content and thinking skills outside the Arts.

- How can you emphasize 21st Century Skills?
- How can you integrate Media Arts into Visual Art units?
- How can you design specific units focused on exploration and communication of the cross-curricular connections that can be made through Media Arts?

THINK

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?