

New York State Learning Standards for the



# 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

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

04

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

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

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

07

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

09

06

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

08

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

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.



# Defining Media Arts

**The Media Arts standards  
were written with 4-D  
artistic work in mind.**

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 fulfill 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.

# Media Arts and the Visual Art Teacher

**Parallels in the Standards encourage Visual Arts teachers to use content from both Visual and Media Arts Standards.**

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.

# Digital Tools

**Technological tools are often utilized in the Creation, Production, and/or Presentation of Media Arts work.**

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.



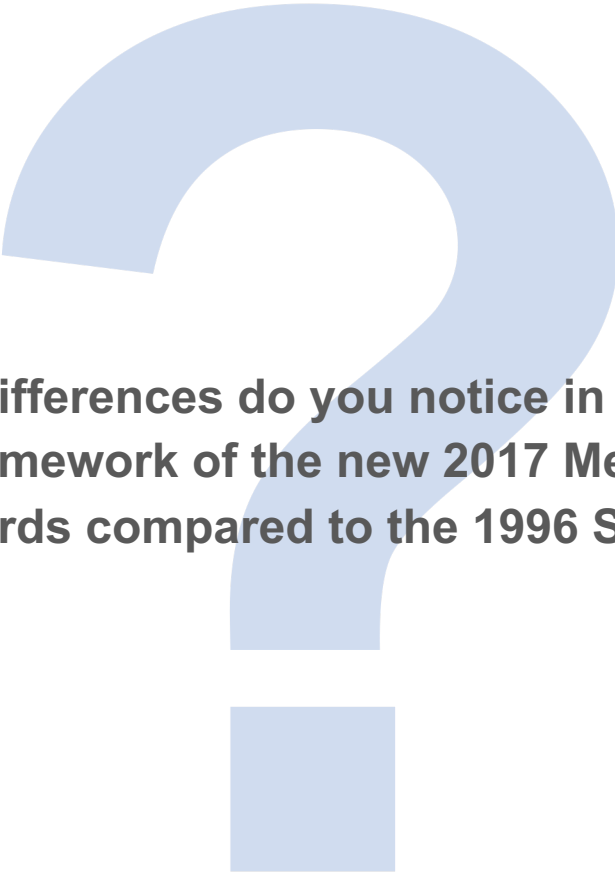
# Navigating the Standards

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.

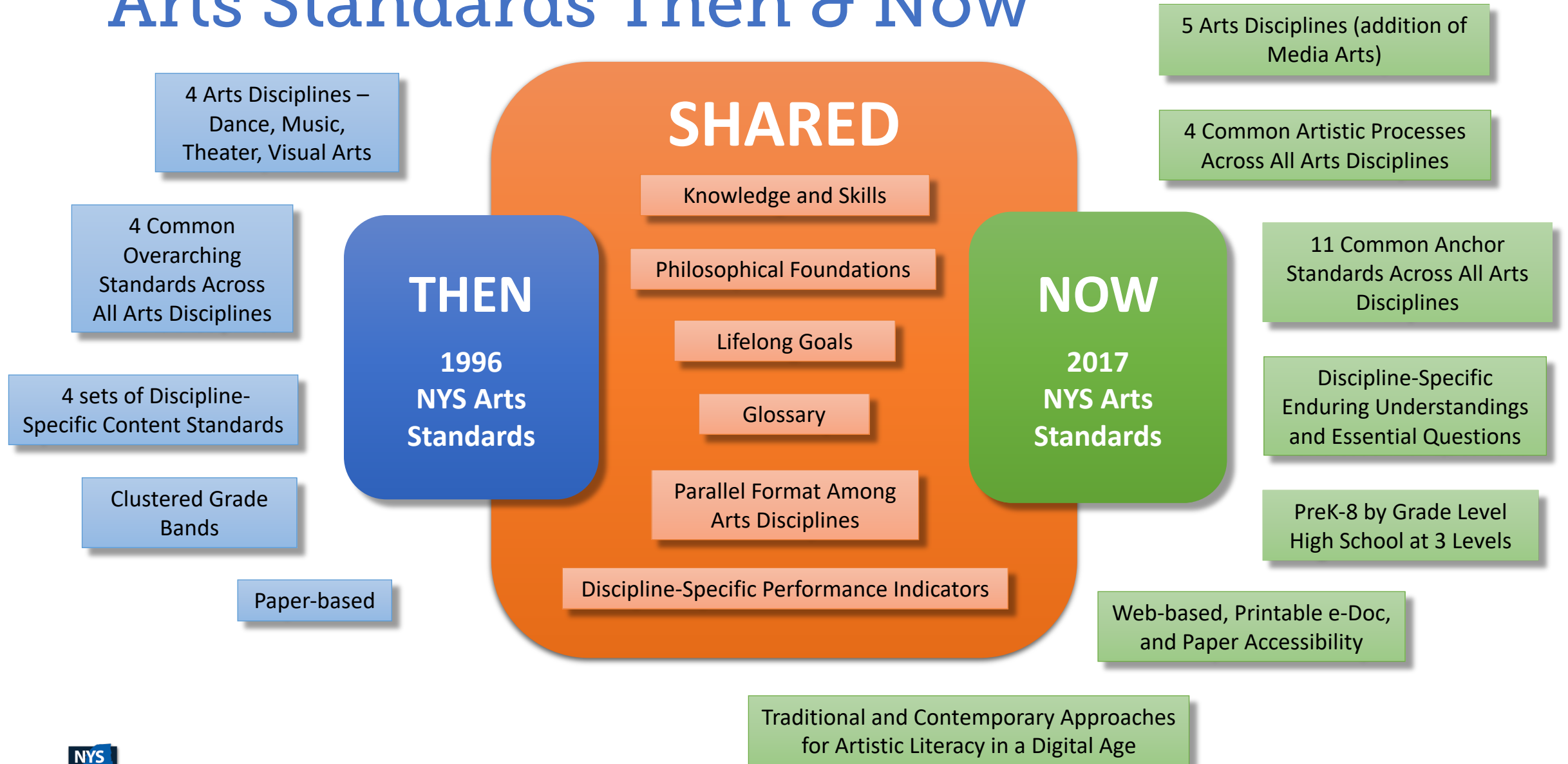


# Think



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



# 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

e

## 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

same for all levels

different for each level

different for each level



# 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.



# 2017 Visual Arts Standard

## 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?

**same for all grade levels**

## Performance Indicator VA:Cr1.1.HSI

Use multiple approaches to begin creative endeavors.

**different for each grade level**

# A 2017 Media Arts Standard

## 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?

**same for all grade levels**

## Performance Indicator MA:Cr1.1.HSI

Use identified generative methods to formulate multiple ideas and develop artistic goals for media art work .

**different for each grade level**

# Four Processes

The MEDIA ARTS Standards are organized in four Processes



**Creating**

Conceiving and  
developing  
new artistic  
ideas  
and work



**Producing**

Realizing and  
presenting  
artistic  
ideas and  
work



**Responding**

Understanding  
and evaluating  
how the arts  
convey  
meaning



**Connecting**

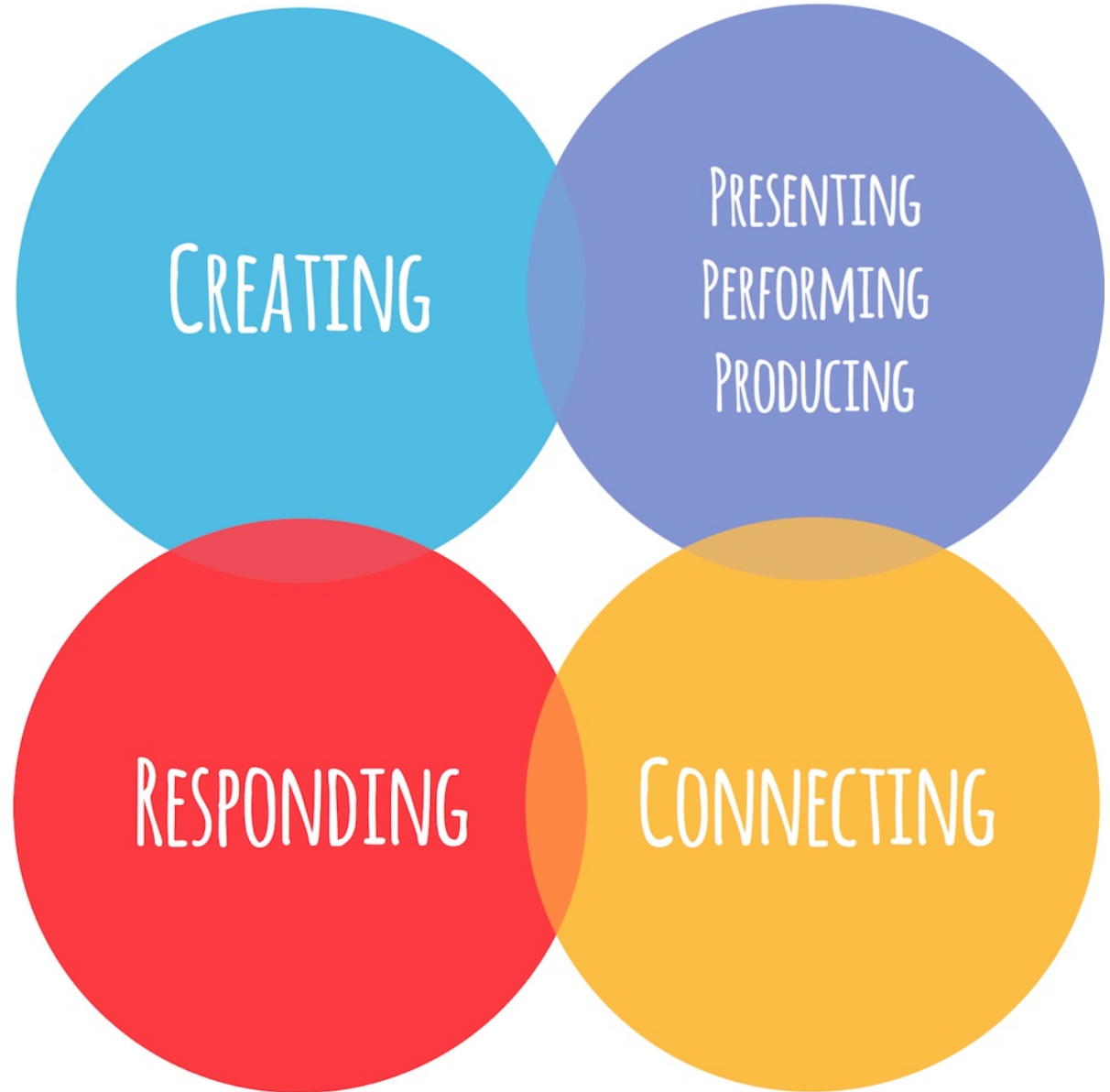
Relating artistic  
ideas and work  
with personal  
meaning and  
external context

# 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

Cr

Pr

Re

Cn

## Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

## Producing

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.

