

# 2015 Arizona Arts Standards

## Media Arts Standards K – 5<sup>th</sup> Grade

These Arizona media arts standards serve as a framework to guide the development of a well-rounded media arts curriculum that is tailored to the needs of students in the diverse schools of Arizona.

### What's new?

#### Here are some things to look for in these standards:

1. **A NEW set of media arts standards.** A working definition of media arts includes film, animation, interactive artmaking (such as gaming), and computer artmaking, where an artist creates an aesthetic experience through writing of software code. These standards, while usable by CTE teachers, emphasizes the aesthetics of media arts. These standards can be used in conjunction with, not replacing, existing CTE standards in areas such as video.
2. Instead of organizing the standards into 3 big categories - Create, Relate, Evaluate, these standards have 4 categories - **Creating, Producing, Responding and Connecting**. Creating and Producing are similar to the 2006 category of Create; Responding and Connecting are similar to the 2006 categories of Relate and Evaluate.
3. The standards are **organized grade by grade, with 3 levels for High School**, instead of into skill levels. This allows for greater differentiation of instruction and for ease of measuring student progress over time. The standard specifies knowledge and skills to be addressed within the school year or time frame of the class. This document does not dictate the amount of instructional time to be devoted to each standard; rather it is left to the district committee or individual teacher to determine how best to interpret and teach all the standards. It is expected that media arts teachers will combine and interweave standards to create units of study.
4. The three High School levels are roughly: one year of study (Proficient), 2-4 years of study (Accomplished) and honors or college-entry level of study (Advanced).
5. In many performance standards, examples are given in parenthetical “such as...” notes. These are in no way prescriptive; they simply provide examples and clarifications.
6. Under the 4 big categories are 11 Anchor Standard Statements, representing the ultimate goals of student study in the arts through the completion of a sequential arts education program. These Anchor Standards are shared across all art forms.

Creating - Conceiving and developing new artistic ideas and work.	Producing - Realizing artistic ideas and work through interpretation and presentation.	Responding - Understanding and evaluating how the arts convey meaning.	Connecting - Relating artistic ideas and work with personal meaning and external context.
Anchor Standard #1. Generate and conceptualize artistic ideas and work.	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.	Anchor Standard #7. Perceive and analyze artistic work.	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #2. Organize and develop artistic ideas and work.	Anchor Standard #5. Develop and refine artistic work for presentation.	Anchor Standard #8. Interpret intent and meaning in artistic work.	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Anchor Standard #3. Refine and complete artistic work.	Anchor Standard #6. Convey meaning through the presentation of artistic work.	Anchor Standard #9. Apply criteria to evaluate artistic work.	

## Media Arts Creating

### Anchor Standard #1 Generate and conceptualize artistic ideas and work

Kindergarten	1st	2nd	3rd	4th	5th
a. Share ideas for media artworks through guided exploration of methods, and imagining.	a. Discover and share ideas for media artworks using play, experimentation and imagining.	a. Express and share ideas for media artworks through sketching and modeling.	a. Discover multiple ideas for media artworks through brainstorming and improvising.	a. Develop multiple ideas for media artworks using a variety of methods and/or materials.	a. Conceive original artistic goals for media artworks using a variety of creative methods (such as brainstorming and modeling).

### Anchor Standard #2 Organize and develop artistic ideas and work

a. With guidance, use ideas to form plans or models for media arts productions.	a. With guidance, use teacher-identified ideas to form plans and models for media arts productions.	a. Choose ideas to create plans and models for media arts productions.	a. Form, share, and test ideas, plans, and models to prepare for media arts productions.	a. Form, discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.	a. Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.
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### Anchor Standard # 3 Refine and complete artistic work

a. Form and capture media arts content for expression and meaning in media arts productions. (such as symbols)	a. Create, capture, and assemble media arts content for media arts productions, identifying basic principles (such as pattern and repetition).	a. Construct and assemble content for unified media arts productions, identifying and applying basic principles (such as positioning and attention).	a. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles (such as movement and force).	a. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles (such as balance and contrast).	a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles (such as emphasis and exaggeration).
b. Make changes to the content, form, or presentation of media artworks and share results.	b. Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.	b. Test and describe expressive effects in altering, refining, and completing media artworks.	b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.	b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.	b. Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.

