

# Media Arts

STUDENT-FRIENDLY-LANGUAGE LEARNING INTENTIONS & SAMPLE LESSON PLANS



**MEDIA ARTS**

## Media Arts Kindergarten: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative process, and by experiences, both within and outside of the arts.

**1. Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Standard	Student Friendly Language
a. Share ideas for media artworks through guided exploration of methods and imagining.	a. I am exploring media arts and learning to share ideas for media artworks.
<b>2. Anchor Standard:</b> Organize and develop artistic ideas and work. <b>2. Enduring Understanding:</b> Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea. <b>2. Essential Question:</b> How do media artists organize and develop ideas and models into process structures that can effectively realize the artistic idea?	
a. With guidance, use ideas to form plans or models for media arts productions.	a. I am learning the steps to make media artworks.
<b>3. Anchor Standard:</b> Refine and complete artistic work. <b>3. Enduring Understanding:</b> The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks. <b>3. Essential Question:</b> What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?	
a. Form and capture media arts content for expression and meaning in media arts productions (e.g., symbols).	a. I am learning to make media artworks with feelings.
b. Make changes to the content, form, or presentation of media artworks and share results.	b. I am learning to change media artworks.

### Producing- Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**4. Essential Question:** How are complex media arts experiences constructed?

Standard	Student Friendly Language
a. With guidance, combine art forms and media content (e.g., dance and video) to form media artworks.	a. I am learning to combine media art with other art.
<b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation. <b>5. Enduring Understanding:</b> Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	

<b>5. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	
a. Identify and demonstrate basic skills, including handling tools, making choices, and cooperating in creating media artworks.	a. I am learning basic skills and tools, and to work with others in making media artworks.
b. Identify and demonstrate creative skills, including performing, within media arts productions.	b. I am learning creative skills in making media artworks.
c. Practice, discover, and share how media arts creation tools work.	c. I am learning how media arts tools work.
<b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work. <b>6. Enduring Understanding:</b> Media artists purposefully present, share, and distribute media artworks for various contexts. <b>6. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	
a. With guidance, identify and share roles and the situation in presenting media artworks.	a. I am learning ways to help with showing media artworks.
b. With guidance, identify and share reactions to the presentations of media artworks.	b. I am learning to talk with my friends about media artworks.

### Responding- Understanding and evaluating how the arts convey meaning.

<b>7. Anchor Standard:</b> Perceive and analyze artistic work.  <b>7. Enduring Understanding:</b> Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.  <b>7. Essential Question:</b> How do we "read" media artworks and discern their relational <b>components</b> ? How do media artworks function to convey <b>meaning</b> and manage audience experience?	
Standard	Student Friendly Language
a. Recognize and share <b>components</b> and messages in media artworks.	a. I am learning to name and talk about media artworks and what they are saying.
b. Recognize and share how a variety of media artworks create different experiences.	b. I am learning to talk about what I see and hear and feel in different media artworks.
<b>8. Anchor Standard:</b> Interpret intent and <b>meaning</b> in artistic work.  <b>8. Enduring Understanding:</b> Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	

<b>8. Essential Question:</b> How do people relate to and interpret media artworks?	
a. With guidance, share observations regarding a variety of media artworks.	a. I am learning to share something I noticed about different media artworks.
<b>9. Anchor Standard:</b> Apply criteria to artistic work.  <b>9. Enduring Understanding:</b> Media artworks synthesize meaning and cultural experience.  <b>9. Essential Question:</b> How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?	
a. Share appealing qualities and possible changes in media artworks.	a. I am learning to share what I like about a media artwork and what can be changed.

### Connecting- Relating artistic ideas and work with personal meaning and external context.

<b>10. Anchor Standard:</b> Synthesize and relate knowledge and personal experiences to make art.  <b>10. Enduring Understanding:</b> Media artworks synthesize <b>meaning</b> and form cultural experience.  <b>10. Essential Question:</b> How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?	
Standard	Student Friendly Language
a. Use personal experiences and choices in making media artworks.	a. I am learning to use what I know and my choices for my media artworks.
b. Share memorable experiences of media artworks.	b. I am learning to share what I remember about media artworks.
<b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.  <b>11. Enduring Understanding:</b> Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.  <b>11. Essential Question:</b> How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?	
a. With guidance, share ideas in relating media artworks and everyday life, such as daily activities.	a. I am learning to talk about media arts and my daily activities.

b. With guidance, interact safely and appropriately with media arts tools and environments.

b. I am learning to be safe and behave properly with media arts tools and projects.



## Media Arts Grade 1: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative process, and by experiences, both within and outside of the arts.

**1. Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Standard	Student Friendly Language
a. Discover and share ideas for media artworks using play, experimentation, and imagining.	a. I am learning different ways to get ideas for media artworks.
<p><b>2. Anchor Standard:</b> Organize and develop artistic ideas and work.</p> <p><b>2. Enduring Understanding:</b> Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.</p> <p><b>2. Essential Question:</b> How do media artists organize and develop ideas and models into process structures that can effectively realize the artistic idea?</p>	
a. With guidance, use teacher-identified ideas to form plans and models for media arts productions.	a. I am learning ways to plan for media artworks.
<p><b>3. Anchor Standard:</b> Refine and complete artistic work.</p> <p><b>3. Enduring Understanding:</b> The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.</p> <p><b>3. Essential Question:</b> What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?</p>	
a. Create, capture, and assemble media arts content for media arts productions, identifying basic principles (e.g., pattern and repetition).	a. I am learning different ways to make and organize media artworks.
b. Practice and identify the effects of making changes to the content, form, or presentation in order to refine and finish media artworks.	b. I am learning to improve media artworks

### Producing- Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**4. Essential Question:** How are complex media arts experiences constructed?