## Responding

7. Perceive and analyze artistic work.
8. Interpret meaning in artistic work.
9. Apply criteria to evaluate artistic work.

## Connecting

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.

# Anchor Standards Posters

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.

New York State Learning Standards for the Arts		
..... Shared by all ARTS disciplines .....		
Artistic Processes		Anchor Standards
<b>Cr</b> <b>Creating</b> Conceiving and developing new artistic ideas and work.	<b>Performing</b> Music • Dance • Theater	Realizing artistic ideas and work through interpretation and presentation.
	<b>Pr</b> <b>Presenting</b> Visual Arts	Interpreting and sharing artistic work.
	<b>Producing</b> Media Arts	Realizing and presenting artistic ideas and work.
<b>Re</b> <b>Responding</b> Understanding and evaluating how the arts convey meaning.		
<b>Cn</b> <b>Connecting</b> Relating artistic ideas and work with personal meaning and external context.		

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.

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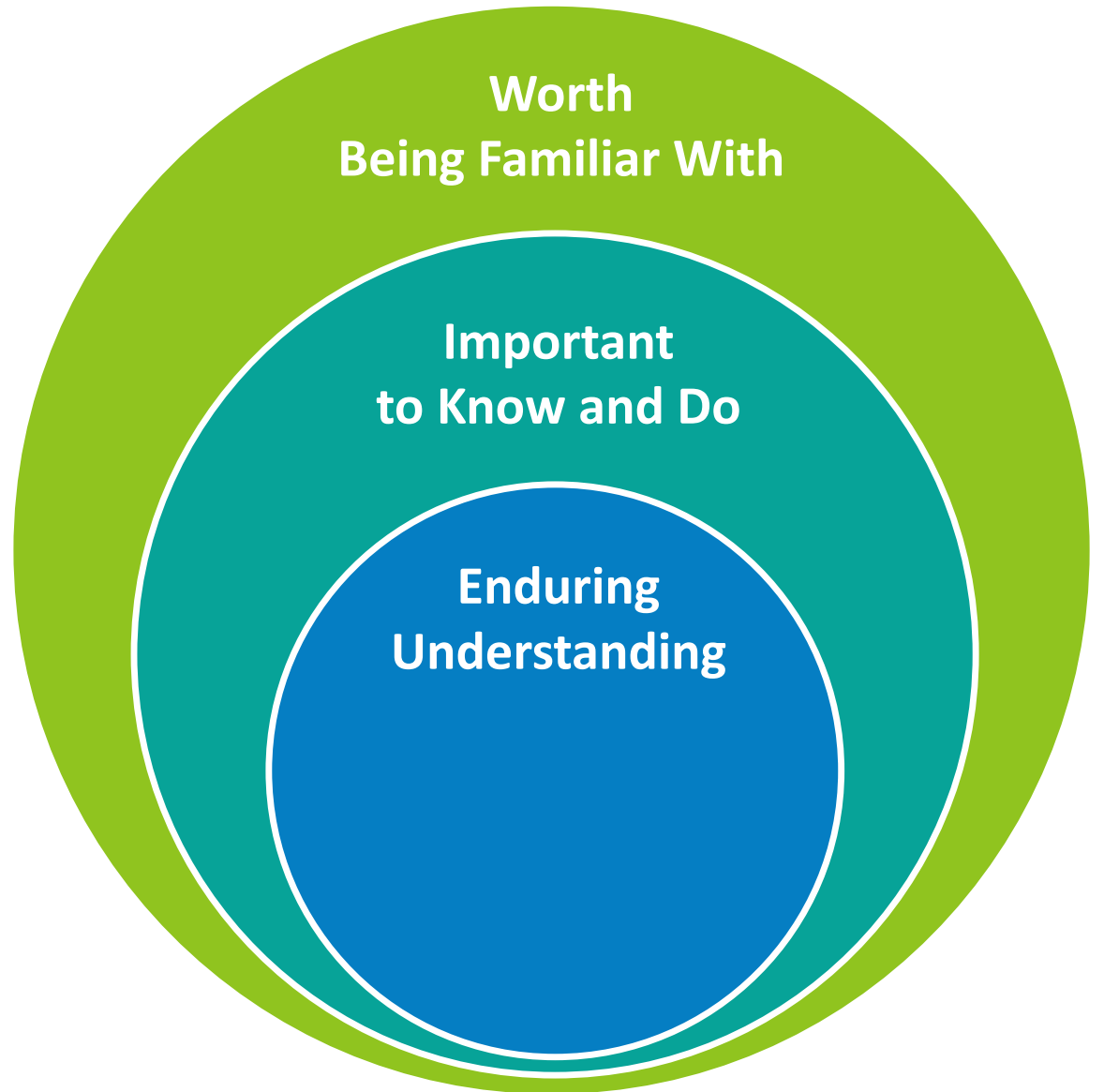


# Enduring Understandings

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 Posters

**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.

MEDIA ARTS ~ New York State Learning Standards for the Arts			
Shared by all ARTS disciplines		Discipline-Specific	
Artistic Processes	Anchor Standards	Process Components	Enduring Understandings
<b>Cr</b> <b>Creating</b> 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.
	3. Refine and complete artistic work.	CONSIDER, RESPECT ASSEMBLE, REFINE	2.2 Media artists balance experimentation and freedom with safety and responsibility while developing, creating, and sharing media artworks. 3.1 Media artists intentionally integrate, analyze, and revise elements, principles and processes to improve the clarity, communication, and purpose of the media artwork.
<b>Pr</b> <b>Producing</b> 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.
<b>Re</b> <b>Responding</b> 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.
	8. Interpret meaning in artistic work.	ANALYZE INTERPRET	7.2 Media artworks communicate and influence audience experiences. 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.
<b>Cn</b> <b>Connecting</b> 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 INNOVATE	11.1 Media artworks and ideas are better understood and produced by relating them to their purposes, values, cultures, and various contexts. 11.2 Generating and solving artistic problems prepares people to navigate unforeseen challenges and to contribute to solutions within a society or culture.

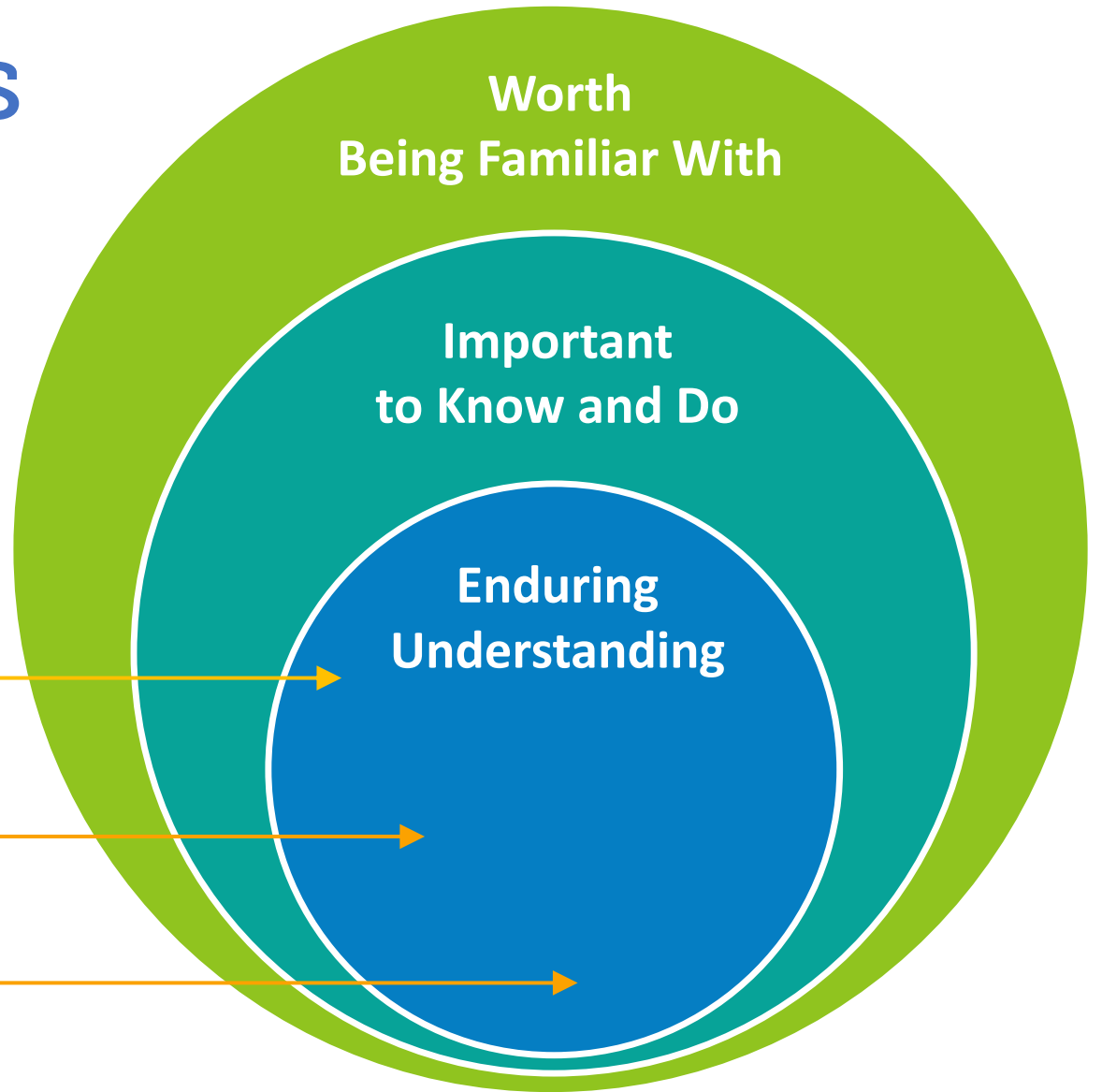
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# Essential Questions