## Media Arts Producing

### Anchor Standard #4 Select, Analyze and Interpret artistic work for performance

Kindergarten	1st	2nd	3rd	4th	5th
a. With guidance, combine arts forms and media content (such as dance and video) to form media artworks.	a. Combine varied academic, arts, and media content in media artworks (such as an illustrated story).	a. Practice combining varied academic, arts, and media content into unified media artworks (such as a narrated science animation).	a. Practice combining varied academic, arts, and media forms and content into unified media artworks (such as animation, music, and dance).	a. Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks (such as narrative, dance, and media).	a. Create media artworks through the integration of multiple contents and forms (such as a media broadcast).

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

a. Identify and demonstrate basic skills, including handling tools, making choices, and cooperating in creating media artworks.	a. Describe and demonstrate various artistic skills and roles (such as technical steps, planning, and collaborating in media arts productions).	a. Practice roles to demonstrate basic ability in various teacher-identified artistic, design, technical, and soft skills (such as tool use and collaboration in media arts productions).	a. Exhibit developing ability in a variety of artistic, design, technical, and organizational roles (such as making compositional decisions, manipulating tools, and group planning in media arts productions).	a. Practice foundational artistic, design, technical, and soft skills (such as formal technique, equipment usage, production, and collaboration in media arts productions) through performing teacher-identified roles in producing media artworks.	a. Practice fundamental ability in artistic, design, technical, and soft skills (such as formal technique, production, and collaboration in media arts productions) through performing various assigned roles in producing media artworks.
b. Identify and demonstrate creative skills, including performing, within media arts productions.	b. Describe and demonstrate basic creative skills within media arts productions.	b. Demonstrate use of experimentation skills (such as playful practice, and trial and error) within and through media arts productions.	b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions.	b. Practice foundational innovative abilities (such as design thinking) in addressing problems within and through media arts productions.	b. Practice fundamental creative and innovative abilities (such as expanding conventions) in addressing problems within and through media arts productions.
c. Practice, discover, and share how media arts creation tools work.	c. Experiment with and share different ways to use tools and techniques to construct media artworks.	c. Demonstrate and explore teacher-identified methods to use tools to capture and form media artworks.	c. Exhibit standard use of tools and techniques while constructing media artworks.	c. Exhibit standard and novel ways of using tools and techniques while constructing media artworks.	c. Demonstrate how tools and techniques could be used in standard and experimental ways in constructing media artworks.

**Anchor Standards #6 Convey meaning through the presentation of artistic work**

<b>Kindergarten</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
a. With guidance, identify and share roles and the situation in presenting media artworks.	a. With guidance, discuss presentation conditions and perform a task in presenting media artworks.	a. Identify and describe presentation conditions and perform task(s) in presenting media artworks.	a. Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.	a. Compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.	a. Compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.
b. With guidance, identify and share reactions to the presentation of media artworks.	b. With guidance, discuss the experience of the presentation of media artworks.	b. Identify and describe the experience, and share results of presenting media artworks.	b. Identify and describe the experience, and share results of and improvements for presenting media artworks.	b. Explain results of and improvements for presenting media artworks.	b. Compare results of and improvements for presenting media artworks.

## Media Arts Responding

### Anchor Standard #7 Perceive and analyze artistic work

Kindergarten	1st	2nd	3rd	4th	5th
a. Recognize and share components and messages in media artworks.	a. Identify components and messages in media artworks.	a. Identify and describe the components and messages in media artworks.	a. Identify and describe how messages are created by components in media artworks.	a. Identify, describe, and explain how messages are created by components in media artworks.	a. Identify, describe, and differentiate how message and meaning are created by components in media artworks.
b. Recognize and share how a variety of media artworks create different experiences.	b. With guidance, identify how a variety of media artworks create different experiences.	b. Identify and describe how a variety of media artworks create different experiences.	b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.	b. Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.	b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.

### Anchor Standard #8 Interpret intent and meaning in artistic work

a. With guidance, share observations regarding a variety of media artworks.	a. With guidance, identify the meanings of a variety of media artworks.	a. Determine the purposes and meanings of media artworks, considering their context.	a. Determine the purposes and meanings of media artworks while describing their context.	a. Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.	a. Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.
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### Anchor Standard #9 Apply criteria to evaluate artistic work

a. With guidance, examine and share appealing qualities in media artworks.	a. Identify the effective parts of and possible changes to media artworks, considering viewers.	a. Identify the effective parts of and possible changes to media artworks, considering viewers.	a. Discuss the effectiveness of and improvements for media artworks, considering their context.	a. Identify basic criteria for and evaluate media artworks, considering possible improvements and context.	a. Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.
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## Media Arts Connecting

### Anchor Standard #10 Synthesize and relate knowledge and personal experiences to make art

Kindergarten	1st	2nd	3rd	4th	5th
a. Use personal experiences and choices in making media artworks.	a. Use personal experiences, interests, and models in creating media artworks.	a. Use personal experiences, interests, information, and models in creating media artworks.	a. Use personal and external resources (such as interests, information, and models) to create media artworks.	a. Examine and use personal and external resources (such as interests, research, and cultural understanding) to create media artworks.	a. Access and use internal and external resources to create media artworks (such as interests, knowledge, and experiences).
b. Share memorable experiences of media artworks.	b. Discuss memorable experiences of media artworks.	b. Discuss experiences of media artworks, describing their meaning and purpose.	b. Identify and show how media artworks form meanings, situations, and/or culture (such as popular media).	b. Examine and show how media artworks form meanings, situations, and/or cultural experiences (such as online spaces).	b. Examine and show how media artworks form meanings, situations, and cultural experiences (such as news and cultural events).

### Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

a. With guidance, share ideas in relating media artworks and everyday life, such as daily activities.	a. Discuss and describe media artworks in everyday life (such as popular media, and connections with family and friends).	a. Discuss how media artworks and ideas relate to everyday and cultural life (such as media messages and media environments).	a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.	a. Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life (such as fantasy and reality, and technology use).	a. Research and show how media artworks and ideas relate to personal, social and community life (such as exploring commercial and information purposes, history, and ethics).
b. With guidance, interact safely and appropriately with media arts tools and environments.	b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	b. Examine and interact appropriately with media arts tools and environments, considering ethics, rules, fairness, media literacy and social media.	b. Examine, discuss and interact appropriately with media arts tools and environments, considering ethics, rules, media literacy, and social media.

# GLOSSARY for

## Arizona Media Arts Standards

AS – Anchor Standard G – Grade HS1 – Proficient HS2 – Accomplished HS3 – Advanced

### **Attention AS3 G2**

Principle of directing perception through sensory and conceptual impact

### **Balance AS3 G4**

Principle of the equitable and/or dynamic distribution of items in the media arts

- ✓ composition
- ✓ structure for aesthetic meaning
- ✓ visual frame
- ✓ game architecture

### **Components AS7 GK-12**

The discrete portions and aspects of media artworks, including: elements, principles, processes, parts, assemblies, etc.

- ✓ light, sound, space, time
- ✓ shot, clip, scene, sequence
- ✓ movie, narrative, lighting, cinematography
- ✓ interactivity

### **Composition AS3 G6, AS3 G7**

Principle of arrangement and balancing of components of a work for meaning and message

- ✓ Using all the elements found in artistic design

**Constraints AS5 G6, AS5 GHS1, AS2 GHS2, AS2 GHS3**

Limitations on what is possible, both real and perceived

**Context AS8 G2, AS9 G2, AS8 G3, AS9 G3, AS9 G4, AS8 G5, AS9 G5, AS9 G6, AS9 G7, AS8 G8, AS9 G8, AS11 G8, AS8 GHS1, AS9 GHS1, AS11 GHS1, AS8 GHS2, AS11 GHS2, AS8 GHS3, AS11 GHS3**

The situation surrounding the creation or experience of media artworks that influences the work, artist or audience. This can include how, where, and when media experiences take place, as well as additional internal and external factors

- ✓ personal
- ✓ societal, cultural, historical
- ✓ physical, virtual
- ✓ economic, systemic

**Continuity AS3 GHS2**

The maintenance of uninterrupted flow, continuous action or self-consistent detail. across the various scenes or components of a media artwork

- ✓ game components
- ✓ branding
- ✓ movie timeline, series, etc.

**Contrast AS3 G4**

Principle of using the difference between items, such as elements, qualities and components, to create emphasis or energy in the design

**Convention AS5 G5**

An established, common, or predictable rule, method, or practice within media arts production

- ✓ such as the notion of a 'hero' in storytelling

**Copyright AS11 G6, AS11 G7**

The exclusive legal right, given to an originator or an assignee to print, publish, perform, film, or record literary, artistic, or musical material, and to authorize others to do the same

**Design thinking AS5 G4, AS3 GHS1**

A cognitive methodology that promotes innovative problem solving through the prototyping and testing process commonly used in design

**Digital identity AS11 GHS1, AS11 GHS2**

How one is presented, perceived and recorded online, including personal and collective information and sites, e-communications, commercial tracking, etc.

**Divergent thinking AS1 G8**

Unique, original, uncommon, idiosyncratic ideas; thinking “outside of the box”

**Emphasis AS3 G5, AS3 GHS1**

Principle of giving greater compositional strength to a particular element or component in a media artwork

**Ethics AS11 G4, AS11 G5, AS11 G6, AS11 G7, AS11 G8, AS11 GHS1, AS11 GHS2**

Moral guidelines and philosophical principles for determining appropriate behavior within media arts environments

**Exaggeration AS3 G5**

Principle of pushing a media arts element or component into an extreme for provocation, attention, contrast, as seen in character, voice, mood, message, etc.

**Experiential Design AS4 GHS1**

Area of media arts wherein interactive, immersive spaces and activities are created for the user; associated with entertainment design

**Fairness AS11 G1, AS11 G2, AS11 G3, AS11 G4**

Complying with appropriate, ethical and equitable rules and guidelines

**Fair use AS11 G6**

Permits limited use of copyrighted material without acquiring permission from the rights holders, including commentary, search engines, criticism, etc.

**Force AS2 G3**

Principle of energy or amplitude within an element, such as the speed and impact of a character's motion

- ✓ cause and effect

**Generative methods AS1 GHS1, AS1 GHS2, AS1 GHS3**

Various inventive techniques for creating new ideas and models, such as

- ✓ play, open exploration, experimentation
- ✓ brainstorming
- ✓ inverting assumptions
- ✓ rulebending

**Hybridization AS3 GHS3**

Principle of combining two existing media forms to create new and original forms

- ✓ such as merging theatre and multimedia

**Interactivity AS5 GHS2, AS11 GHS2**

A diverse range of articulating capabilities between media arts components that allow for inputs and outputs of responsive connectivity and may be used to obtain data commands, or information and may relay immediate feedback, or other communications

- ✓ such as user, audience, sensory elements, etc.,
- ✓ sensors, triggers, interfaces, etc., and may be used to obtain data,

**Iterative Design AS5 GHS2**

Iterative design is a design methodology based on a cyclic process of prototyping, testing, analyzing, and refining a product or process

- ✓ web design or game design

**Juxtaposition AS3 GHS2**

Placing greatly contrasting items together for effect

**Legal AS11 G8, AS11 GHS1, AS11 GHS2, AS11 GHS3**

The legislated parameters and protocols of media arts systems

- ✓ user agreements
- ✓ publicity releases
- ✓ copyright, etc.

**Manage audience experience AS7 G3-8**

The act of designing and forming user sensory episodes through multi-sensory captivation, such as using sequences of moving image and sound to maintain and carry the viewer's attention, or constructing thematic spaces in virtual or experiential design

**Markets AS11 GHS2**

The various commercial and informational channels and forums for media artworks, such as

- ✓ T.V., radio, internet
- ✓ fine arts, profit or non-profit
- ✓ communications, etc.

**Meaning AS8 G1, AS8 G2, AS8 G3, AS10 G6, AS10 G7, AS10 G8, AS10 GHS1, AS10 GHS2, AS10 GHS3**

The formulation of significance and purposefulness in media artworks

**Media arts contexts AS8 G4, AS8 G5, AS2 G8, AS11 G7, AS11 G8, AS3 GHS2, AS3 GHS3, AS8 GHS1, AS8 GHS3, AS11 GHS3**

The diverse locations and circumstances of media arts, including its markets, networks, technologies and vocations

**Media environments AS11 G2**

Spaces, contexts and situations where media artworks are produced and experienced,

- ✓ theaters
- ✓ production studios
- ✓ online

**Media literacy AS11 G5, AS11 G6, AS11 G7, AS11 G8, AS 11 GHS1, AS11 GHS2**

A series of communication competencies, including the ability to access, analyze, evaluate, and communicate information in a variety of forms (consume and produce)

- ✓ National Association for Media Literacy Education
- ✓ radio, TV, online, blogs, facebook

**Media messages AS11 G2**

The various artistic, emotional, expressive, prosaic, commercial, utilitarian and informational communications of media artworks – Content

**Modeling or concept modeling AS1 G1, AS1 G4**

Creating a digital or physical representation or sketch of an idea, usually for testing