Standard	Student Friendly Language
a. Combine varied academic arts, and media content in media artworks (e.g., illustrated story).	a. I am learning to combine media art with other art.
<p><b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>5. Enduring Understanding:</b> Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.</p>	

<b>5. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	
a. Describe and demonstrate various artistic skills and roles (e.g., technical steps, planning, and collaborating in media arts productions).	a. I am learning the skills, steps and roles of making media artworks.
b. Describe and demonstrate basic creative skills within media arts productions.	b. I am learning to use and describe my creativity in media art productions.
c. Experiment with and share different ways to use tools and techniques to construct media artworks.	c. I am learning to experiment with tools and techniques in making media artworks.
<b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work. <b>6. Enduring Understanding:</b> Media artists purposefully present, share, and distribute media artworks for various contexts. <b>6. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	
a. With guidance, discuss presentation conditions and perform a task in presenting media artworks.	a. I am learning to discuss and perform tasks to present media artworks.
b. With guidance, discuss the experience of the presentations of media artworks.	b. I am learning to discuss presenting media artworks.

### Responding- Understanding and evaluating how the arts convey meaning.

<b>7. Anchor Standard:</b> Perceive and analyze artistic work.  <b>7. Enduring Understanding:</b> Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.  <b>7. Essential Question:</b> How do we "read" media artworks and discern their relational <b>components</b> ? How do media artworks function to convey <b>meaning</b> and manage audience experience?	
Standard	Student Friendly Language
a. Identify <b>components</b> and messages in media artworks.	a. I am learning to name and talk about parts of media artworks and what they are saying.
b. With guidance, identify how a variety of media artworks create different experiences.	b. I am learning that what I see and hear changes how I feel about media artworks.

**8. Anchor Standard:** Interpret intent and **meaning** in artistic work.

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

**8. Essential Question:** How do people relate to and interpret media artworks?

a. With guidance, identify the **meanings** of a variety of media artworks.

a. I am learning to share about the **meaning** of a variety of media artworks.

**9. Anchor Standard:** Apply criteria to artistic work.

**9. Enduring Understanding:** Media artworks synthesize meaning and cultural experience.

**9. Essential Question:** How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

a. Identify the effective parts of and possible changes to media artworks, considering viewers.

a. I am learning to say what parts I liked about a media artwork and add ideas for changes that the audience might like better.

### Connecting- Relating artistic ideas and work with personal meaning and external context.

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**10. Enduring Understanding:** Media artworks synthesize meaning and form cultural experience.

**10. Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create **meaning** through producing media artworks?

#### Standard

#### Student Friendly Language

a. Use personal experiences, interests, and models in creating media artworks.

a. I am learning to use my interests and experiences in creating media artworks.

b. Discuss memorable experiences of media artworks

b. I am learning to talk about media artworks that I remember.

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

**11. Enduring Understanding:** Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.



**11. Essential Question:** How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

a. Discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends.

a. I am learning to talk about and describe media artworks in my everyday life and with my family and friends.

b. Interact appropriately with media arts tools and environments, considering safety, rules, and **fairness**.

b. I am learning to follow rules and be **fair** with media arts tools and spaces.



## Media Arts Grade 2: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative process, and by experiences, both within and outside of the arts.

**1. Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Standard	Student Friendly Language
a. Express and share ideas for media artworks through sketching and modeling.	a. I am learning to share ideas for media artworks by drawing and making models.
<b>2. Anchor Standard:</b> Organize and develop artistic ideas and work. <b>2. Enduring Understanding:</b> Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea. <b>2. Essential Question:</b> How do media artists organize and develop ideas and models into process structures that can effectively realize the artistic idea?	
a. Choose ideas to create plans and models for media arts productions.	a. I am learning to choose ideas and models for media art productions.
<b>3. Anchor Standard:</b> Refine and complete artistic work. <b>3. Enduring Understanding:</b> The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks. <b>3. Essential Question:</b> What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?	
a. Construct and assemble content for unified media arts productions, identifying and applying basic principles (e.g., positioning, attention).	a. I am learning to put together media artworks so they work.
b. Test and describe expressive effects in altering, refining, and completing media artworks.	b. I am learning to test different ways to make media artworks to show feelings and ideas.

### Producing- Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**4. Essential Question:** How are complex media arts experiences constructed?

Standard	Student Friendly Language
a. Practice combining varied academic, arts, and media content into unified media artworks (e.g., narrated science animation).	a. I am learning to combine different topics and media in media artworks.
<b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation. <b>5. Enduring Understanding:</b> Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	

<b>5. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	
a. Practice roles to demonstrate basic ability in various teacher-identified artistic, design, technical, and soft skills (e.g., tool use, collaboration in media arts productions).	a. I am learning to do a job in making media artworks.
b. Demonstrate use of experimentation skills (e.g., playful practice, trial and error) within media arts productions.	b. I am learning to experiment in media arts productions.
c. Demonstrate and explore teacher-identified methods to use tools and form media artworks.	c. I am learning to use different techniques to create media artworks.
<b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work. <b>6. Enduring Understanding:</b> Media artists purposefully present, share, and distribute media artworks for various contexts. <b>6. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	
a. Identify and describe presentation conditions and perform task(s) in presenting media artworks.	a. I am learning to name and describe how and where to present media artworks.
b. Identify and describe the experience of presenting media artworks.	b. I am learning to describe our presentation of media artworks.

### Responding- Understanding and evaluating how the arts convey meaning.

<b>7. Anchor Standard:</b> Perceive and analyze artistic work.  <b>7. Enduring Understanding:</b> Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.  <b>7. Essential Question:</b> How do we "read" media artworks and discern their relational <b>components</b> ? How do media artworks function to convey <b>meaning</b> and manage audience experience?	
Standard	Student Friendly Language
a. Identify and describe the <b>components</b> and messages in media artworks.	a. I am learning to name and describe parts of media artworks.
b. Identify and describe how a variety of media artworks create different experiences.	b. I am learning to talk about how different media artworks make things happen.
<b>8. Anchor Standard:</b> Interpret intent and meaning in artistic work.	