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.



Essential Question

Essential Question

Essential Question

# EU/EQ Posters

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

MEDIA ARTS ~ New York State Learning Standards for the Arts					
Shared by all ARTS disciplines			Discipline-Specific		
Artistic Processes	Anchor Standards	Process Components	Enduring Understandings	Essential Questions	
<b>Cr</b> <b>Creating</b> 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.	• How do media artists generate ideas? • How can ideas for media arts productions be formed and developed to be effective and original?	
	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.	• How do media artists organize and develop ideas and models into structures to achieve the desired end product?	
		CONSIDER, RESPECT	2.2 Media artists balance experimentation and freedom with safety and responsibility while developing, creating, and sharing media artworks.	• What responsibilities come with the freedom to view, create, and/or share media artworks?	
3. Refine and complete artistic work.	ASSEMBLE, REFINED	3.1 Media artists intentionally integrate, analyze, and revise elements, principles and processes to improve the clarity, communication, and purpose of the media artwork.	• What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? • How do media artists improve/refine their work?		
<b>Pr</b> <b>Producing</b> 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.	• How are media arts experiences constructed and shared?	
	5. Develop and refine artistic techniques and work for presentation.	ADAPT, PRESENT	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.	• How does the cyclical nature of creation and presentation inform media artists and their artwork? • How do media artists refine and prepare their work for presentation?	
		SHARE, CURATE	6.1 Media artwork is made to be shared. Media artists purposefully present and distribute media artworks for various contexts.	• How does time, place, audience, and context affect presenting or performing choices for media artwork? • How can presenting or sharing media artwork in a public format help a media artist learn and grow?	
<b>Re</b> <b>Responding</b> 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.	• How do we 'read' media artworks and understand their relational components?	
	8. Interpret meaning in artistic work.	ANALYZE	7.2 Media artworks communicate and influence audience experiences.	• How do media artworks function to convey meaning and manage audience experiences?	
		INTERPRET	8.1 Interpretation and appreciation require consideration of the intent, form, and context of media artwork.	• How do people relate to and interpret 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.	• How and why are media artworks judged and valued? • When and how should media artworks be evaluated and critiqued?		
<b>Cn</b> <b>Connecting</b> 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.	• How are personal experiences and knowledge related to understanding, making, and producing media artwork? • How do we learn about and create meaning through producing media artwork?	
	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.	• How does media arts relate to its various contexts, purposes, cultures, and values? • How does investigating these relationships inform and deepen the media artist's understanding, innovation, work, and civic responsibility? • How can media art and media artists address human needs and wants and contribute to a vibrant community?	
		INNOVATE	11.2 Generating and solving artistic problems prepares people to navigate unforeseen challenges and to contribute to solutions within a society or culture.	• How do media artists identify and utilize problem solving through experimentation to promote innovation within their field? • What are the creative and innovative ways media artists interpret and challenge issues affecting their culture and society? • How do innovative media artworks push existing socio-cultural boundaries?	

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# Grade Level Performance Indicators

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.

MEDIA ARTS ~ Connecting ~ Relating artistic ideas and work with personal meaning and external context ~11												
Anchor Standard 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.												
Enduring Understanding 11.1 Media artworks and ideas are better understood and produced by relating them to their purposes, values, cultures, and various contexts.												
Essential Questions												
Artistic Process • CONNECTING Process Component • RELATE												
<b>Pre-K</b> MA:Cn11.1.PK	<b>Kindergarten</b> MA:Cn11.1.K	<b>1st</b> MA:Cn11.1.1	<b>2nd</b> MA:Cn11.1.2	<b>3rd</b> MA:Cn11.1.3	<b>4th</b> MA:Cn11.1.4	<b>5th</b> MA:Cn11.1.5	<b>6th</b> MA:Cn11.1.6	<b>7th</b> MA:Cn11.1.7	<b>8th</b> MA:Cn11.1.8	<b>HS Proficient</b> MA:Cn11.1.HSI	<b>HS Accomplished</b> MA:Cn11.1.HSII	<b>HS Advanced</b> MA:Cn11.1.HSIII
a. With guidance, relate media artwork to everyday life.	a. With guidance, share ideas that relate media artwork to one's everyday life.	a. With guidance, discuss media arts connections to <b>popular culture</b> , everyday life, and community.	a. Discuss how media artwork ideas relate to <b>culture</b> ; past and present.	a. Identify and discuss how media artwork relate to life, <b>cultures</b> , values; past and present.	a. Discuss and demonstrate how media artwork and ideas are influenced and inspired by life, <b>cultures</b> , values, and behavior.	a. Research and show how media artwork and ideas relate to personal, social, and community life; past and present.	a. Research and show how, throughout time, media artwork and ideas relate to personal, social, and <b>cultural</b> experiences.	a. Research and demonstrate how, throughout time, media artwork and ideas have related to various social <b>contexts</b> , purposes, and values.	a. Explain and demonstrate how media artwork and ideas can relate to various social and political <b>contexts</b> , purposes, and values; past and present.	a. Demonstrate and explain how media artwork and ideas relate to various social, economic, historical, and <b>cultural contexts</b> , purposes, and values.	a. Examine in depth and demonstrate the relationships of media arts ideas and works to various historical and current <b>contexts</b> and purposes, and to various economic and social systems.	a. Research and examine relationships between historical, personal, and global <b>contexts</b> in media art to demonstrate how those works shape <b>cultures</b> , past, present, and future.
Enduring Understanding 11.2 Generating and solving artistic problems prepares people to navigate unforeseen challenges and to contribute to solutions within a society or culture.												
Essential Questions												
Artistic Process • CONNECTING Process Component • INNOVATE												
<b>Pre-K</b> MA:Cn11.2.PK	<b>Kindergarten</b> MA:Cn11.2.K	<b>1st</b> MA:Cn11.2.1	<b>2nd</b> MA:Cn11.2.2	<b>3rd</b> MA:Cn11.2.3	<b>4th</b> MA:Cn11.2.4	<b>5th</b> MA:Cn11.2.5	<b>6th</b> MA:Cn11.2.6	<b>7th</b> MA:Cn11.2.7	<b>8th</b> MA:Cn11.2.8	<b>HS Proficient</b> MA:Cn11.2.HSI	<b>HS Accomplished</b> MA:Cn11.2.HSII	<b>HS Advanced</b> MA:Cn11.2.HSIII
a. With guidance, discuss media arts <b>inventions</b> .	a. With guidance, identify media arts <b>inventions</b> and their uses.	a. With guidance, discuss connections between media arts and other disciplines.	a. Identify media arts <b>innovations</b> that have improved students' personal lives.	a. Identify media arts <b>innovations</b> that have affected society and <b>culture</b> .	a. Identify creative problem solving strategies used by media artists to <b>innovate</b> within the field.	a. Identify how media artists utilize problem solving and experimentation to promote <b>innovation</b> in multiple fields.	a. Research and show how media artworks push existing <b>socio-cultural</b> boundaries.	a. Identify creative and innovative ways media artists <b>interpret</b> and challenge issues affecting their <b>culture</b> and society.	a. Explain how media arts promote <b>collaboration</b> and build creative communities that address personal, societal, or global issues.	a. Identify and <b>interpret</b> challenging issues affecting communities, <b>cultures</b> and societies through media artworks, and analyze how <b>innovative</b> artworks can bridge <b>socio-cultural</b> boundaries.	a. Identify and <b>interpret</b> challenging personal, societal, or global issues, and propose how media arts can bring people and communities together to <b>generate</b> solutions.	a. Propose an <b>innovation</b> in the media arts that addresses a personal, societal, or global need by reflecting on past and present <b>innovations</b> , examining interdisciplinary fields, and employing problem solving methods.

# Visual and Media Arts Parallel Content

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.

NYS Revised Visual and Media Arts Standards	
VA Draft Standard	MA Draft Standard
<b>Enduring Understanding:</b> Artist and designers develop excellence through practice and constructive critique; and reflecting on, revising, and refining work over time.	<b>Enduring Understanding:</b> Media artists intentionally integrate, analyze, and revise elements, principles and processes to improve the clarity, communication, and purpose of the media artwork.
<b>Essential Questions:</b> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does personal reflection and group critique help us develop more effective artistic work?	<b>Essential Questions:</b> What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?
VA:Cr3.1.Pk Share and talk about personal artwork.	MA:Cr3.1.Pk With support, capture media arts content.
VA:Cr3.1.K Reflect on and explain the process of making art.	MA:Cr3.1.K With support, capture and experiment with media arts content.
VA:Cr3.1.1 Use art vocabulary to describe choices.	MA:Cr3.1 With support, capture and assemble media arts content.
VA:Cr3.1.2 Discuss and reflect with peers about choices made in creating artwork.	MA:Cr3.1.2 Create, assemble, and unify media art content with adjustments and refinements.
VA:Cr3.1.3 Elaborate by adding details in an artwork to enhance emerging meaning.	MA:Cr3.1.3 Create, analyze, and refine media art choices. Discuss how refinements and adjustments affect the completed media artwork.

# Visual and Media Arts Shared Vocabulary

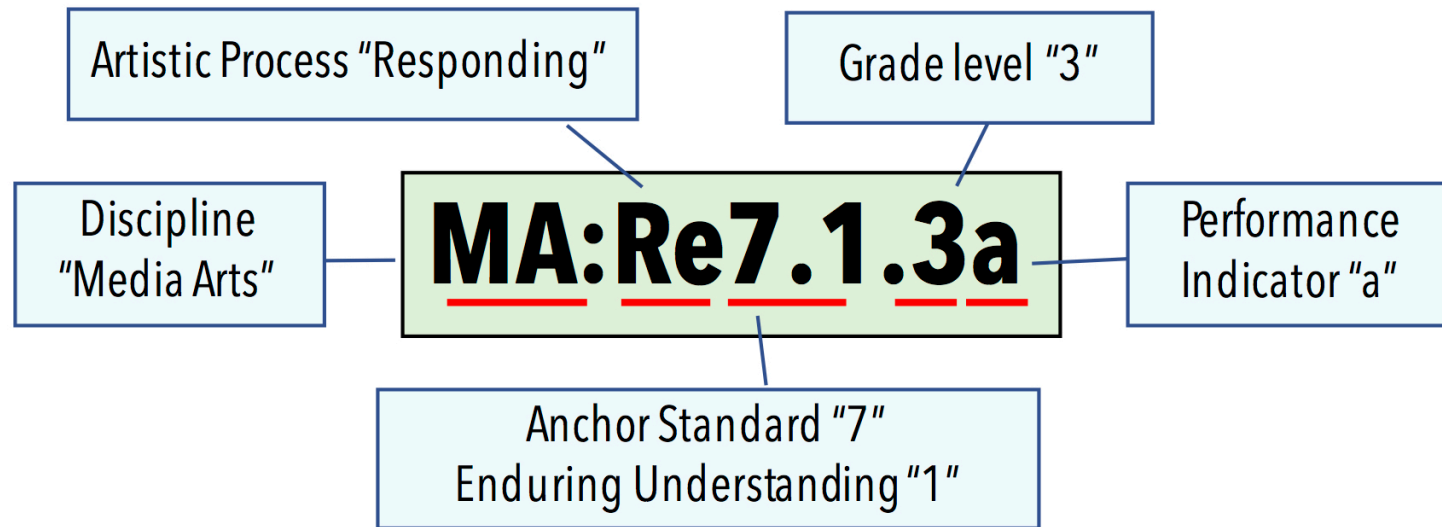
The Visual and Media Arts Glossaries are cross-referenced so you can see which terms are shared between the two disciplines. For all shared terms you will find a common definition.

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.

<b>Definitions</b>	Shared with Visual Arts	NYS additions to NCAS
<b>A</b>		
<p><b>Aesthetic</b> 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.</p>	VA	✓
<p><b>Aesthetics</b> 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 <i>who is the artist?</i> or <i>when or under what circumstances is a work art?</i> Aesthetics can change over time, in response to context and culture.</p>	VA	✓
<p><b>Analyze</b> Examine methodically and in detail the constitution or structure of something, typically for purposes of explanation, interpretation, or deeper understanding.</p>	VA	✓
<p><b>Appropriation</b> The intentional borrowing, copying, and altering of pre-existing images and objects.</p>	VA	



# 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 Standards Coding (continued)

## Media Arts Example

### Performance Indicator

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

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

<b>3rd</b> <b>MA:Re7.1.3</b>	4
a. Identify and describe how <b>components</b> of media artwork communicate specific messages.	a a c n c n

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

# 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.





# Individual and Collaborative Work

## 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.

Generating and developing new artistic ideas and work ~ 1					
How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?					Artistic Process • Process Component
<b>5th MA:Cr1.1.5</b>	<b>6th MA:Cr1.1.6</b>	<b>7th MA:Cr1.1.7</b>	<b>8th MA:Cr1.1.8</b>	<b>HS Proficient MA:Cr1.1.HSI</b>	<b>HS Accomplished MA:Cr1.1.HSA</b>
a. Envision ideas for media artwork, using personal experiences and the work of others.	a. Formulate a variety of media arts ideas and solutions by practicing <b>collaborative creative processes</b> .	a. Produce goals and solutions for media artwork through chosen <b>inventive processes</b> .	a. <b>Generate</b> ideas, goals, and solutions for original media artwork through experimentation and <b>creative processes</b> .	a. Use identified <b>generative methods</b> to formulate multiple ideas and develop artistic goals for media artwork.	a. Strategically use <b>generative methods</b> to formulate and refine ideas, goals, and approaches for the original media artwork.

...over and over again. Though unbolded in this document, their definitions are located in the NYS M...





# Initiating and Developing Ideas

## 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.

Conceiving and developing new artistic ideas and work ~ 2							
Essential Question	How do media artists organize and develop ideas and models into structures to achieve the desired end product?						Artistic Process • CREATING
							Process Component • DEVELOP
4th MA:Cr2.1.4	5th MA:Cr2.1.5	6th MA:Cr2.1.6	7th MA:Cr2.1.7	8th MA:Cr2.1.8	HS Proficient MA:Cr2.1.HSI	HS Accomplished MA:Cr2.1.HSII	HS Advanced MA:Cr2.1.HSIII
a. Discuss ideas, plans, and models for media art production.	a. Develop ideas, goals, plans, and models for media art production.	a. Envision, organize, and propose plans and models for media art production.	a. Design, propose, and evaluate artistic ideas and production processes for media artwork, considering expressive intent and resources.	a. Structure and critique artistic ideas and production processes for media artwork, considering intent, resources, and presentation context.	a. Apply criteria to develop, propose, and refine artistic ideas and production processes for media artwork, considering original inspirations, goals, and presentation context.	a. Apply personal criteria in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media artwork, considering artistic intentions, constraints of resources, and presentation context.	a. Integrate sophisticated personal criteria and knowledge of creative problem-solving in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.
Essential Question	What responsibilities come with the freedom to view, create, and/or share media artworks?						Artistic Process • CREATING
							Process Components • CONSIDER, RESPECT
4th MA:Cr2.2.4	5th MA:Cr2.2.5	6th MA:Cr2.2.6	7th MA:Cr2.2.7	8th MA:Cr2.2.8	HS Proficient MA:Cr2.2.HSI	HS Accomplished MA:Cr2.2.HSII	HS Advanced MA:Cr2.2.HSIII
a. Examine and interact appropriately with media arts devices and media environments, considering ethics, rules, copyright, and fairness.	a. Examine, discuss, and interact appropriately with media arts devices and media environments, considering ethics, rules, copyright, and media literacy.	a. Analyze and interact appropriately with media arts devices and media environments, considering fair use and copyright ethics, and media literacy.	a. Analyze and responsibly interact with media arts devices and media environments, considering fair use and copyright ethics, media literacy, and social media.	a. Analyze and responsibly interact with media arts devices, media environments, legal, and technological contexts, considering ethics, media literacy,	a. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media	a. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media	a. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtua

# 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?**

# Cr Safety and Responsibility

**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.

MEDIA ARTS ~ Creating ~ Conceiving and developing							
Anchor Standard 2 Organize and develop artistic ideas and work.							
Enduring Understanding 2.1		Media artists plan, organize, and develop creative ideas, plans, and models into structures that can effectively realize artistic ideas.				Essential Question	• How do media artists plan, organize, and develop creative ideas, plans, and models into structures that can effectively realize artistic ideas?
<b>Pre-K</b> MA:Cr2.1.PK	<b>Kindergarten</b> MA:Cr2.1.K	<b>1st</b> MA:Cr2.1.1	<b>2nd</b> MA:Cr2.1.2	<b>3rd</b> MA:Cr2.1.3	<b>4th</b> MA:Cr2.1.4	<b>5th</b> MA:Cr2.1.5	
a. With guidance, share ideas for media art production.	a. With guidance, form ideas for media art production.	a. With guidance, apply ideas for media art production.	a. Choose ideas to create plans for media art production.	a. Collaboratively form ideas, plans, and models to prepare for media artwork.	a. Discuss ideas, plans, and models for media art production.	a. Develop ideas, goals, plans, and models for media production.	
Enduring Understanding 2.2		Media artists balance experimentation and freedom with safety and responsibility while developing, creating, and sharing media artworks.				Essential Question	• What responsibilities do media artists have when developing, creating, and sharing media artworks?
<b>Pre-K</b> MA:Cr2.2.PK	<b>Kindergarten</b> MA:Cr2.2.K	<b>1st</b> MA:Cr2.2.1	<b>2nd</b> MA:Cr2.2.2	<b>3rd</b> MA:Cr2.2.3	<b>4th</b> MA:Cr2.2.4	<b>5th</b> MA:Cr2.2.5	
a. With guidance view safe and appropriate media artwork.	a. With guidance, discuss safe and appropriate media arts interactions.	a. With guidance, review safe and appropriate media arts interactions.	a. With supervision, demonstrate safe and appropriate multimedia arts interactions.	a. Examine and interact appropriately and safely with multimedia devices and media environments.	a. Examine and interact appropriately with media arts devices and media environments, considering ethics, rules, copyright	a. Examine, discuss and interact appropriately with media arts devices and media environments, considering ethics, rules, copyright	





# 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.

Conceiving and developing new artistic ideas and work ~ 3							
Grade	Essential Questions	4th MA:Cr3.1.4	5th MA:Cr3.1.5	6th MA:Cr3.1.6	7th MA:Cr3.1.7	8th MA:Cr3.1.8	HS Proficient MA:Cr3.1.HSI
4th	<ul style="list-style-type: none"><li>What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?</li><li>How do media artists improve/refine their work?</li></ul>	a. Through peer <b>collaboration</b> , explain and demonstrate how refinements affect the creation of media artwork.	a. Create, <b>analyze</b> , and <b>collaboratively</b> reflect to revise and refine personal expression and <b>meaning</b> through media artwork.	a. Experiment and <b>evaluate</b> multiple approaches, <b>components</b> , and <b>techniques</b> to purposefully create content and <b>meaning</b> in media artworks.	a. Organize multiple approaches, <b>components</b> , and <b>techniques</b> to create content that reflects an understanding of purpose, audience, or place.	a. Implement <b>production processes</b> to integrate content, <b>elements</b> , and <b>stylistic conventions</b> for media arts <b>productions</b> intended for a specific purpose, audience, or place.	a. Integrate, refine, and modify media artwork, while developing <b>aesthetic</b> qualities and intentionally emphasizing stylistic <b>elements, principles, and processes</b> to reflect an understanding of personal goals and preferences.

# Pr Constructing Media Artwork

**Anchor Standards 4**  
Media artists integrate various forms and contents to present or share complex, unified media artworks.

Realizing and presenting artistic ideas and work ~ 4							
		Essential Question • How are media arts experiences constructed and shared?		Artistic Process • PRODUCING Process Component • SYNTHESIZE			
1.4	5th MA:Pr4.1.5	6th MA:Pr4.1.6	7th MA:Pr4.1.7	8th MA:Pr4.1.8	HS Proficient MA:Pr4.1.HSI	HS Accomplished MA:Pr4.1.HSII	HS Advanced MA:Pr4.1.HSIII
Illustrate how art forms disciplinary may be used in media presentations.	a. Analyze media artwork that integrates multiple content, forms, and processes for presentation.	a. Interpret and discuss how integrating multiple components, art forms, and processes can support a central idea in a media artwork presentation.	a. Compare and contrast how multiple contents, forms, and processes convey perspectives and narratives in media artwork presentations.	a. Apply criteria to multiple contents, forms, and processes that convey specific themes or ideas in media artwork presentations.	a. Consider the reaction and interaction of the audience when viewing and/or experiencing various media arts productions that integrate various arts media arts forms, content, and processes.	a. Maintain thematic integrity and stylistic continuity when presenting media arts productions that integrate various arts, media arts forms, academic content, and processes.	a. Maintain fidelity when presenting media arts productions that synthesize various forms, academic content, and processes across platforms.

Realizing and presenting artistic ideas and work ~ 5							
		Essential Questions • How does the cyclical nature of creation and presentation inform media artists and their artwork? • How do media artists refine and prepare their work for presentation?		Artistic Process • PRODUCING Process Components • ADAPT, PRESENT			
1.4	5th MA:Pr5.1.5	6th MA:Pr5.1.6	7th MA:Pr5.1.7	8th MA:Pr5.1.8	HS Proficient MA:Pr5.1.HSI	HS Accomplished MA:Pr5.1.HSII	HS Advanced MA:Pr5.1.HSIII
Describe the use of skills and techniques in traditional and digital media artworks.	a. Examine how tools and techniques could be used in traditional and digital media artworks.	a. Demonstrate adaptability in the use of tools and techniques in traditional and digital media artworks.	a. Apply an expanding range of artistic tools and techniques in traditional and digital media artworks.	a. Demonstrate adaptability in the use of tools, techniques, and processes in traditional and digital media artworks.	a. Demonstrate adaptation and experimentation in the combination of tools, styles, and processes in traditional and digital media artworks.	a. Demonstrate the skillful adaptation and combination of tools, styles, and processes in traditional and digital media artworks.	a. Fluently and independently utilize, adapt, and experiment with tools, styles, and processes in traditional and digital 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.

Realizing and presenting artistic ideas and work ~ 5						
Anchor Standard	5th MA:Pr5.1.5	6th MA:Pr5.1.6	7th MA:Pr5.1.7	8th MA:Pr5.1.8	HS Proficient MA:Pr5.1.HSI	HS Accomplished MA:Pr5.1.HSII
Anchor Standard 5: Presenting	a. Examine how tools and <b>techniques</b> could be used in <b>traditional</b> and <b>Innovative</b> ways when constructing and presenting media artworks.	a. Demonstrate adaptability in the use of tools and <b>techniques</b> in <b>traditional</b> and <b>Innovative</b> ways, to achieve an assigned purpose in presenting media artworks.	a. Apply an expanding range of artistic tools and <b>techniques</b> , from <b>traditional</b> to <b>Innovative</b> , to achieve an assigned purpose in presenting media artworks.	a. Demonstrate adaptability in the use of tools, <b>techniques</b> , and content in <b>traditional</b> and <b>Innovative</b> ways, to communicate intent in the presentation of media artworks.	a. Demonstrate adaptation and experimentation in the combination of tools, <b>techniques</b> , and content, in <b>traditional</b> and <b>Innovative</b> ways, to communicate intent in the presentation of media artwork.	a. Demonstrate the skillful adaptation and combination of tools, styles, <b>techniques</b> , and <b>Interactivity</b> to achieve specific expressive goals in the presentation of a variety of media artwork.

# 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.

### Presenting artistic ideas and work ~ 6

How do form, content, and context affect presenting or performing choices for media artwork?  
How do various media and media artwork in a public format help a media artist learn and grow?

**Artistic Process** • **PRODUCTION**  
**Process Components** • **SHARING**

**6th**  
**MA:Pr6.1.6**

a. **Analyze** presentation **contexts**, perform roles and tasks for media presentation or distribution, considering the results and the **meaning** of a media arts presentation.

**7th**  
**MA:Pr6.1.7**

a. **Evaluate** formats and perform various roles in the presentation and/or distribution of media artwork, **analyzing** results and improvements by considering effects on personal growth.

**8th**  
**MA:Pr6.1.8**

a. Design multiple forms and/or **contexts** for the presentation and distribution of media artworks, **evaluating** results and implementing improvements by considering effects on both personal artistic growth and audiences.

**HS Proficient**  
**MA:Pr6.1.HSI**

a. **Curate** the presentation and distribution of media artwork in a variety of **contexts** and **venues**, while **evaluating** and implementing improvements, considering the personal to local effects.

**HS Accomplished**  
**MA:Pr6.1.HSII**

a. **Curate** and design the presentation and distribution of media artwork in a variety of **contexts** and **venues**, **evaluating** and implementing improvements while considering the personal, local, and social effects on people or on a situation.



# 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?

<p><b>5th MA:Re7.1.5</b></p> <p>a. Identify, describe, and differentiate how messages and <b>meaning</b> are created by <b>components</b> of media artwork.</p>	<p><b>6th MA:Re7.1.6</b></p> <p>a. Identify, describe, and <b>analyze</b> how message and <b>meaning</b> are created by <b>elements</b> of media artwork.</p>	<p><b>7th MA:Re7.1.7</b></p> <p>a. Describe, compare, and <b>analyze</b> the qualities of and the relationships between the <b>components</b> of media artwork.</p>	<p><b>8th MA:Re7.1.8</b></p> <p>a. Compare, contrast, and <b>analyze</b> the qualities of and relationships between the <b>elements</b> of media artwork.</p>	<p><b>HS Proficient MA:Re7.1.HSI</b></p> <p>a. <b>Analyze</b> the qualities of and relationships between the <b>components</b>, style, and preferences communicated by media artworks and artists.</p>
<p>How do media artworks function to convey meaning and manage audience experiences?</p>				
<p><b>5th MA:Re7.2.5</b></p> <p>a. Identify, describe, and differentiate how <b>audience experiences</b> are influenced by various forms, methods, and styles.</p>	<p><b>6th MA:Re7.2.6</b></p> <p>a. Identify, describe, and differentiate how <b>audience experiences</b> can be influenced and <b>managed</b> by various forms, methods, and styles.</p>	<p><b>7th MA:Re7.2.7</b></p> <p>a. Describe, compare, and <b>analyze</b> how various forms, methods, and styles in media artwork interact with personal preferences in influencing and <b>managing audience experience</b>.</p>	<p><b>8th MA:Re7.2.8</b></p> <p>a. Compare, contrast, and <b>analyze</b> how <b>audience experiences</b> and intentions can be influenced and <b>managed</b> by various forms, methods, and styles.</p>	<p><b>HS Proficient MA:Re7.2.HSI</b></p> <p>a. <b>Analyze</b> how a variety of media artwork <b>manages audience experience</b> and creates intention through perception.</p>

Artistic Process • Process Component

Re

# 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?

How the arts convey meaning ~ 9

How are media artworks judged and valued?

How should media artworks be evaluated and critiqued?

Artistic Process • RESPONDING  
Process Component • EVALUATE

7th  
MA:Re9.1.7

a. Expand **criteria** and practice constructive feedback to **evaluate** media artwork and **production processes**, considering **context**.

8th  
MA:Re9.1.8

a. Create a convincing and logical argument to support the **evaluation** of a media artwork.

HS Proficient  
MA:Re9.1.HSI

a. **Evaluate** media artwork and **production processes** at decisive stages, using specific **criteria**, and considering **context** and artistic goals.

HS Accomplished  
MA:Re9.1.HSII

a. Form and apply defensible **evaluations** in the constructive and systematic **critique** of media artwork and **production processes**.

HS Advanced  
MA:Re9.1.HSIII

a. Independently develop rigorous **evaluations** and strategically seek feedback for, and **production processes**, considering context, goals and factors.





# 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?

artistic ideas and work with **personal meaning**

experiences to inspire and inform artistic work.

- Anchor Standard 10** • How are personal experiences and knowledge related to understanding, making, and communicating meaning through producing media artwork?
- Anchor Standard 10** • How do we learn about and create meaning through producing media artwork?

**4th**  
**MA:Cn10.1.4**

a. Examine and choose personal experiences, interests, and relevant information to create media artwork that communicates a clear message.

**5th**  
**MA:Cn10.1.5**

a. Examine research, personal interests, and experiences to reflect circumstances or form new **meaning** in media artwork.

**6th**  
**MA:Cn10.1.6**

a. Apply personal interests, experiences, and external resources to reflect circumstances or form new **meaning** in media artwork.

**7th**  
**MA:Cn10.1.7**

a. Select and combine personal interests, experiences, and resources to form new **meaning** in media artwork.

**8th**  
**MA:Cn10.1.8**

a. Examine research, personal interests, and experiences to reflect circumstances or form new **meaning** in 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.

### Connecting ~ Relating artistic ideas and work with personal meaning and ex

that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cul

are better understood and  
to their purposes, values,  
exts.

#### Essential Questions

- How does media arts relate to its various contexts, purposes, cultures, and values?
- How does investigating these relationships inform and deepen the media artist's understanding, innovation, work responsibility?
- How can media art and media artists address human needs and wants and contribute to a vibrant community?

#### 2nd MA:Cn11.1.2

a. Discuss how media artwork ideas relate to **culture**; past and present.

#### 3rd MA:Cn11.1.3

a. Identify and discuss how media artwork and ideas relate to life, **cultures**, values; past and present.

#### 4th MA:Cn11.1.4

a. Discuss and demonstrate how media artwork and ideas are influenced and inspired by life, **cultures**, values, and behavior.

#### 5th MA:Cn11.1.5

a. Research and show how media artwork and ideas relate to personal, social, and community life; past and present.

#### 6th MA:Cn11.1.6

a. Research and show how, throughout time, media artwork and ideas relate to personal, social, professional, and **cultural** experiences.

#### 7th MA:Cn11.1.7

a. Research and demonstrate how, throughout time, media artwork and ideas have related to various social **contexts**, purposes, and values.

#### 8th MA:Cn11.1.8

a. Explain and demonstrate how media artwork and ideas can relate to various social and political **contexts**, purposes, and values; past and present.

istic problems prepares  
seen challenges and to  
thin a society or culture.

#### Essential Questions

- How do media artists identify and utilize problem solving through experimentation to promote innovation within t
- What are the creative and innovative ways media artists interpret and challenge issues affecting their culture and s
- How do innovative media artworks push existing socio-cultural boundaries?

#### 2nd MA:Cn11.2.2

a. Identify media arts **Innovations** that have improved students' personal lives.

#### 3rd MA:Cn11.2.3

a. Identify media arts **Innovations** that have affected society and **culture**.

#### 4th MA:Cn11.2.4

a. Identify creative problem solving strategies Used by media artists to **Innovate** within the field.

#### 5th MA:Cn11.2.5

a. Identify how media artists utilize problem solving and experimentation to promote **Innovation** in multiple fields.

#### 6th MA:Cn11.2.6

a. Research and show how media artworks push existing **socio-cultural** boundaries.

#### 7th MA:Cn11.2.7

a. Identify creative and innovative ways media artists **Interpret** and challenge issues affecting their **culture** and society.

#### 8th MA:Cn11.2.8

a. Explain how media arts promote **collaboration** and build creative communities that address personal, societal, or global issues.





# Influence and Impact

**Anchor Standard 11**  
Generating and solving artistic problems prepares people to navigate unforeseen challenges and to contribute to solutions within a society or culture.

Connecting ~ Relating artistic ideas and work with personal meaning and that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas are better understood and related to their purposes, values, and contexts.							
	<p><b>2nd MA:Cn11.1.2</b></p> <p>a. Discuss how media artwork ideas relate to <b>culture</b>; past and present.</p>	<p><b>3rd MA:Cn11.1.3</b></p> <p>a. Identify and discuss how media artwork and ideas relate to life, <b>cultures</b>, values; past and present.</p>	<p><b>4th MA:Cn11.1.4</b></p> <p>a. Discuss and demonstrate how media artwork and ideas are influenced and inspired by life, <b>cultures</b>, values, and behavior.</p>	<p><b>5th MA:Cn11.1.5</b></p> <p>a. Research and show how media artwork and ideas relate to personal, social, and community life; past and present.</p>	<p><b>6th MA:Cn11.1.6</b></p> <p>a. Research and show how, throughout time, media artwork and ideas relate to personal, social, professional, and <b>cultural</b> experiences.</p>	<p><b>7th MA:Cn11.1.7</b></p> <p>a. Research and demonstrate how, throughout time, media artwork and ideas have related to various social <b>contexts</b>, purposes, and values.</p>	<p><b>8th MA:Cn11.1.8</b></p> <p>a. Explain demonstrate media artwork ideas can be related to various social, political, and <b>cultural</b> purposes, values; past and present.</p>
	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does media arts relate to its various contexts, purposes, cultures, and values?</li> <li>• How does investigating these relationships inform and deepen the media artist's understanding, innovation, and responsibility?</li> <li>• How can media art and media artists address human needs and wants and contribute to a vibrant community?</li> </ul>						
	<p><b>2nd MA:Cn11.2.2</b></p> <p>a. Identify media arts <b>Innovations</b> that have improved students' personal lives.</p>	<p><b>3rd MA:Cn11.2.3</b></p> <p>a. Identify media arts <b>Innovations</b> that have affected society and <b>culture</b>.</p>	<p><b>4th MA:Cn11.2.4</b></p> <p>a. Identify creative problem solving strategies used by media artists to <b>Innovate</b> within the field.</p>	<p><b>5th MA:Cn11.2.5</b></p> <p>a. Identify how media artists utilize problem solving and experimentation to promote <b>Innovation</b> in multiple fields.</p>	<p><b>6th MA:Cn11.2.6</b></p> <p>a. Research and show how media artworks push existing <b>socio-cultural</b> boundaries.</p>	<p><b>7th MA:Cn11.2.7</b></p> <p>a. Identify creative and innovative ways media artists <b>Interpret</b> and challenge issues affecting their <b>culture</b> and society.</p>	<p><b>8th MA:Cn11.2.8</b></p> <p>a. Explain how media arts promote <b>collaboration</b> to build creative communities that address personal, societal, and cultural issues.</p>
	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do media artists identify and utilize problem solving through experimentation to promote innovation?</li> <li>• What are the creative and innovative ways media artists interpret and challenge issues affecting their culture and society?</li> <li>• How do innovative media artworks push existing socio-cultural boundaries?</li> </ul>						

# 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?



# Sliding Scale

## Accommodating a Range of Experience Levels

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.

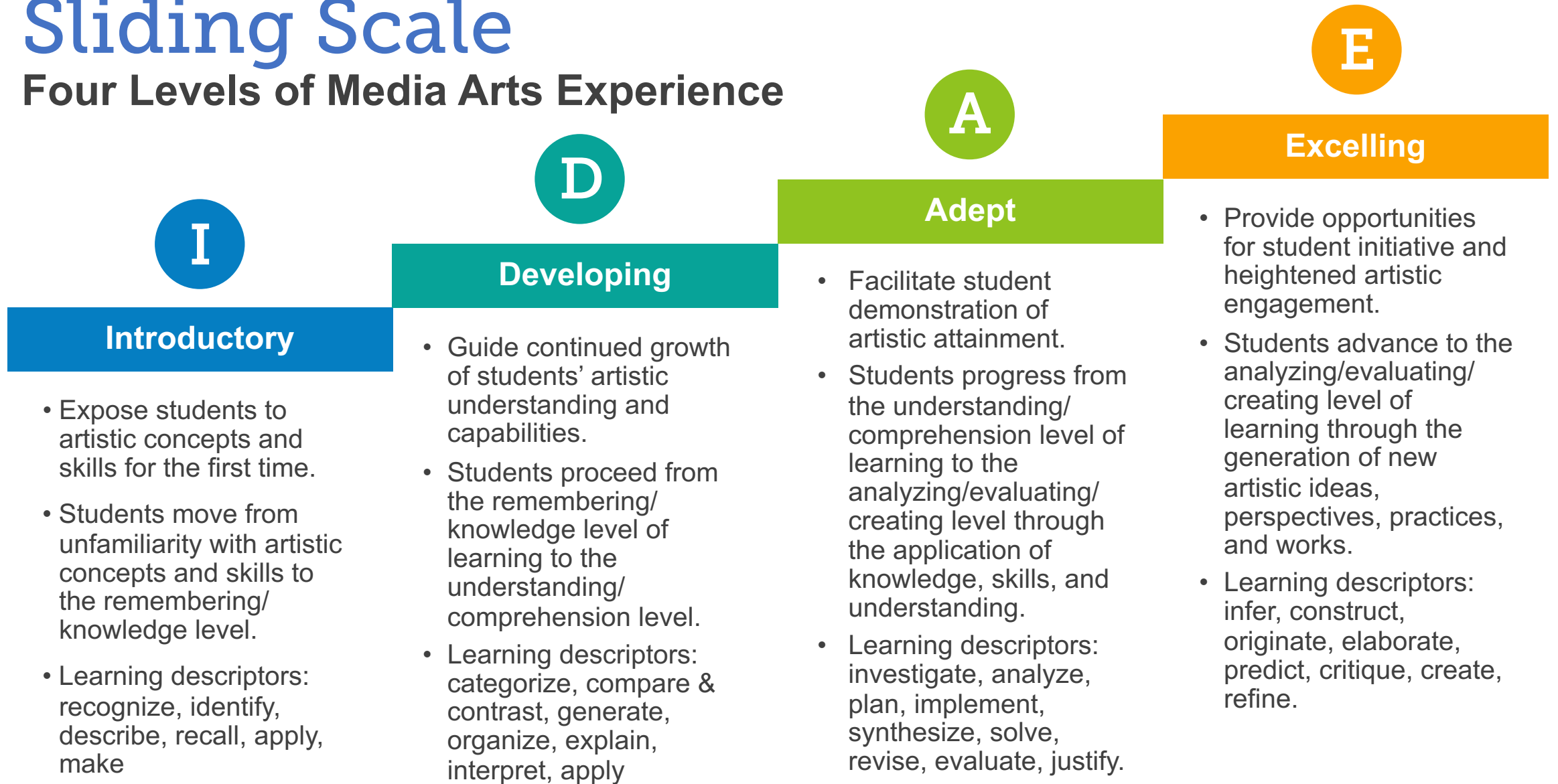
Levels are scaffolded to represent student learning expectations in alignment with developmentally appropriate abilities.

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



# 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 smore experience might be considered **Developing** by grade 1, **Adept** by grade 3, and **Excelling** by grade 5.

# Sample Application of Sliding Scale

	September	November	March	June
Grade 6 WITH Prior Media Arts Instruction	Developing	Adept		Excelling
Grade 6 NO Prior Media Arts Instruction	Introductory	Developing	Adept	
HS Proficient WITH Prior Media Arts Instruction	Developing	Adept		Excelling
HS Proficient NO Prior Media Arts Instruction	Introductory	Developing	Adept	

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.

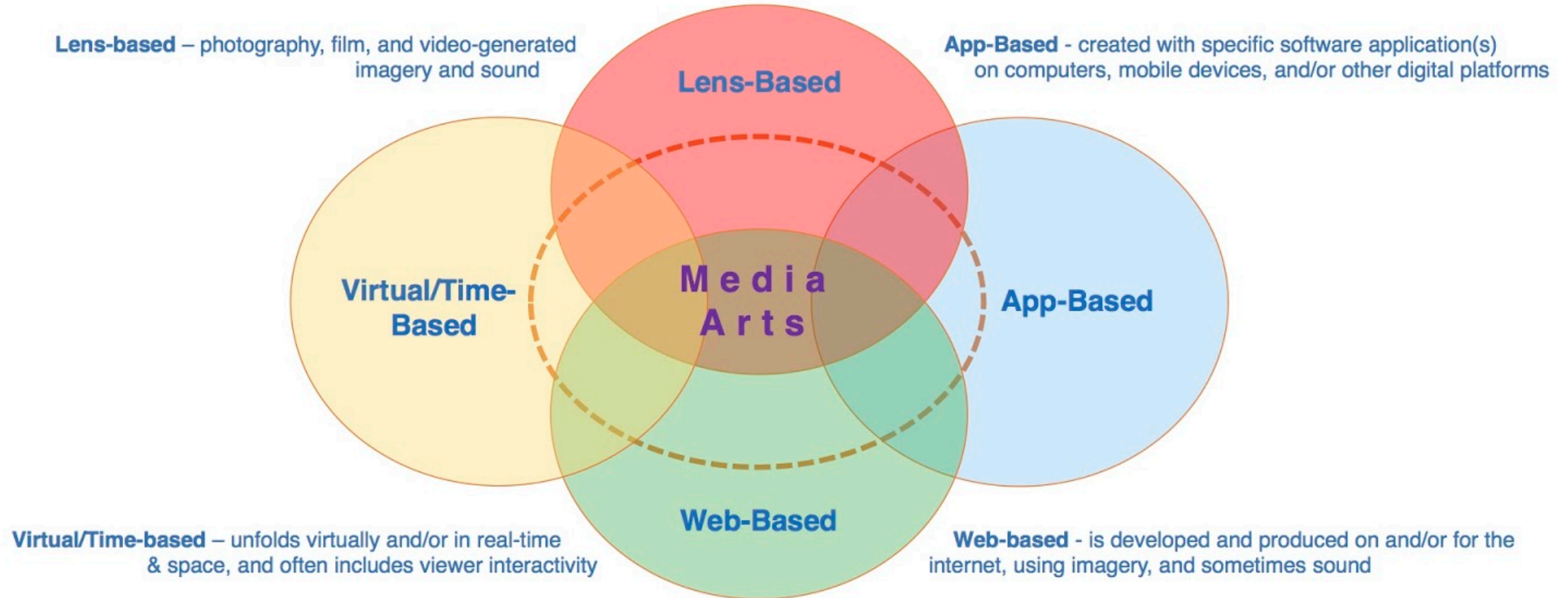
Essential processes are present at all learning levels and build students' artistic knowledge and stage of development. These processes include questioning, risk-taking, problem-solving, creating, performing, valuing, thinking critically, revising, and collaborating.



## 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).

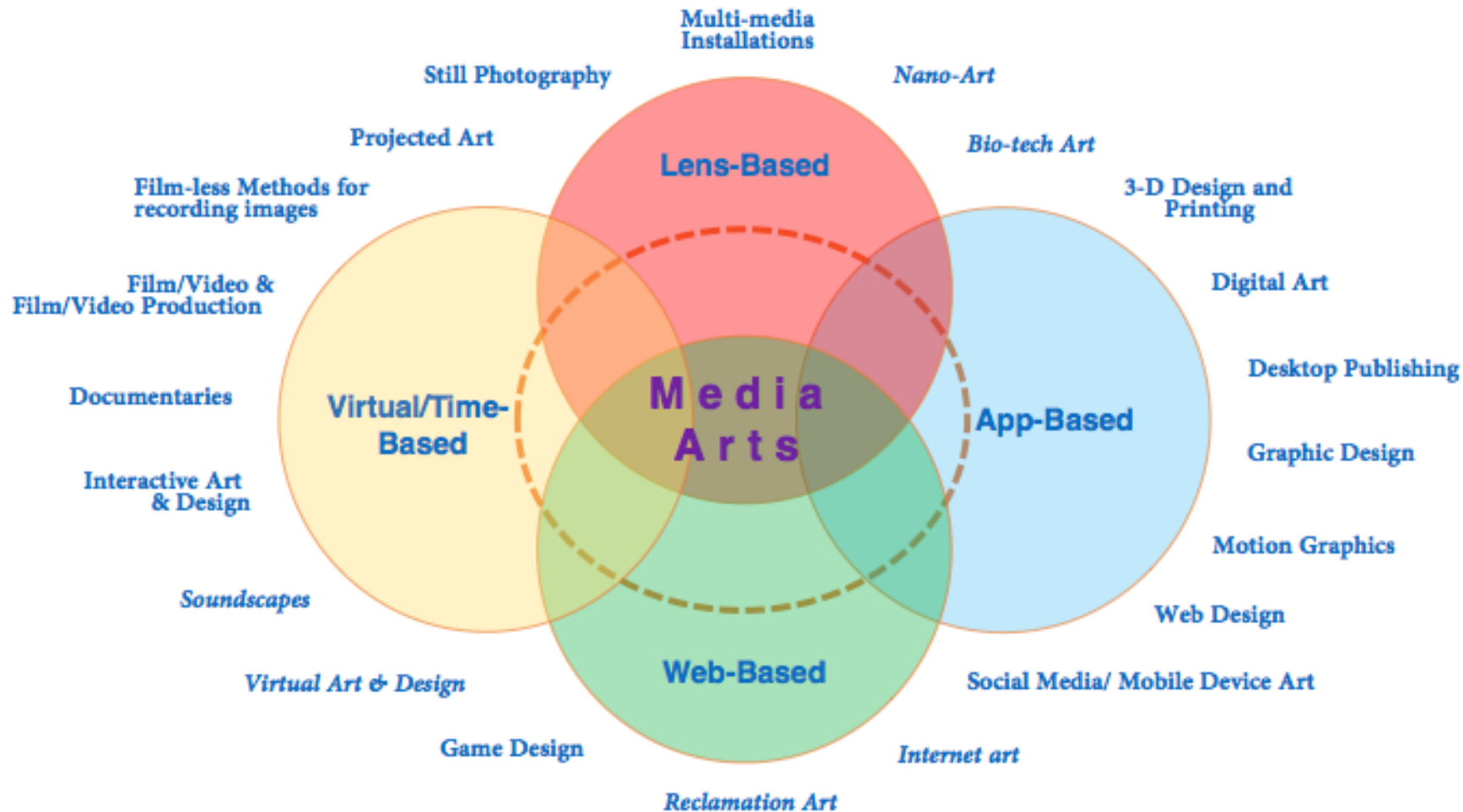
- Media artworks usually depend on technological component(s) to function.
- They include both fine arts and commercially-oriented works presented via film, television, radio, audio, video, the internet, interactive and mobile technologies, transmedia storytelling, etc.



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.



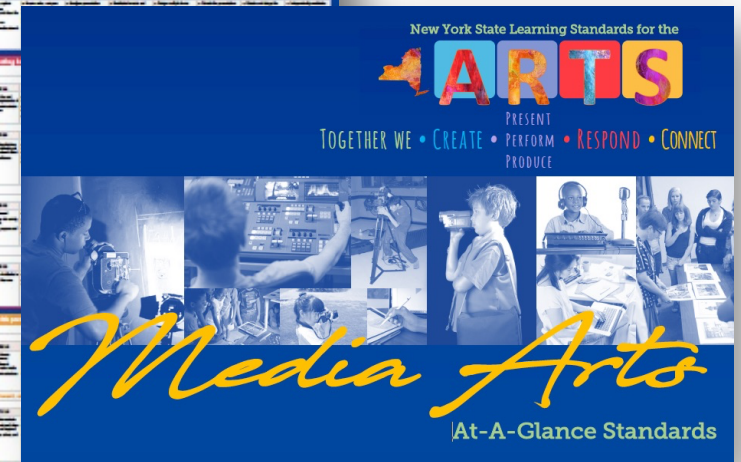
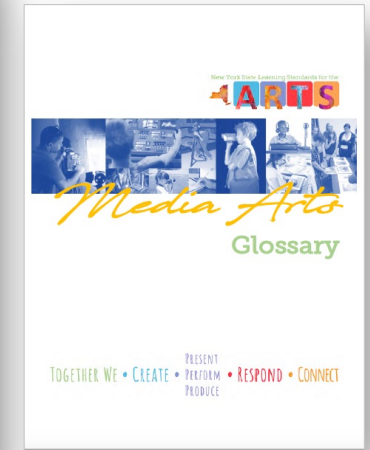
# At-a-Glance, Glossaries, and Posters

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>

The image shows a large, multi-page grid of learning standards for Media Arts. The grid is organized by grade level (K-12) and standard category (Anchor Standards, Enduring Understandings, Essential Questions). The grid is color-coded by grade level: K-2 (blue), 3-5 (purple), 6-8 (red), and 9-12 (orange). The grid contains a large number of small text boxes, each representing a specific standard. The grid is titled "New York State Learning Standards for the ARTS + Media Arts".

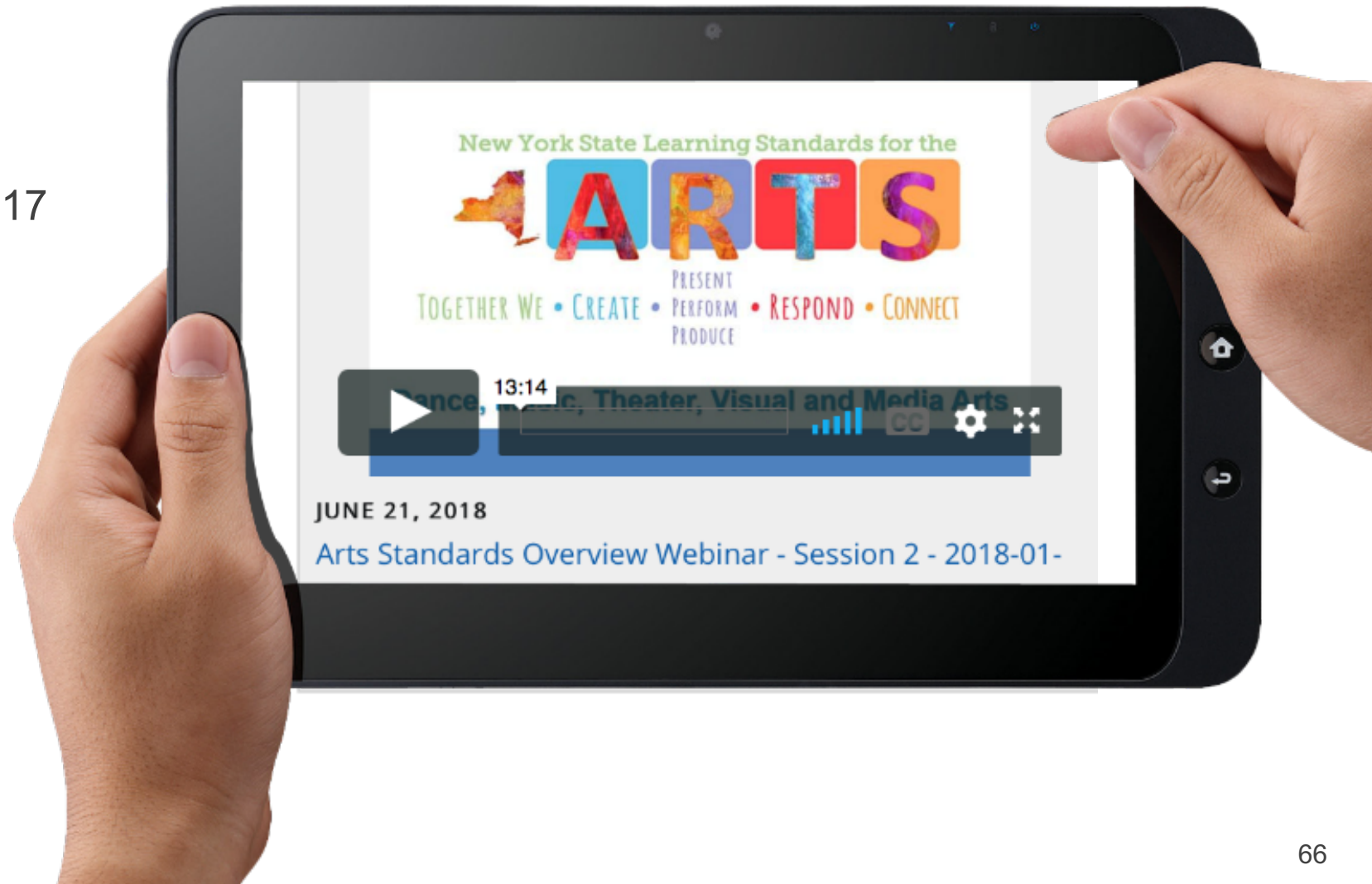




# Interactive Training Webinars

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/standards-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/>



# Links to Student Exemplars

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/>

**NYS ED .gov** NEW YORK STATE LEARNING STANDARDS for the ARTS

Dance • Music • Theater • Visual and Media Arts

LEARN ABOUT THE STANDARDS:

- What Are The Standards?**  
A process that guides educators in providing a unified quality arts education for students in Kindergarten through high school.  
Read more ▶▶
- CR** Creating  
Anchor Standard #1. Generate and conceptualize artistic ideas and work.  
Anchor Standard #2. Organize and develop artistic ideas and work.  
Anchor Standard
- PR** Performing/ Presenting/ Producing  
Anchor Standard #4. Select, analyze and interpret artistic work for presentation.  
Anchor Standard #5. Develop and refine artistic techniques and work for

Model Cornerstone Assessments

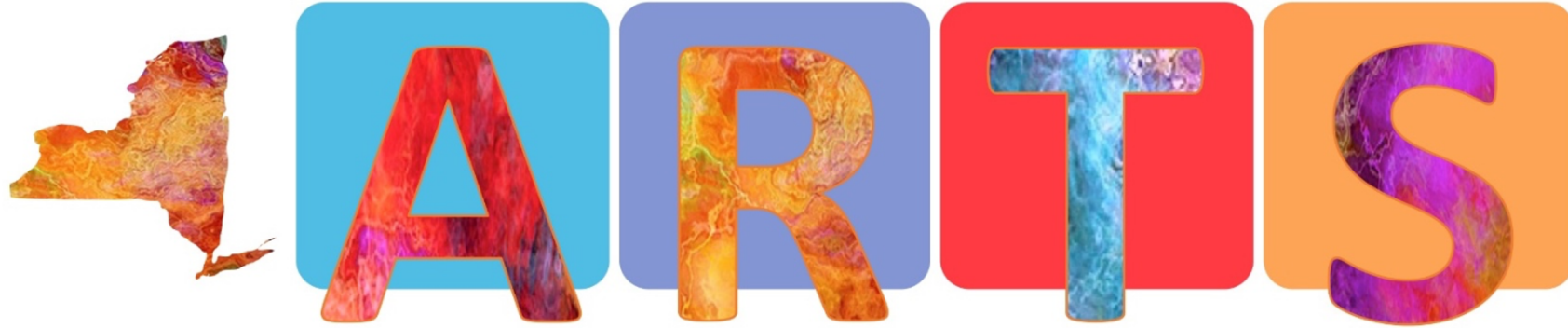
Choose Discipline

- ✓ Choose
- Dance
- Dance: High School
- Media Arts
- Media Arts: High School
- Music
- Theatre
- Theatre: High School
- Visual Arts
- Visual Arts: High School

BROWSE THE HANDBOOKS:

- Standards at a Glance
- View the Anchor Standards
- Model Cornerstone Assessments
- View Student Artworks
- View Handbook

# New York State Learning Standards for the



TOGETHER WE • CREATE • PRESENT  
PERFORM • RESPOND • CONNECT  
PRODUCE

## Thank you!

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