- ✓ communicating your idea
- ✓ prototyping

**Movement AS2 G3**

Principle of motion of diverse items within media artworks

- ✓ cause and effect

**Multimedia theatre AS4 G8**

The combination of live theatre elements and digital media into a unified production for a live audience

- ✓ sound, projections, video,

**Multimodal perception AS7 GHS**

The coordinated and synchronized integration of multiple sensory systems media artworks

- ✓ vision, touch, auditory

**Narrative structure AS3 G7**

The framework for a story, usually consisting of an arc of beginning, conflict and resolution

**Personal aesthetic AS2 GHS2, AS2 GHS3**

An individually formed, idiosyncratic style or manner of expressing oneself; an artist's "voice"

**Perspective AS3 G6**

Principle pertaining to the method of three-dimensional rendering, point-of-view, and angle of composition

**Point of view AS3 G6**

The position from which something or someone is observed; the position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted and by the attitude toward the characters

**Positioning AS3 G2**

The principle of placement or arrangement

- ✓ composition

**Production processes AS9 G5, AS9 G6, AS9 G7, AS3 G8, AS9 G8, AS9 GHS1, AS3 GHS3, AS9 GHS2, AS9 GHS3**

The diverse processes, procedures, or steps used to carry out the construction of a media artwork

- ✓ prototyping
- ✓ story board
- ✓ playtesting
- ✓ architecture construction in game design

**Prototyping AS2 G6, AS2 G7, AS2 G8, AS2 GHS1, AS2 GHS2, AS2 GHS3**

Creating a testable version, sketch or model of a media artwork, such as

- ✓ a game
- ✓ character
- ✓ website
- ✓ application

**Responsive use of failure AS5 GHS2**

Incorporating errors towards persistent improvement of an idea, technique, process or product

**Rules AS11 G1, AS11 G2, AS11 G3, AS11 G4, AS11 G5**

The laws, or guidelines for appropriate behavior

- ✓ protocols

**Safety AS11 G1, AS11 G2, AS11 G3**

Maintaining proper behavior for the welfare of self and others in handling equipment and interacting with media arts environments and groups

**Soft skills AS5 G2, AS5 G4, AS5 G5, AS5 G6, AS5 G7, AS5 G8, AS5 GHS1, AS5 GHS2, AS5 GHS3**

Diverse organizational and management skills, useful to employment, such as

- ✓ collaboration
- ✓ planning
- ✓ adaptability
- ✓ communication
- ✓ leadership

**Stylistic convention AS3 GHS1, AS3 GHS2**

A common, familiar, or even “formulaic” presentation form, style, technique or construct

- ✓ such as the use of tension building techniques in a suspense film

**System(s) AS11 GHS1, AS11 GHS2, AS11 GHS3**

The complex and diverse technological structures and contexts for media arts

- ✓ production
- ✓ funding
- ✓ distribution
- ✓ viewing
- ✓ archiving

**Systemic Communications AS7 GHS**

Socially or technologically organized and higher-order media arts communications

- ✓ networked multimedia
- ✓ television formats and broadcasts
- ✓ social multimedia (e.g., YouTube videos), remixes, transmedia, etc.)

**Technological AS11 G8, AS11 GHS1, AS11 GHS2, AS11 GHS3**

The mechanical aspects and contexts of media arts production

- ✓ hardware
- ✓ software
- ✓ networks
- ✓ code, etc.

**Tone AS3 HS1**

Principle of “color”, “texture” or “feel” of a media arts element or component

- ✓ sound
- ✓ lighting
- ✓ mood
- ✓ sequence

### **Transdisciplinary production AS4 GHS3**

Accessing multiple disciplines during the conception and production processes of media creation, and using new connections or ideas that emerge to inform the work

- ✓ music
- ✓ fine arts
- ✓ theatre technology
- ✓ video

### **Transmedia production AS4 GHS2**

Communicating a narrative and/or theme over multiple media platforms, while adapting the style and structure of each story component to the unique qualities of the platforms

### **Virtual channels AS11 G8, AS6 GHS2**

Network based presentation platforms such as

- ✓ YouTube
- ✓ Vimeo
- ✓ Deviant art
- ✓ Instagram

### **Virtual worlds AS11 GHS1**

Online, digital, or synthetic environments

- ✓ Minecraft
- ✓ Second Life)

### **Vocational AS11 GHS1, AS11 GHS2, AS11 GHS3**

The workforce aspects and contexts of media arts