<b>8. Enduring Understanding:</b> Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	
<b>8. Essential Question:</b> How do people relate to and interpret media artworks?	
a. Determine the purposes and <b>meanings</b> of media artworks, considering their context.	a. I am learning what media artworks mean and who made them.
<b>9. Anchor Standard:</b> Apply criteria to artistic work.	
<b>9. Enduring Understanding:</b> Media artworks synthesize meaning and cultural experience.	
<b>9. Essential Question:</b> How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?	
a. Discuss the effectiveness of and improvements for media artworks, considering their context.	a. I am learning to share what I like about a media artwork and what would make it better.

### Connecting- Relating artistic ideas and work with personal meaning and external context.

<b>10. Anchor Standard:</b> Synthesize and relate knowledge and personal experiences to make art.	
<b>10. Enduring Understanding:</b> Media artworks synthesize meaning and form cultural experience.	
<b>10. Essential Question:</b> How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?	
Standard	Student Friendly Language
a. Use personal experiences, interests, information, and models in creating media artworks.	a. I am learning to use things I know and like in my media artworks.
b. Discuss experiences of media artworks, describing their <b>meaning</b> and purpose.	b. I am learning to talk about what media artworks mean and do.
<b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
<b>11. Enduring Understanding:</b> Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	

**11. Essential Question:** How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

a. Discuss how media artworks and ideas relate to everyday and cultural life, such as **media messages** and **media environments**.

a. I am learning to talk about media artworks and its messages and culture.

b. Interact appropriately with media arts tools and environments, considering safety, rules, and **fairness**.

b. I am learning to be safe, be **fair**, and follow rules when I use media arts tools and spaces.



## Media Arts Grade 3: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative process, and by experiences, both within and outside of the arts.

**1. Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Standard	Student Friendly Language
a. Discover multiple ideas for media artworks through brainstorming and improvising.	a. I am learning different ways to come up with ideas for media artworks, like pretending and brainstorming.
<p><b>2. Anchor Standard:</b> Organize and develop artistic ideas and work.</p> <p><b>2. Enduring Understanding:</b> Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.</p> <p><b>2. Essential Question:</b> How do media artists organize and develop ideas and models into process structures that can effectively realize the artistic idea?</p>	
a. Form, share, and test ideas, plans, and models to prepare for media arts productions.	a. I am learning to share and test ideas to get ready for media arts productions.
<p><b>3. Anchor Standard:</b> Refine and complete artistic work.</p> <p><b>3. Enduring Understanding:</b> The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.</p> <p><b>3. Essential Question:</b> What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?</p>	
a. Construct and order various content into unified, purposeful media arts, productions, describing, and applying a defined set of principles (e.g., movement, force).	a. I am learning how to organize and use vocabulary to describe media arts productions.
b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.	b. I am learning to make elements stand out in completing media artworks.

**Producing-** Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**4. Essential Question:** How are complex media arts experiences constructed?

Standard	Student Friendly Language
a. Practice combining varied academic, arts, and media content into unified media artworks ((e.g., animation, music, dance).	a. I am learning to combine different content into media artworks.
<p><b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>5. Enduring Understanding:</b> Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.</p> <p><b>5. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p>	
a. Exhibit developing ability in a variety of artistic design, technical, and organizational roles (e.g., making compositional decisions, manipulating tools, group planning in media arts productions).	a. I am learning to take on different roles to create media artworks.
b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions.	b. I am learning to come up with new ideas and solutions in media arts productions.
c. Exhibit standard use of tools and techniques while constructing media artworks.	c. I am learning to follow the examples for tools and techniques in making media artworks.
<p><b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work.</p> <p><b>6. Enduring Understanding:</b> Media artists purposefully present, share, and distribute media artworks for various contexts.</p> <p><b>6. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p>	
a. Identify and describe the presentation and conditions and take on roles and processes in presenting or distributing media artworks.	a. I am learning to organize and take on roles in presenting and sharing media artworks.
b. Identify and describe the experience and share results of and improvements for presenting media artworks.	b. I am learning to describe the experience and the results of sharing media artworks.

**Responding-** Understanding and evaluating how the arts convey meaning.

**7. Anchor Standard:** Perceive and analyze artistic work.

**7. Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**7. Essential Question:** How do we "read" media artworks and discern their relational **components**? How do media artworks function to convey **meaning** and manage audience experience?

Standard	Student Friendly Language
a. Identify and describe how messages are created by <b>components</b> in media artworks.	a. I am learning that the parts of media artworks work together to mean something.
b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.	b. I am learning to talk about how different forms of media artworks change audience experience.
<p><b>8. Anchor Standard:</b> Interpret intent and meaning in artistic work.</p> <p><b>8. Enduring Understanding:</b> Interpretation and appreciation require consideration of the intent, form, and <b>context</b> of the media and artwork.</p> <p><b>8. Essential Question:</b> How do people relate to and interpret media artworks?</p>	
a. Determine the purposes and meanings of media artworks while describing their <b>context</b> .	a. I am learning to figure out the meaning of media artworks and describe who made them, and where they're from.
<p><b>9. Anchor Standard:</b> Apply criteria to artistic work.</p> <p><b>9. Enduring Understanding:</b> Media artworks synthesize meaning and cultural experience.</p> <p><b>9. Essential Question:</b> How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?</p>	
a. Identify basic criteria for and evaluate media artworks, considering possible improvements and context.	a. I am learning to make lists of things to judge media artworks and make them better.



**Connecting-** Relating artistic ideas and work with personal meaning and external context.

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**10. Enduring Understanding:** Media artworks synthesize meaning and form cultural experience.

**10. Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create **meaning** through producing media artworks?

Standard	Student Friendly Language
a. Use personal and external resources, such as interests, information, and models, to create media artworks.	a. I am learning to use things I know, things I like, and things I can find out in my media artworks.
b. Identify and show how media artworks form <b>meanings</b> , situations, and/or culture, such as popular media.	b. I am learning to explain and show how media artworks make things meaningful, such as popular shows.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical <b>context</b> to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.</p> <p><b>11. Essential Question:</b> How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?</p>	
a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.	a. I am learning to understand how media artworks relate to people's lives and can influence behavior online.
b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and <b>fairness</b> .	b. I am learning to take care of media arts tools and spaces to be safe and <b>fair</b> .

## Media Arts Grade 4: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative process, and by experiences, both within and outside of the arts.

**1. Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Standard	Student Friendly Language
a. Develop multiple ideas for media artworks using a variety of methods and/or materials.	a. I am learning to come up with many ideas using different methods and materials.
<p><b>2. Anchor Standard:</b> Organize and develop artistic ideas and work.</p> <p><b>2. Enduring Understanding:</b> Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.</p> <p><b>2. Essential Question:</b> How do media artists organize and develop ideas and models into process structures that can effectively realize the artistic idea?</p>	
a. Form, discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.	a. I am learning to think about the goals while planning for media artworks.
<p><b>3. Anchor Standard:</b> Refine and complete artistic work.</p> <p><b>3. Enduring Understanding:</b> The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.</p> <p><b>3. Essential Question:</b> What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?</p>	
a. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles (e.g., balance, contrast).	a. I am learning to arrange the parts of media artworks to show meaning.
b. Demonstrate intentional effects in refining media artworks, emphasizing elements for a purpose.	b. I am learning to add effects or make things stand out to make media artworks stronger.

**Producing-** Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**4. Essential Question:** How are complex media arts experiences constructed?

Standard	Student Friendly Language
a. Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks (e.g., narrative, dance, and media).	a. I am learning to mix and put together different topics, media and art into media artworks.
<p><b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>5. Enduring Understanding:</b> Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.</p> <p><b>5. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p>	
a. Practice foundational artistic, design, technical, and soft skills (e.g., format technique, equipment usage, production, collaboration in media arts productions) through performing teacher-identified roles in producing media artworks.	a. I am learning basic skills for roles in producing media artworks.
b. Practice foundational innovative abilities (e.g., design thinking) in addressing problems within and through media arts productions.	b. I am learning creative problem-solving in making media artworks.
c. Exhibit standard and novel ways of using tools and techniques while constructing media artworks.	c. I am learning to follow the example and try new techniques in making media artworks.
<p><b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work.</p> <p><b>6. Enduring Understanding:</b> Media artists purposefully present, share, and distribute media artworks for various contexts.</p> <p><b>6. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p>	
a. Compare qualities and purposes of presentation formats and fulfill a role and associated processes in presentation and/or distribution of media artworks.	a. I am learning to compare formats and take on roles for sharing media artworks.
b. Explain results of and improvements for presenting media artworks.	b. I am learning to discuss the results and improvements for presenting media artworks.

**Responding-** Understanding and evaluating how the arts convey meaning.

**7. Anchor Standard:** Perceive and analyze artistic work.

**7. Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**7. Essential Question:** How do we "read" media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

Standard	Student Friendly Language
a. Identify, describe, and explain how messages are created by components in media artworks.	a. I am learning to explain how the parts of media artworks work together to mean something.
b. Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.	b. I am learning to talk about how differences in forms of media artworks change audience experience.
<p><b>8. Anchor Standard:</b> Interpret intent and meaning in artistic work.</p> <p><b>8. Enduring Understanding:</b> Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.</p> <p><b>8. Essential Question:</b> How do people relate to and interpret media artworks?</p>	
a. Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.	a. I am learning to explain how people react to media artworks.
<p><b>9. Anchor Standard:</b> Apply criteria to artistic work.</p> <p><b>9. Enduring Understanding:</b> Media artworks synthesize meaning and cultural experience.</p> <p><b>9. Essential Question:</b> How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?</p>	
a. Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.	a. I am learning to grade and improve media artworks using a basic list of criteria.

**Connecting-** Relating artistic ideas and work with personal meaning and external context.

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**10. Enduring Understanding:** Media artworks synthesize **meaning** and form cultural experience.

**10. Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create **meaning** through producing media artworks?

Standard	Student Friendly Language
a. Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.	a. I am learning to create media artworks using things from my own life and world.
b. Examine and show how media artworks form <b>meanings</b> , situations, and/or cultural experiences, such as online spaces.	b. I am learning to think about and show how media artworks are meaningful and cultural, such as online spaces.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various <b>contexts</b>.</p> <p><b>11. Essential Question:</b> How does media arts relate to its various <b>contexts</b>, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?</p>	
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. I am learning to explain how media artworks can be real and not real. (e.g. fantasy)
b. Examine and interact appropriately with media arts tools and environments, considering <b>ethics</b> , rules, and <b>fairness</b> .	b. I am learning to be careful and use my best judgment when working with media arts tools and spaces.

## Media Arts Grade 5: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative process, and by experiences, both within and outside of the arts.

**1. Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Standard	Student Friendly Language
a. Conceive original artistic goals for media artworks using a variety of creative methods (e.g., brainstorming and modeling).	a. I am learning to come up with my own ideas for media artworks using different methods like brainstorming and modeling.
<p><b>2. Anchor Standard:</b> Organize and develop artistic ideas and work.</p> <p><b>2. Enduring Understanding:</b> Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.</p> <p><b>2. Essential Question:</b> How do media artists organize and develop ideas and models into process structures that can effectively realize the artistic idea?</p>	
a. Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.	a. I am learning to develop and test ideas and plans for media arts productions, while I think about the goals and the viewers.
<p><b>3. Anchor Standard:</b> Refine and complete artistic work.</p> <p><b>3. Enduring Understanding:</b> The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.</p> <p><b>3. Essential Question:</b> What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?</p>	
a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles (e.g., emphasis, exaggeration).	a. I am learning how to put various media artworks together, while thinking about and describing how to make them work best.
b. Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.	b. I am learning to change parts of media artworks so they are more clear or better designed.

**Producing-** Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**4. Essential Question:** How are complex media arts experiences constructed?

Standard	Student Friendly Language
a. Create media artworks through the integration of multiple contents and forms (e.g., media broadcast).	a. I am learning to put different forms and contents into big media arts productions, like a broadcast.
<p><b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>5. Enduring Understanding:</b> Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.</p> <p><b>5. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p>	
a. Practice fundamental ability in artistic, design, technical, and soft skills (e.g., formal technique, production, collaboration in media arts productions) through various assigned roles in producing media artworks.	a. I am learning to practice using good techniques for tools and collaboration as do professional media artists.
b. Practice fundamental creative and innovative abilities (e.g., expanding conventions) in addressing problems within and through media arts productions.	b. I am learning to be creative and innovative when there are problems in media arts productions.
c. Demonstrate how tools and techniques could be used in standard and experimental ways in constructing media artworks.	c. I am learning to use tools and techniques in the proper way and to experiment.
<p><b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work.</p> <p><b>6. Enduring Understanding:</b> Media artists purposefully present, share, and distribute media artworks for various contexts.</p> <p><b>6. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p>	
a. Compare qualities and purposes of presentation formats and fulfill a role and associated processes in presentation and/or distribution of media artworks.	a. I am learning about the qualities and purposes of different ways of presenting and sharing media artworks.
b. Compare results of and improvements for presenting media artworks.	b. I am learning to compare the results and ways to improve the sharing of media artworks.

## Responding- Understanding and evaluating how the arts convey meaning.

**7. Anchor Standard:** Perceive and analyze artistic work.

**7. Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**7. Essential Question:** How do we "read" media artworks and discern their relational **components**? How do media artworks function to convey **meaning** and manage audience experience?

Standard	Student Friendly Language
a. Identify, describe, and differentiate how message and meaning are created by components in media artworks.	a. I am learning how to compare and contrast how the parts of media artworks work together to make <b>meaning</b> in different ways.
b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.	b. I am learning to tell the difference in how forms and styles of media artworks change audience experience
<p><b>8. Anchor Standard:</b> Interpret intent and meaning in artistic work.</p> <p><b>8. Enduring Understanding:</b> Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.</p> <p><b>8. Essential Question:</b> How do people relate to and interpret media artworks?</p>	
a. Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.	a. I am learning to explain how different people can have different reactions to media artworks.
<p><b>9. Anchor Standard:</b> Apply criteria to artistic work.</p> <p><b>9. Enduring Understanding:</b> Media artworks synthesize meaning and cultural experience.</p> <p><b>9. Essential Question:</b> How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?</p>	
a. Determine and apply criteria for evaluating media artworks and production processes, considering <b>context</b> , and practicing constructive feedback.	a. I am learning to use criteria to judge and improve media artworks and the way they're made, and tell people in a nice way.



### Connecting- Relating artistic ideas and work with personal meaning and external context.

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**10. Enduring Understanding:** Media artworks synthesize **meaning** and form cultural experience.

**10. Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create **meaning** through producing media artworks?

Standard	Student Friendly Language
a. Access and use internal and external resources to create media artworks, such as interests, knowledge, and experiences.	a. I am learning to use my own interests, experiences and research to create media artworks.
b. Examine and show how media artworks form <b>meanings</b> , situations, and cultural experiences, such as news and events.	b. I am learning to think about and show how media artworks are meaningful and cultural, such as news and events.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical <b>context</b> to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.</p> <p><b>11. Essential Question:</b> How does media arts relate to its various <b>contexts</b>, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?</p>	
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.	a. I am learning to research and show how media artworks relate to my life and my community, such as history or commercial uses.
b. Examine, discuss and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.	b. I am learning to think and talk about how to behave properly and be fair when working with media arts tools and spaces.

## Media Arts Grade 6: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative process, and by experiences, both within and outside of the arts.

**1. Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Standard	Student Friendly Language
a. Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.	a. I am learning to come up with original ideas for media artworks, using my own experiences and good examples.
<p><b>2. Anchor Standard:</b> Organize and develop artistic ideas and work.</p> <p><b>2. Enduring Understanding:</b> Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.</p> <p><b>2. Essential Question:</b> How do media artists organize and develop ideas and models into process structures that can effectively realize the artistic idea?</p>	
a. Develop, organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.	a. I am learning to organize the steps to propose media art projects, including evaluating ideas and considering its purpose.
<p><b>3. Anchor Standard:</b> Refine and complete artistic work.</p> <p><b>3. Enduring Understanding:</b> The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.</p> <p><b>3. Essential Question:</b> What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?</p>	
a. Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles (e.g., point of view, perspective).	a. I am learning to experiment with different ways of producing media artworks to achieve artistic goals, and principles like "point of view".
b. Evaluate how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.	b. I am learning to change an existing <i>media art</i> to improve the clarity of message and communication with the audience.

**Producing-** Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**4. Essential Question:** How are complex media arts experiences constructed?

Standard	Student Friendly Language
a. Validate how integrating multiple contents and forms can support a central idea in a media artwork (e.g., media narratives, performance).	a. I am learning how to support a central idea by putting together different content and forms.
<b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation. <b>5. Enduring Understanding:</b> Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions. <b>5. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	
a. Develop a variety of artistic, design, technical, and soft skills (e.g., invention, formal technique, production, self-initiative, and problem solving) through performing various assigned roles in producing media arts.	a. I am learning to practice good techniques and soft-skills for tools and collaboration needed to produce media artworks
b. Utilize teacher-identified creative and adaptive innovation techniques (e.g., testing constraints) for developing solutions in media arts productions.	b. I am learning to use different creative techniques that the teacher is recommending to solve problems in media arts productions.
c. Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.	c. I am learning to use media arts tools and techniques in different and experimental ways, based on that situation.
<b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work. <b>6. Enduring Understanding:</b> Media artists purposefully present, share, and distribute media artworks for various contexts. <b>6. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	
a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.	a. I am learning to analyze media arts formats, perform tasks and to fulfill roles in sharing media artworks.
b. Analyze results of and improvements for presenting media artworks.	b. I am learning to evaluate media artworks and make them better.

**Responding-** Understanding and evaluating how the arts convey meaning.

**7. Anchor Standard:** Perceive and analyze artistic work.

**7. Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**7. Essential Question:** How do we "read" media artworks and discern their relational **components**? How do media artworks function to convey **meaning** and manage audience experience?

Standard	Student Friendly Language
a. Identify, describe, and analyze how message and <b>meaning</b> are created by <b>components</b> in media artworks.	a. I am learning to analyze how the parts of media artworks work together to make <b>meaning</b> in different ways.
b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.	b. I am learning to explain why and how differences in forms and styles of media artworks change audience experience.
<p><b>8. Anchor Standard:</b> Interpret <b>intent</b> and <b>meaning</b> in artistic work.</p> <p><b>8. Enduring Understanding:</b> Interpretation and appreciation require consideration of the <b>intent</b>, form, and <b>context</b> of the media and artwork.</p> <p><b>8. Essential Question:</b> How do people relate to and interpret media artworks?</p>	
a. Analyze the intent of a variety of media artworks, using given criteria.	a. I am learning to use criteria to analyze various media artworks.
<p><b>9. Anchor Standard:</b> Apply criteria to artistic work.</p> <p><b>9. Enduring Understanding:</b> Media artworks synthesize <b>meaning</b> and cultural experience.</p> <p><b>9. Essential Question:</b> How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?</p>	
a. Determine and apply specific criteria to evaluate various media artworks and production processes, considering <b>context</b> and practicing constructive feedback.	a. I am learning to select and use criteria to grade media artworks and the way they're made, and tell people in a helpful way.

**Connecting-** Relating artistic ideas and work with personal meaning and external context.

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**10. Enduring Understanding:** Media artworks synthesize **meaning** and form cultural experience.

**10. Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Standard	Student Friendly Language
a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.	a. I am learning to decide which of my personal interests and experiences can be used to create media artworks.
b. Explain and show how media artworks form new <b>meanings</b> , situations, and cultural experiences, such as historical events.	b. I am learning to explain and show how media artworks form new kinds of situations, such as historical events.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical <b>context</b> to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various <b>contexts</b>.</p> <p><b>11. Essential Question:</b> How does media arts relate to its various <b>contexts</b>, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?</p>	
a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.	a. I am learning to research and show how media artworks relate to my life and my community, such as who I am and what I do for fun.
b. Analyze and interact appropriately with media arts tools and environments, considering <b>fair use</b> and <b>copyright</b> , <b>ethics</b> , and <b>media literacy</b> .	b. I am learning to use my best judgment to use media arts tools and spaces, considering <b>fair use</b> and <b>copyright</b> .

## Media Arts Grade 7: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative process, and by experiences, both within and outside of the arts.

**1. Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Standard	Student Friendly Language
a. Formulate variations of goals and solutions for media artworks by practicing chosen creative processes (e.g., sketching, improvising, brainstorming).	a. I am learning to choose creative processes like sketching, improvising, or brainstorming to create variations of end goals for media artworks.
<p><b>2. Anchor Standard:</b> Organize and develop artistic ideas and work.</p> <p><b>2. Enduring Understanding:</b> Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.</p> <p><b>2. Essential Question:</b> How do media artists organize and develop ideas and models into process structures that can effectively realize the artistic idea?</p>	
a. Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.	a. I am learning to consider the goal and our resources in deciding on plans and prototypes for media arts productions.
<p><b>3. Anchor Standard:</b> Refine and complete artistic work.</p> <p><b>3. Enduring Understanding:</b> The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.</p> <p><b>3. Essential Question:</b> What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?</p>	
a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles (e.g., narrative structures and composition).	a. I am learning to consider principles like story and composition to achieve the goal, while managing production processes and integrating the different parts of the media arts production.
b. Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.	b. I am learning to emphasize elements of a media artwork, showing I understand its purpose and audience.

**Producing-** Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**4. Essential Question:** How are complex media arts experiences constructed?

Standard	Student Friendly Language
a. Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives (e.g., interactive video game).	a. I am learning to put together different content and media to keep a consistent theme and story in a media artwork.
<p><b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>5. Enduring Understanding:</b> Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.</p> <p><b>5. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p>	
a. Exhibit an increasing set of artistic, design, technical, and soft skills (e.g., creative problem solving, organizing) through performing various roles in producing media artworks.	a. I am learning more skills in art, design and collaboration by performing various roles in making media artworks.
b. Exhibit an increasing set of creative and adaptive innovation techniques (e.g., exploratory processes) for developing solutions within and through media arts productions.	b. I am learning different creative and innovative techniques for solving problems in media artworks.
c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.	c. I am learning to experiment to achieve specific goals in constructing media artworks.
<p><b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work.</p> <p><b>6. Enduring Understanding:</b> Media artists purposefully present, share, and distribute media artworks for various contexts.</p> <p><b>6. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p>	
a. Evaluate various presentation formats in order to fulfill various tasks and teacher-defined processes in the presentation and/or distribution of media artworks.	a. I am learning to choose a format for sharing media artworks in order to fulfill tasks and processes the teacher has defined.
b. Evaluate the results of and improvements for presenting media artworks, considering impacts on personal growth.	b. I am learning to consider my own personal growth when I evaluate and improve the presentation of media artworks.

**Responding-** Understanding and evaluating how the arts convey meaning.

**7. Anchor Standard:** Perceive and analyze artistic work.

**7. Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**7. Essential Question:** How do we "read" media artworks and discern their relational **components**? How do media artworks function to convey **meaning** and manage audience experience?

Standard	Student Friendly Language
a. Describe, compare, and analyze the qualities of and relationships between the <b>components</b> in media artworks.	a. I am learning to describe, compare, and analyze the qualities of the <b>components</b> in media artworks and how they work together.
b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.	b. I am learning why and how differences in forms and styles of media artworks influence what people like and don't like.
<p><b>8. Anchor Standard:</b> Interpret intent and meaning in artistic work.</p> <p><b>8. Enduring Understanding:</b> Interpretation and appreciation require consideration of the <b>intent</b>, form, and <b>context</b> of the media and artwork.</p> <p><b>8. Essential Question:</b> How do people relate to and interpret media artworks?</p>	
a. Analyze the <b>intent</b> and <b>meaning</b> of a variety of media artworks, using self- developed criteria.	a. I am learning to create criteria to analyze media artworks.
<p><b>9. Anchor Standard:</b> Apply criteria to artistic work.</p> <p><b>9. Enduring Understanding:</b> Media artworks synthesize <b>meaning</b> and cultural experience.</p> <p><b>9. Essential Question:</b> How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?</p>	
a. Develop and apply criteria to evaluate various media artworks and production processes, considering <b>context</b> , and practicing constructive feedback.	a. I am learning to create and use criteria to grade media artworks and their production, and use constructive feedback, based on the situation.



**Connecting-** Relating artistic ideas and work with personal meaning and external context.

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**10. Enduring Understanding:** Media artworks synthesize **meaning** and form cultural experience.

**10. Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create **meaning** through producing media artworks?

Standard	Student Friendly Language
a. Access, evaluate and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.	a. I am learning to use my own interests, experiences, and research to create media artworks.
b. Explain and show how media artworks form new <b>meanings</b> and knowledge, situations, and cultural experiences, such as learning, and new information.	b. I am learning to explain and show how media artworks give us new understandings and cultural experiences.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various <b>contexts</b>.</p> <p><b>11. Essential Question:</b> How does media arts relate to its various <b>contexts</b>, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?</p>	
a. Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media.	a. I am learning to research and show how media artworks relate to my life and my community, such as who my friends are and what careers I can have.
b. Analyze and responsibly interact with media arts tools and environments, considering <b>copyright, ethics, media literacy</b> , and social media.	b. I am learning to be responsible and thoughtful with media arts tools and spaces, such as social media.

## Media Arts Grade 8: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative process, and by experiences, both within and outside of the arts.

**1. Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Standard	Student Friendly Language
a. Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes (e.g., concept modeling., prototyping).	a. I am learning to use creative processes like sketching, improvising, brainstorming, concept mapping/modeling, or prototyping to create a variety of ideas for media artworks.
<p><b>2. Anchor Standard:</b> Organize and develop artistic ideas and work.</p> <p><b>2. Enduring Understanding:</b> Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.</p> <p><b>2. Essential Question:</b> How do media artists organize and develop ideas and models into process structures that can effectively realize the artistic idea?</p>	
a. Design, structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.	a. I am learning to design the steps to propose media arts production plans and prototypes, including evaluating ideas and considering (1) the meaning of the production and (2) the resources we have available and (3) the ways we will likely share or present the work.
<p><b>3. Anchor Standard:</b> Refine and complete artistic work.</p> <p><b>3. Enduring Understanding:</b> The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.</p> <p><b>3. Essential Question:</b> What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?</p>	
a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles (e.g., theme, unity).	a. I am learning to consider theme, unity and style while assembling and integrating media artworks.
b. Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.	b. I am learning to make media artworks for specific purposes and audiences by improving their quality and emphasizing elements.

**Producing-** Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**4. Essential Question:** How are complex media arts experiences constructed?

Standard	Student Friendly Language
a. Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas (e.g., interdisciplinary projects, multimedia theatre).	a. I am learning to put together different contents and forms into strong media artworks with a specific theme.
<p><b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>5. Enduring Understanding:</b> Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.</p> <p><b>5. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p>	
a. Demonstrate a teacher-defined range of artistic, design, technical, and soft skills, through performing specified roles in producing media artworks (e.g., strategizing, collaborative communication).	a. I am learning a range of artistic, design and technical skills in producing media artworks.
b. Demonstrate a teacher-defined range of creative and adaptive innovation techniques (e.g., divergent solutions, bending conventions) in developing new solutions for identified problems within and through media arts productions.	b. I am learning a range of creative and adaptive techniques to come up with new solutions for and through media arts productions.
c. Demonstrate adaptability using tools, techniques, and content in standard and experimental ways to communicate intent in the production of media artworks.	c. I am learning to adapt tools, techniques and content for the goal of a media artwork.
<p><b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work.</p> <p><b>6. Enduring Understanding:</b> Media artists purposefully present, share, and distribute media artworks for various contexts.</p> <p><b>6. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p>	
a. Design the presentation and distribution of media artworks through multiple formats and/or contexts.	a. I am learning to design the presentation of media artworks through multiple formats and situations.
b. Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.	b. I am learning to consider my personal growth and the effects of media artworks while I evaluate and improve their presentation.

**Responding-** Understanding and evaluating how the arts convey meaning.

**7. Anchor Standard:** Perceive and analyze artistic work.

**7. Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**7. Essential Question:** How do we "read" media artworks and discern their relational **components**? How do media artworks function to convey **meaning** and manage audience experience?

Standard	Student Friendly Language
a. Compare, contrast, and analyze the qualities of and relationships between the <b>components</b> and style in media artworks.	a. I am learning to compare, contrast, and analyze the qualities of the <b>components</b> in media artworks and how they work together to create style.
b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.	b. I am learning to compare and contrast differences in forms and styles of media artworks and how they can change audience preferences.
<p><b>8. Anchor Standard:</b> Interpret intent and <b>meaning</b> in artistic work.</p> <p><b>8. Enduring Understanding:</b> Interpretation and appreciation require consideration of the <b>intent</b>, form, and <b>context</b> of the media and artwork.</p> <p><b>8. Essential Question:</b> How do people relate to and interpret media artworks?</p>	
a. Analyze the <b>intent</b> and <b>meanings</b> of a variety of media artworks, focusing on intentions, forms, and various contexts.	a. I am learning to analyze various media artworks, especially about why, when and where they were made.
<p><b>9. Anchor Standard:</b> Apply criteria to artistic work.</p> <p><b>9. Enduring Understanding:</b> Media artworks synthesize meaning and cultural experience.</p> <p><b>9. Essential Question:</b> How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?</p>	
a. Evaluate media art works and production processes with developed criteria, considering <b>context</b> and artistic goals.	a. I am learning to think about the artist's goals and situation when I evaluate media artworks and production processes.

## Connecting- Relating artistic ideas and work with personal meaning and external context.

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**10. Enduring Understanding:** Media artworks synthesize **meaning** and form cultural experience.

**10. Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create **meaning** through producing media artworks?

Standard	Student Friendly Language
a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.	a. I am learning to use my own experiences, knowledge, research, and other good media artworks to create inspired media artworks.
b. Explain and demonstrate how media artworks expand <b>meaning</b> and knowledge, and create cultural experiences, such as local and global events.	b. I am learning to explain and show how media artworks give us new understandings and cultural experiences, such as local and global events.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.</p> <p><b>11. Essential Question:</b> How does media arts relate to its various <b>contexts</b>, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?</p>	
a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.	a. I am learning to explain and show how media artworks relates to situations and the world, such as democracy, the environment and social connections.
b. Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, and virtual worlds.	b. I am learning to be responsible and thoughtful with media arts tools and spaces, such as social media and virtual worlds.

## Media Arts HS Proficient: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative process, and by experiences, both within and outside of the arts.

**1. Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Standard	Student Friendly Language
a. Use teacher-selected generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.	a. I am learning to use creative processes and methods to form multiple ideas, develop goals and problem solve in media arts productions.
<p><b>2. Anchor Standard:</b> Organize and develop artistic ideas and work.</p> <p><b>2. Enduring Understanding:</b> Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.</p> <p><b>2. Essential Question:</b> How do media artists organize and develop ideas and models into process structures that can effectively realize the artistic idea?</p>	
a. Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.	a. I am learning to use artistic criteria to develop and improve production processes, considering the goals and presentation of the production.
<p><b>3. Anchor Standard:</b> Refine and complete artistic work.</p> <p><b>3. Enduring Understanding:</b> The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.</p> <p><b>3. Essential Question:</b> What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?</p>	
a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles (e.g., emphasis, texture, tone).	a. I am learning to organize production processes and integrate various elements and styles in media artworks, while considering principles like emphasis and tone.
b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.	b. I am learning to improve stylistic elements and aesthetic quality in media artworks for my own goals and preferences.

**Producing-** Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**4. Essential Question:** How are complex media arts experiences constructed?

Standard	Student Friendly Language
a. Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience (e.g., experiential design).	a. I am learning to integrate content into effective media arts productions while considering the audience.
<b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation. <b>5. Enduring Understanding:</b> Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions. <b>5. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	
a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.	a. I am improving my own skills (artistic, design, technical or soft-skill) by participating in the group production of media artworks.
b. Develop and refine a teacher-determined range of creative and adaptive innovation techniques (e.g., design thinking, risk taking) in addressing identified challenges and constraints within and through media arts productions.	b. I am learning a range of creative and adaptive innovation techniques to solve problems within and through media arts productions.
c. Demonstrate adaptation and innovation through the combination of tools, techniques, and content, in standard and innovative ways, to communicate intent in the production of media artworks.	c. I am learning to communicate effectively in media artworks by using standard and innovative techniques with tools, techniques and content.
<b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work. <b>6. Enduring Understanding:</b> Media artists purposefully present, share, and distribute media artworks for various contexts. <b>6. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	
a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.	a. I am learning to consider the media artwork, formats and audiences in designing their presentation and distribution.
b. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts (e.g., the benefits for self and others).	b. I am learning to consider the benefits to myself and others when I evaluate and make improvements in sharing media artworks.

## Responding- Understanding and evaluating how the arts convey meaning.

**7. Anchor Standard:** Perceive and analyze artistic work.

**7. Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**7. Essential Question:** How do we "read" media artworks and discern their relational **components**? How do media artworks function to convey **meaning** and manage audience experience?

Standard	Student Friendly Language
a. Analyze the qualities of and relationships between the <b>components</b> , style, and preferences communicated by media artworks and artists.	a. I am learning to analyze the qualities of and relationships between the <b>components</b> of media artworks and how they work together to communicate style.
b. Analyze how a variety of media artworks manage audience experience and create intention through <b>multimodal perception</b> .	b. I am learning to analyze how various media artworks use the senses to make us experience and feel something on purpose.
<p><b>8. Anchor Standard:</b> Interpret <b>intent</b> and meaning in artistic work.</p> <p><b>8. Enduring Understanding:</b> Interpretation and appreciation require consideration of the <b>intent</b>, form, and <b>context</b> of the media and artwork.</p> <p><b>8. Essential Question:</b> How do people relate to and interpret media artworks?</p>	
a. Analyze the <b>intent</b> , <b>meanings</b> , and reception of a variety of media artworks, focusing on personal and cultural contexts.	a. I am learning to analyze various media artworks, especially about why, when and where they were made.
<p><b>9. Anchor Standard:</b> Apply criteria to artistic work.</p> <p><b>9. Enduring Understanding:</b> Media artworks synthesize <b>meaning</b> and cultural experience.</p> <p><b>9. Essential Question:</b> How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?</p>	
a. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering <b>context</b> and artistic goals.	a. I am learning to evaluate media artworks and the production process at certain stages, and to consider the artist's goal and situation.



**Connecting-** Relating artistic ideas and work with personal meaning and external context.

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**10. Enduring Understanding:** