

New York State Learning Standards for the

ARTS

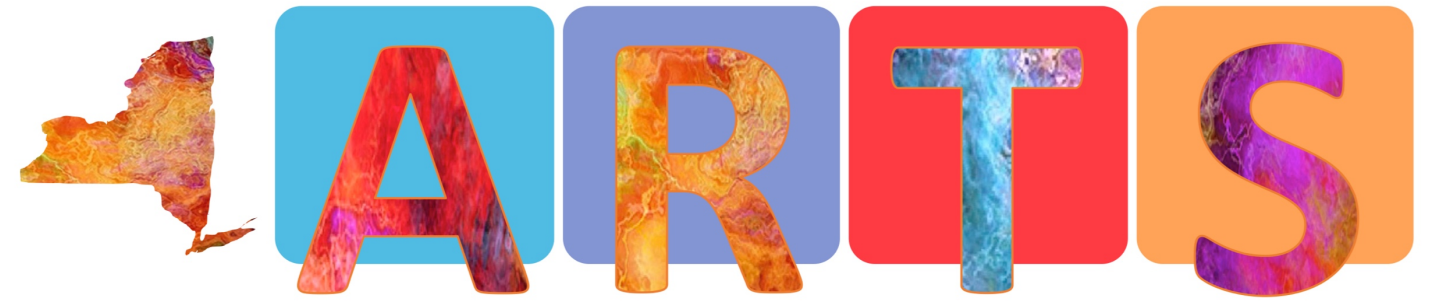
PRESENT
TOGETHER WE • CREATE • PERFORM • RESPOND • CONNECT
PRODUCE



Media Arts

At-A-Glance Standards

New York State Learning Standards for the



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



Media Arts

At-A-Glance Standards

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NYS Arts Standards Coding System

Each discipline is assigned an alphabetic abbreviation using uppercase letters

DA=Dance **MA**=Media Arts **MU**=Music **TH**=Theatre **VA**=Visual Arts

Each artistic process is assigned an alphabetic abbreviation using an upper and lower case letter

- Cr** Creating
- Pr** Performing/Presenting/Producing
- Re** Responding
- Cn** Connecting

Each anchor standard is assigned a number

Creating

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

Performing/Presenting/Producing

4. Analyze, interpret and select 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 intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

NOTE: The Anchor Standards (AS) are the same across all arts disciplines. However, each discipline's standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU). EUs guide the content of the Performance Indicators. Some Anchor Standards in some of the arts disciplines have more than one EU.

To create code alignment between all standards and disciplines, AS numbers are always followed by ".1", ".2", like this: **1.1**, **1.2**. ".1" follows the AS number *even when there is only one* Enduring Understanding.

Each grade level is indicated by a letter, number, or HS+Roman numeral

PK=Pre-Kindergarten K=Kindergarten 1,2,3,4,5,6,7,8 for grades 1–8
HSI for HS Proficient HSII for HS Accomplished HSIII for HS Advanced

Each Performance Indicator (PI) is assigned a lower case letter *even when there is only one*. The first performance indicator is "a", the next "b", and so on.

Ordering

- 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.

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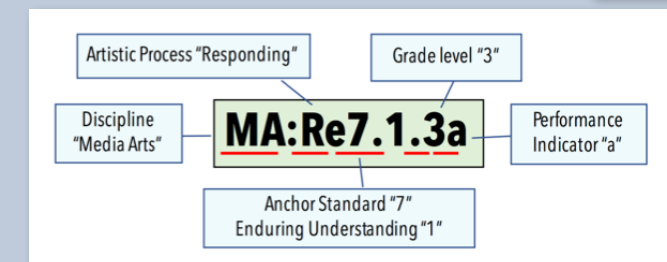
Media Arts Example

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 (separate publication).

**3rd
MA:Re7.1.3**
a. Identify and describe how components of media artwork communicate specific messages.



Example Code

MEDIA ARTS ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 1

Anchor Standard 1 Generate and conceptualize artistic ideas and work.

Enduring Understanding 1.1 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?

Artistic Process • CREATING
Process Component • GENERATE

Pre-K MA:Cr1.1.PK	Kindergarten MA:Cr1.1.K	1st MA:Cr1.1.1	2nd MA:Cr1.1.2	3rd MA:Cr1.1.3	4th MA:Cr1.1.4	5th MA:Cr1.1.5	6th MA:Cr1.1.6	7th MA:Cr1.1.7	8th MA:Cr1.1.8	HS Proficient MA:Cr1.1.HSI	HS Accomplished MA:Cr1.1.HSII	HS Advanced MA:Cr1.1.HSIII
a. Discover and explore media arts tools.	a. Discover and share ideas for media artwork.	a. Express and share ideas for media artwork.	a. Discover ideas for media artwork through experimentation and collaboration.	a. Generate ideas for media artwork, using a variety of tools, methods, and/or materials.	a. Conceive artistic goals for media artwork, using a variety of methods.	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 collaborative creative processes .	a. Produce goals and solutions for media artwork through chosen inventive processes .	a. Generate ideas, goals, and solutions for original media artwork through experimentation and creative processes .	a. Use identified generative methods to formulate multiple ideas and develop artistic goals for media artwork.	a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches for media artwork.	a. Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations for media artwork.

Note: throughout the 11 NYS Media Arts Standards, the terms **media art(s)** and **media artwork(s)** appear over and over again. Though unbolded in this document, their definitions are located in the NYS Media Arts Glossary.

MEDIA ARTS ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 2

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 organize and develop ideas and models into structures to achieve the desired end product?

Artistic Process • CREATING Process Component • DEVELOP

Pre-K MA:Cr2.1.PK	Kindergarten MA:Cr2.1.K	1st MA:Cr2.1.1	2nd MA:Cr2.1.2	3rd MA:Cr2.1.3	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. 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 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.

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 come with the freedom to view, create, and/or share media artworks?

Artistic Process • CREATING Process Components • CONSIDER, RESPECT

Pre-K MA:Cr2.2.PK	Kindergarten MA:Cr2.2.K	1st MA:Cr2.2.1	2nd MA:Cr2.2.2	3rd MA:Cr2.2.3	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. 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 , 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, social media , and virtual environment .	a. Critically evaluate and effectively interact with legal, technological , systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual environment , and digital identity .	a. Critically investigate and ethically interact with legal, technological , systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity , and artist/audience interactivity .	a. Critically investigate and strategically interact with legal, technological , systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual world, digital identity , and artist/audience interactivity .

MEDIA ARTS ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 3

Anchor Standard 3 Refine and complete artistic work.

Enduring Understanding 3.1 Media artists intentionally integrate, analyze, and revise elements, principles and processes to improve the clarity, communication, and purpose of the media artwork.

Essential Questions

- What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?
- How do media artists improve/refine their work?

Artistic Process • CREATING
Process Components • ASSEMBLE, REFINE

Pre-K MA:Cr3.1.PK	Kindergarten MA:Cr3.1.K	1st MA:Cr3.1.1	2nd MA:Cr3.1.2	3rd MA:Cr3.1.3	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	HS Accomplished MA:Cr3.1.HSII	HS Advanced MA:Cr3.1.HSIII
a. With support, capture media arts content.	a. With support, capture and experiment with media arts content.	a. With support, capture and assemble media arts content.	a. Create, assemble, and unify media art content with adjustments and refinements.	a. Create, analyze, and refine media art choices. Discuss how refinements and adjustments affect the completed media artwork.	a. Through peer collaboration , explain and demonstrate how refinements affect the creation of media artwork.	a. Create, analyze , and collaboratively reflect to revise and refine personal expression and meaning through media artwork.	a. Experiment and evaluate multiple approaches, components , and techniques to purposefully create content and meaning in media artworks.	a. Organize multiple approaches, components , and techniques to create content that reflects an understanding of purpose, audience, or place.	a. Implement production processes to integrate content, elements , and stylistic conventions for media arts productions intended for a specific purpose, audience, or place.	a. Integrate, refine, and modify media artwork, while developing aesthetic qualities and intentionally emphasizing stylistic elements, principles , and processes to reflect an understanding of personal goals and preferences.	a. Refine and consolidate production processes to demonstrate deliberate choices of artistic elements, principles , and technical components that form effective expressions in media artwork for specific purposes, intentions, audiences, and contexts .	a. Synthesize, elaborate, and refine content, processes , and components to express a compelling and targeted purpose, narrative , emotion, or ideas within complex media arts productions .

MEDIA ARTS ~ Producing ~ Realizing and presenting artistic ideas and work ~ 4

Anchor Standard 4 Select, analyze and interpret artistic work for presentation.

Enduring Understanding 4.1 Media artists integrate various forms and contents to present or share complex, unified media artworks.

Essential Question • How are media arts experiences constructed and shared?

Artistic Process • PRODUCING Process Component • SYNTHESIZE

Pre-K MA:Pr4.1.PK	Kindergarten MA:Pr4.1.K	1st MA:Pr4.1.1	2nd MA:Pr4.1.2	3rd MA:Pr4.1.3	4th MA:Pr4.1.4	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
a. With support, identify various ways to present media artwork.	a. With support, identify reasons for selecting presented media artworks.	a. Categorize different art forms and content in media artwork presentations.	a. Examine different art forms and content in media artwork presentations.	a. Investigate and discuss different art forms and content in media artwork presentations.	a. Demonstrate how different art forms and interdisciplinary content may be integrated in media artwork 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 forms, academic content, and processes .	a. Maintain fidelity when presenting media arts productions that synthesize various arts, media arts forms, academic content, and processes across platforms.

MEDIA ARTS ~ Producing ~ Realizing and presenting artistic ideas and work ~ 5

Anchor Standard 5 Develop and refine artistic techniques and work for presentation.

Enduring Understanding 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.

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

Pre-K MA:Pr5.1.PK	Kindergarten MA:Pr5.1.K	1st MA:Pr5.1.1	2nd MA:Pr5.1.2	3rd MA:Pr5.1.3	4th MA:Pr5.1.4	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
a. Use media arts creation tools freely and in guided practice.	a. Practice, discover, and share how media arts creation tools work.	a. Experiment and share tools needed to present media artwork.	a. Demonstrate tools and techniques needed to present media artwork.	a. Demonstrate appropriate use of tools and techniques while presenting media artwork.	a. Use tools and techniques in traditional and innovative ways while constructing and presenting media artwork.	a. Examine how tools could be used in traditional and innovative ways when constructing and presenting media artworks.	a. Demonstrate adaptability in the use of tools and techniques in traditional and innovative ways, to achieve an assigned purpose in presenting media artworks.	a. Apply an expanding range of artistic tools and techniques , from traditional to innovative , to achieve an assigned purpose in presenting media artworks.	a. Demonstrate adaptability in the use of tools, techniques , and content in traditional and innovative ways, to communicate intent in the presentation of media artworks.	a. Demonstrate adaptation and experimentation in the combination of tools, techniques , and content, in traditional and innovative ways, to communicate intent in the presentation of media artwork.	a. Demonstrate the skillful adaptation and combination of tools, styles, techniques , and interactivity to achieve specific expressive goals in the presentation of a variety of media artwork.	a. Fluently and independently utilize, adapt, and experiment with tools, styles, and systems , in traditional and innovative ways in the presentation of complex media artwork.

MEDIA ARTS ~ Producing ~ Realizing and presenting artistic ideas and work ~ 6

Anchor Standard 6 Convey meaning through the presentation of artistic work.

Enduring Understanding 6.1 Media artwork is made to be shared. Media artists purposefully present and distribute media artworks for various contexts.

Essential Questions

- 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?

Artistic Process • PRODUCING
Process Components • SHARE, CURATE

Pre-K MA:Pr6.1.PK	Kindergarten MA:Pr6.1.K	1st MA:Pr6.1.1	2nd MA:Pr6.1.2	3rd MA:Pr6.1.3	4th MA:Pr6.1.4	5th MA:Pr6.1.5	6th MA:Pr6.1.6	7th MA:Pr6.1.7	8th MA:Pr6.1.8	HS Proficient MA:Pr6.1.HSI	HS Accomplished MA:Pr6.1.HSII	HS Advanced MA:Pr6.1.HSIII
a. With guidance, share reactions to a media artwork.	a. With guidance, discuss and share reactions to a media artwork.	a. With guidance, identify the context in which a media artwork was shared, then discuss the experience.	a. Identify the context in which a media artwork was shared, then describe the experience and discuss the results.	a. Identify key roles, when sharing a media artwork, the context in which it was shared, and describe the presentation experience and results.	a. Assume roles, explain contexts , discuss improvements, and share the results of the presentation or distribution of media artwork.	a. Assume roles, compare contexts , perform tasks, and discuss the results of the presentation or distribution of media artwork.	a. Analyze presentation contexts , perform roles and tasks for media presentation or distribution, considering the results and the meaning of a media arts presentation.	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.	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.	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.	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.	a. Independently evaluate , design, and integrate improvements for presentation and distribution of media artwork, considering intentional effects, a variety of contexts , and venues on both the artist and global audiences.

MEDIA ARTS ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 7

Anchor Standard 7 Perceive and analyze artistic work.

Enduring Understanding 7.1 Identifying the qualities and characteristics of media artworks improves artistic appreciation and production.

Essential Question • How do we 'read' media artworks and understand their relational components?

Artistic Process • RESPONDING
Process Components • PERCEIVE, RELATE

<p>Pre-K MA:Re7.1.PK</p> <p>a. With guidance, explore and discuss the components of a variety of media artwork.</p>	<p>Kindergarten MA:Re7.1.K</p> <p>a. Recognize and share components of media artwork.</p>	<p>1st MA:Re7.1.1</p> <p>a. Identify components of media artwork.</p>	<p>2nd MA:Re7.1.2</p> <p>a. Identify and describe the components of media artwork.</p>	<p>3rd MA:Re7.1.3</p> <p>a. Identify and describe how components of media artwork communicate specific messages.</p>	<p>4th MA:Re7.1.4</p> <p>a. Identify, describe, and explain how components of media artwork communicate specific messages.</p>	<p>5th MA:Re7.1.5</p> <p>a. Identify, describe, and differentiate how messages and meaning are created by components of media artwork.</p>	<p>6th MA:Re7.1.6</p> <p>a. Identify, describe, and analyze how message and meaning are created by elements of media artwork.</p>	<p>7th MA:Re7.1.7</p> <p>a. Describe, compare, and analyze the qualities of and the relationships between the components of media artwork.</p>	<p>8th MA:Re7.1.8</p> <p>a. Compare, contrast, and analyze the qualities of and relationships between the elements of media artwork.</p>	<p>HS Proficient MA:Re7.1.HSI</p> <p>a. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.</p>	<p>HS Accomplished MA:Re7.1.HSII</p> <p>a. Analyze the qualities and relationships of the components in a variety of media artworks, including feedback on how they effect the audience.</p>	<p>HS Advanced MA:Re7.1.HSIII</p> <p>a. Analyze the qualities and relationships of the components in a variety of media artworks, and the audience effect on those works.</p>
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Enduring Understanding 7.2 Media artworks communicate and influence audience experiences.

Essential Question • How do media artworks function to convey meaning and manage audience experiences?

Artistic Process • RESPONDING
Process Component • ANALYZE

<p>Pre-K MA:Re7.2.PK</p> <p>a. With guidance, explore and discuss messages in media artwork.</p>	<p>Kindergarten MA:Re7.2.K</p> <p>a. Recognize and share how media artwork communicates different messages.</p>	<p>1st MA:Re7.2.1</p> <p>a. With guidance, identify how media artwork communicates different messages.</p>	<p>2nd MA:Re7.2.2</p> <p>a. Identify and describe how media artwork communicates different messages.</p>	<p>3rd MA:Re7.2.3</p> <p>a. Identify and describe how various forms, methods, or styles in media artwork affect audience experience.</p>	<p>4th MA:Re7.2.4</p> <p>a. Identify and describe how various forms, methods, and styles in media artwork affect audience experience.</p>	<p>5th MA:Re7.2.5</p> <p>a. Identify, describe, and differentiate how audience experiences are influenced by various forms, methods, and styles.</p>	<p>6th MA:Re7.2.6</p> <p>a. Identify, describe, and differentiate how audience experiences can be influenced and managed by various forms, methods, and styles.</p>	<p>7th MA:Re7.2.7</p> <p>a. Describe, compare, and analyze how various forms, methods, and styles in media artwork interact with personal preferences in influencing and managing audience experience.</p>	<p>8th MA:Re7.2.8</p> <p>a. Compare, contrast, and analyze how audience experiences and intentions can be influenced and managed by various forms, methods, and styles.</p>	<p>HS Proficient MA:Re7.2.HSI</p> <p>a. Analyze how a variety of media artwork manages audience experience and creates intention through perception.</p>	<p>HS Accomplished MA:Re7.2.HSII</p> <p>a. Analyze how a broad range of media artwork manages audience experience, and creates intention and persuasion through multisensory perception.</p>	<p>HS Advanced MA:Re7.2.HSIII</p> <p>a. Survey an exemplary range of media artwork and analyze methods for managing audience experience, and creating intention and persuasion through multisensory perception and systemic communications.</p>
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MEDIA ARTS ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 8

Anchor Standard 8 Interpret meaning in artistic work.

Enduring Understanding 8.1 Interpretation and appreciation require consideration of the intent, form, and context of media artwork.

Essential Question • How do people relate to and interpret media artwork?

Artistic Process • RESPONDING Process Component • INTERPRET

Pre-K MA:Re8.1.PK	Kindergarten MA:Re8.1.K	1st MA:Re8.1.1	2nd MA:Re8.1.2	3rd MA:Re8.1.3	4th MA:Re8.1.4	5th MA:Re8.1.5	6th MA:Re8.1.6	7th MA:Re8.1.7	8th MA:Re8.1.8	HS Proficient MA:Re8.1.HSI	HS Accomplished MA:Re8.1.HSII	HS Advanced MA:Re8.1.HSIII
a. With guidance, share reactions to media artwork.	a. With guidance, share observations comparing media artworks.	a. With guidance, discuss the themes of media artworks.	a. With guidance, determine purposes and themes of media artwork, considering their context .	a. Interpret the purposes and meanings of a variety of media artworks, considering their context .	a. Share reactions and interpretations of a variety of media artwork, considering the purpose and context .	a. Compare individual and group interpretations of a variety of media artwork, considering their intention and context .	a. Analyze the purpose and context of a variety of media artwork, considering media artwork criteria .	a. Analyze the intent and meaning of a variety of media artwork, using self-developed criteria .	a. Analyze intent and interpret meanings of a variety of media artworks, focusing on form and context .	a. Analyze intent and interpret meaning of a variety of media artworks, based on personal, historical, and cultural contexts .	a. Analyze intent and interpret meaning of a variety of media artworks, based on personal and cultural contexts , to determine meaning and audience reception.	a. Analyze intent, form, and context of diverse media artwork, considering content and bias.

MEDIA ARTS ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 9

Anchor Standard 9 Apply criteria to evaluate artistic work.

Enduring Understanding 9.1 Skillful evaluation and critique are essential components of experiencing, appreciating, and producing media artwork.

Essential Questions • How and why are media artworks judged and valued?
• When and how should media artworks be evaluated and critiqued?

Artistic Process • RESPONDING Process Component • EVALUATE

Pre-K MA:Re9.1.PK	Kindergarten MA:Re9.1.K	1st MA:Re9.1.1	2nd MA:Re9.1.2	3rd MA:Re9.1.3	4th MA:Re9.1.4	5th MA:Re9.1.5	6th MA:Re9.1.6	7th MA:Re9.1.7	8th MA:Re9.1.8	HS Proficient MA:Re9.1.HSI	HS Accomplished MA:Re9.1.HSII	HS Advanced MA:Re9.1.HSIII
a. Select a preferred media artwork.	a. With guidance, provide a reason for selecting media artwork.	a. With guidance, explain preferences for media artwork.	a. With guidance, use learned vocabulary to express preferences about artwork.	a. Evaluate a media artwork based on given criteria .	a. Apply one set of criteria to evaluate more than one media artwork.	a. Develop and apply relevant criteria to evaluate a work of media art.	a. Recognize differences in criteria used to evaluate media artworks, depending on styles, genres , and media as well as historical and cultural contexts .	a. Expand criteria and practice constructive feedback to evaluate media artwork and production processes , considering context .	a. Create a convincing and logical argument to support the evaluation of a media artwork.	a. Evaluate media artwork and production processes at decisive stages, using specific criteria , and considering context and artistic goals.	a. Form and apply defensible evaluations in the constructive and systematic critique of media artwork and production processes .	a. Independently develop rigorous evaluations of, and strategically seek feedback for, media artwork and production processes , considering complex goals and factors.

MEDIA ARTS ~ Connecting ~ Relating artistic ideas and work with personal meaning and external context ~10

Anchor Standard 10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

Enduring Understanding 10.1 Media artwork synthesize personal experiences to create meaning.

Essential Questions

- 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?

Artistic Process • CONNECTING
Process Component • RESEARCH

Pre-K MA:Cn10.1.PK	Kindergarten MA:Cn10.1.K	1st MA:Cn10.1.1	2nd MA:Cn10.1.2	3rd MA:Cn10.1.3	4th MA:Cn10.1.4	5th MA:Cn10.1.5	6th MA:Cn10.1.6	7th MA:Cn10.1.7	8th MA:Cn10.1.8	HS Proficient MA:Cn10.1.HSI	HS Accomplished MA:Cn10.1.HSII	HS Advanced MA:Cn10.1.HSIII
a. With guidance, identify personal experiences with media artwork.	a. With guidance, share personal experiences that could be used in media artwork.	a. Choose personally significant experiences or interests to be used in creating media artwork.	a. Choose personal experiences, interests, and relevant information for creating meaningful media artwork.	a. Choose personal experiences, interests, and relevant information for creating media artwork and explain how they communicate the intended meaning .	a. Examine and choose personal experiences, interests, and relevant information to create media artwork that communicates a clear message.	a. Examine research, personal interests, and experiences to reflect circumstances or form new meaning in media artwork.	a. Apply personal interests, experiences, and external resources to reflect circumstances or form new meaning in media artwork.	a. Select and combine personal interests, experiences, and resources to form new meaning in media artwork.	a. Select and combine personal interests, experiences, and resources to expand knowledge and form new meaning in media artwork.	a. Assess and build upon personal knowledge and experience through research and reflection to inform the creation of original media artwork.	a. Synthesize knowledge, experience, and understandings of personal and outside cultural experiences to inspire and inform media artwork.	a. Proactively and independently access relevant and qualitative resources to understand, inform, and broaden knowledge during the creation of clear, logical, and convincing media artwork.

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**
- 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?

Artistic Process • CONNECTING Process Component • RELATE

Pre-K MA:Cn11.1.PK a. With guidance, relate media artwork to everyday life.	Kindergarten MA:Cn11.1.K a. With guidance, share ideas that relate media artwork to one's everyday life.	1st MA:Cn11.1.1 a. With guidance, discuss media arts connections to popular culture , everyday life, and 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.	HS Proficient MA:Cn11.1.HSI a. Demonstrate and explain how media artwork and ideas relate to various social, economic, historical, and cultural contexts , purposes, and values.	HS Accomplished MA:Cn11.1.HSII a. Examine in depth and demonstrate the relationships of media arts ideas and works to various historical and current contexts and purposes, and to various economic and social systems.	HS Advanced MA:Cn11.1.HSIII a. Research and examine relationships between historical, personal, and global contexts in media art to demonstrate how those works shape cultures , past, present, and future.
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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**
- 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?

Artistic Process • CONNECTING Process Component • INNOVATE

Pre-K MA:Cn11.2.PK a. With guidance, discuss media arts inventions .	Kindergarten MA:Cn11.2.K a. With guidance, identify media arts inventions and their uses.	1st MA:Cn11.2.1 a. With guidance, discuss connections between media arts and other disciplines.	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.	HS Proficient MA:Cn11.2.HSI a. Identify and interpret challenging issues affecting communities, cultures and societies through media artworks, and analyze how innovative artworks can bridge socio-cultural boundaries.	HS Accomplished MA:Cn11.2.HSII a. Identify and interpret challenging personal, societal, or global issues, and propose how media arts can bring people and communities together to generate solutions.	HS Advanced MA:Cn11.2.HSIII a. Propose an innovation in the media arts that addresses a personal, societal, or global need by reflecting on past and present innovations , examining interdisciplinary fields, and employing problem solving methods.
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