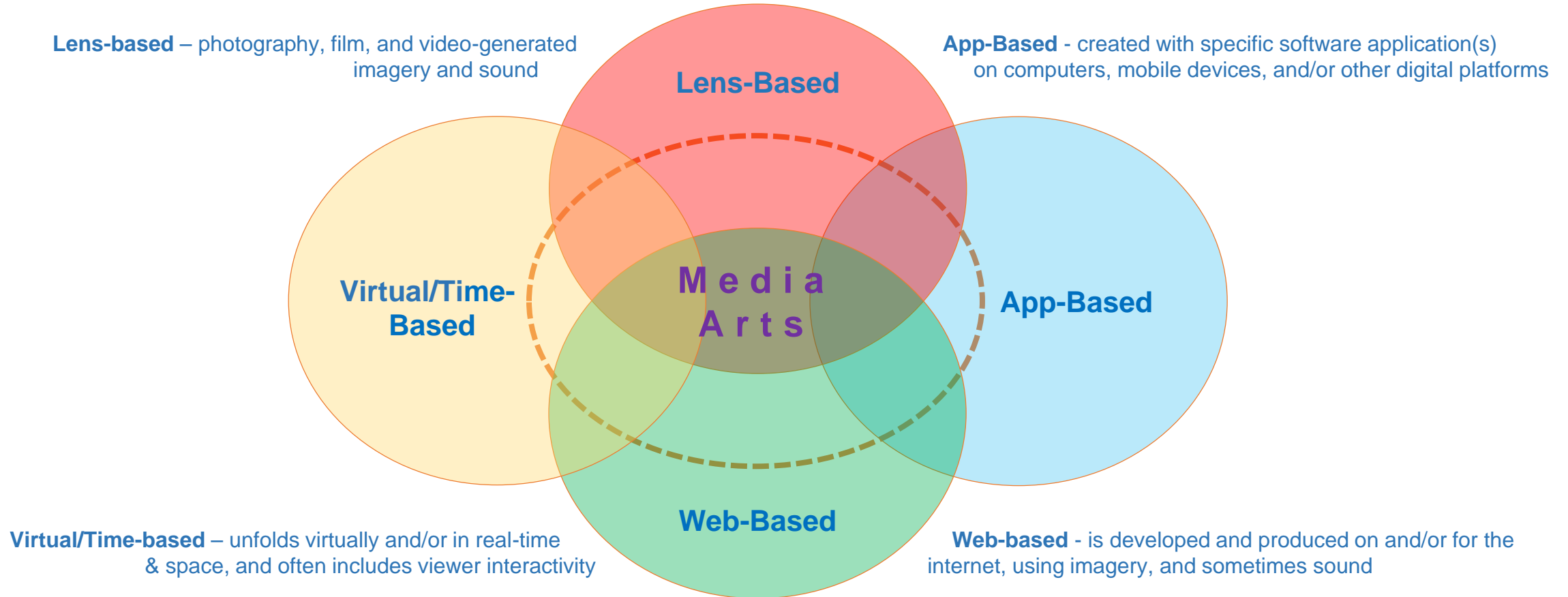# Guidance for Submitting NYS Media Arts Courses – *what are the Media Arts?*

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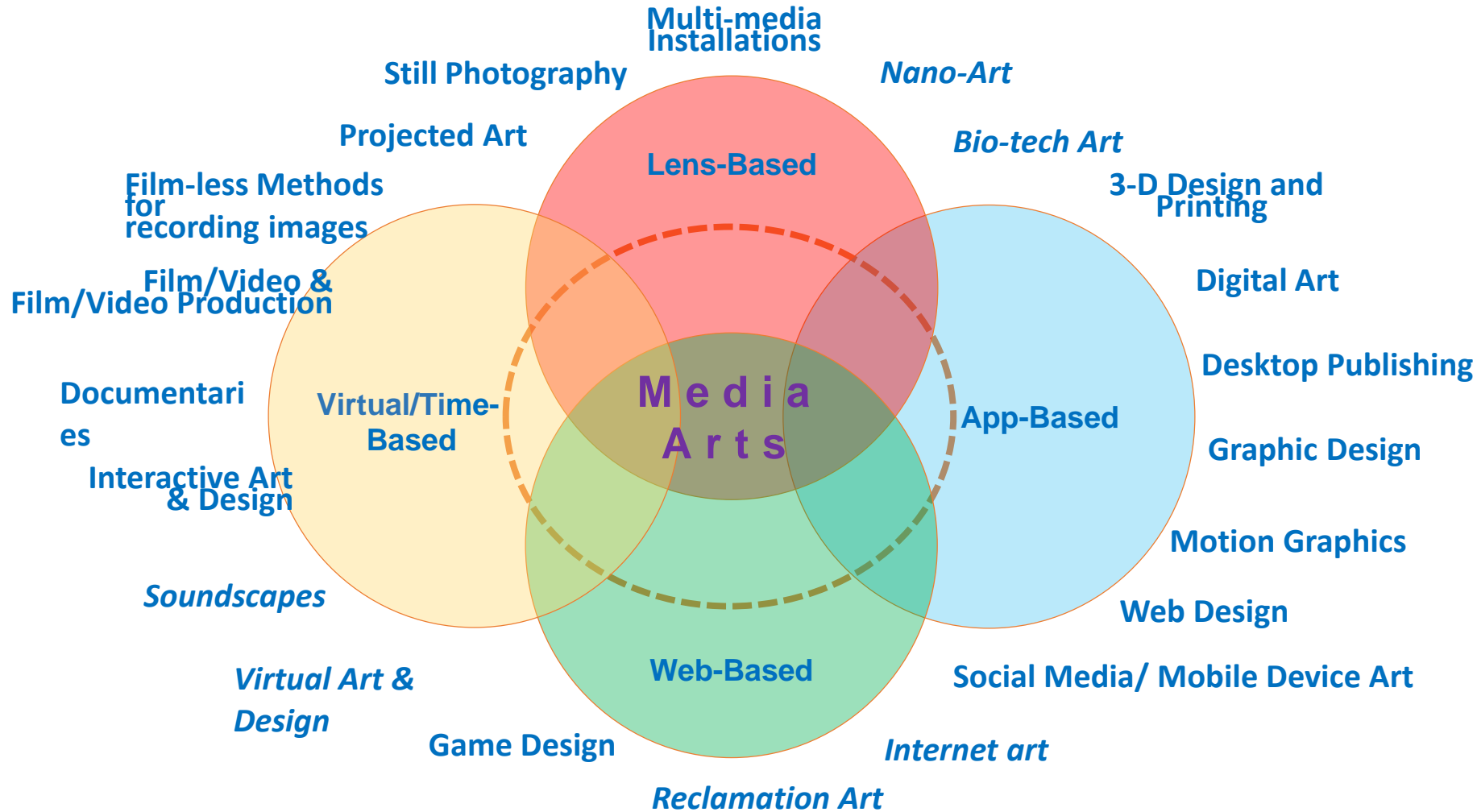
- Media artworks usually depend on technological component(s) to function.
- They include both fine arts and commercially-oriented works presented via film, television, radio, audio, video, the internet, interactive and mobile technologies, transmedia storytelling, etc.

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

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

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

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.

Multi-media Installations

Still Photography

Nano-Art

Projected Art

Bio-tech Art

Lens-Based

3-D Design and Printing

Film-less Methods for recording images

Film/Video & Film/Video Production

Digital Art

Desktop Publishing

Documentaries

Virtual/Time-Based

M e d i a A r t s

App-Based

Graphic Design

Interactive Art & Design

Motion Graphics

Soundscapes

Web Design

Virtual Art & Design

Web-Based

Social Media/ Mobile Device Art

Game Design

Internet art

Reclamation Art

- 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.*

Why are the Media Arts considered a fifth ARTS discipline?

There are plenty of definitions for media arts within the professional world of media arts outside of public instruction. In this particular case, we refer to it as media arts education, which speaks specifically about the opportunities to learn within a particular discipline in public schools.

According to the National Coalition for Core Arts Standards Media Arts Committee's *The Inclusion of Media Arts in Next Generation Arts Standards* document (National Coalition for Core Arts Standards, 2012), of which I was a contributing member, media arts can be described as:

- serving a nexus-like, or intermediary position in education; media arts serves students both as a stand-alone art form and as a form that can integrate with and connect all the arts and other core content disciplines;
- capable of creating synthetic events and experiences that can be immediate and animated or "live" and transferred with exactness in representation;
- an integrative synthesizer; media arts brings together expansive varieties of content and forms for tailored and enhanced presentation across platforms ("transmedia") and experiences (e.g., "augmented reality");
- ultimately plastic and available to utter pliability; media arts can be reorganized infinitely;
- interdimensional; media is immersive, virtual, and interactive and address[es] merging and emerging dimensions.

"At the outset, we see media arts education as the synthesis of what it means to invent. I think that is particularly important because… when it comes to media arts, there is some confusion that technology… is the primary form of activity in media arts… it's important that we talk about what its intention is, and that is to invent."

The new media arts standards bring a whole world of new expressive and purposeful ideas that are unique to the form itself. So, it's just not your mother's media arts anymore. It's a whole new ball game.

At the outset, we see media arts education as the synthesis of what it means to invent. I think that is particularly important because, both inside and outside public instruction, when it comes to media arts, there is some confusion that technology, which is, in the broadest sense, representative of the instruments that we use, that we devise to use to communicate, is the primary form of activity in media arts.

In fact, you can do media arts without technology. I think it's important that we talk about what its intention is, and that is to invent. Up until now, within the first 40,000 years of human history, media arts has been known to us as such items as popular forms of films, television, and digital graphics. These forms have appeared historically as extensions of the four traditional art forms of dance, music, theatre, and visual arts.

Now we discover, in our new world of the twentieth and twenty-first centuries, that media arts is revealing itself to have a unique set of creative tools, opportunities, and endeavors. Now, and I think that this is really the crux of the reason for media arts education in K–12 instruction, we have added the recent development of virtual design, interactive design, the kind of augmented realities that immerse us in entirely different realms. The new media arts standards bring a whole world of new expressive and purposeful ideas that are unique to the form itself. So, it's just not your mother's media arts anymore. It's a whole new ball game.

Richard Burrows, Media Arts co-chair to the National Coalition for Core Arts Standards

MEDIA ARTS ~ New York State Learning Standards for the Arts

Shared Artistic Processes	Shared Anchor Standards		Process Components		Media Arts-Specific Enduring Understandings
Cr **Creating** Conceiving and developing new artistic ideas and work.	1.	Generate and conceptualize artistic ideas and work.	GENERATE	1.1	Media arts ideas and works are shaped by the imagination, creative processes, artistic traditions, and experiences.
	2.	Organize and develop artistic ideas and work.	DEVELOP	2.1	Media artists plan, organize, and develop creative ideas, plans, and models into structures that can effectively realize artistic ideas.
			CONSIDER, RESPECT	2.2	Media artists balance experimentation and freedom with safety and responsibility while developing, creating, and sharing media artworks.
	3.	Refine and complete artistic work.	ASSEMBLE, REFINE	3.1	Media artists intentionally integrate, analyze, and revise elements, principles and processes to improve the clarity, communication, and purpose of the media artwork.
Pr **Producing** Realizing and presenting artistic ideas and work.	4.	Select, analyze, and interpret artistic work for presentation.	SYNTHESIZE	4.1	Media artists integrate various forms and contents to present or share complex, unified media artworks.
	5.	Develop and refine artistic techniques and work for presentation.	ADAPT, PRESENT	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 refine media artworks. Media artists require a range of skills and abilities to effectively present media artworks.
	6.	Convey meaning through the presentation of artistic work.	SHARE, CURATE	6.1	Media artwork is made to be shared. Media artists purposefully present and distribute media artworks for various contexts.
Re **Responding** Understanding and evaluating how the arts convey meaning.	7.	Perceive and analyze artistic work.	PERCEIVE, RELATE	7.1	Identifying the qualities and characteristics of media artworks improves artistic appreciation and production.
			ANALYZE	7.2	Media artworks communicate and influence audience experiences.
	8.	Interpret meaning in artistic work.	INTERPRET	8.1	Interpretation and appreciation require consideration of the intent, form, and context of media artwork.
	9.	Apply criteria to evaluate artistic work.	EVALUATE	9.1	Skillful evaluation and critique are essential components of experiencing, appreciating, and producing media artwork.
Cn **Connecting** Relating artistic ideas and work with personal meaning and external context.	10.	Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	RESEARCH	10.1	Media artwork synthesize personal experiences to create meaning.
	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.	RELATE	11.1	Media artworks and ideas are better understood and produced by relating them to their purposes, values, cultures, and various contexts.
			INNOVATE	11.2	Generating and solving artistic problems prepares people to navigate unforeseen challenges and to contribute to solutions within a society or culture.

"Broad Brush"

Based on the *2017 New York State Learning Standards for Media Arts**, a strong foundation-level Media Arts curriculum will address High School I (HSI)-level Media Arts Performance Indicators, which…

- develop student skills individually and collaboratively;
- encourage experimentation with and interpretation of the media-rich culture and current communications practices;
- provide opportunities for creative and critical thinking, and exploring perspectives in media as producers and consumers;
- develop aesthetic knowledge and a sense of curiosity and discovery as students explore imagery, text and sound to express ideas, concepts and stories for different audiences; and
- increase student knowledge and understanding of their active participation in existing and evolving local and global media cultures.

Approved by the New York State Board of Regents, September 2017

Sample CHECKLIST for Media Arts Foundation Level Course Design

Does your district's Media Arts Foundation-level course curriculum…

Creating & Producing –
NYS Learning Standards for Media Arts 1-6

- ❑ *introduce students to several contemporary media arts technologies (minimum of 3) and provide opportunity to integrate some media arts technologies?*
- ❑ *educate students about ethical considerations and copyright laws regarding image appropriation?*
- ❑ *link units and assignments that encourage students to*
  - ✓ *create and/or produce relevant and meaningful works of media arts?*
  - ✓ *innovate current forms of media arts, and discover new configurations?*
  - ✓ *respond to personal, societal, cultural, and technological issues through the creation of media arts?*
  - ✓ *create media artwork collaboratively and independently?*
- ❑ *provide opportunities for media artworks to be shared in virtual, digital, or or real-time/space settings?*
- ❑ *focus students on the needs and responses of intended audiences, as well as personal expression?*

Responding & Connecting –
NYS Learning Standards for Media Arts 7-11

- ❑ *require students to explore contemporary works of media arts, investigate their historical precedents in fine and media arts forms, and analyze the methods and effectiveness of their construction and messaging?*
- ❑ *help students understand the connections between, and reciprocal nature of, media arts within cultural contexts, purposes, and values?*
- ❑ *utilize critique, reflection, and self-assessment as means of developing and refining media artworks and reaching audience?*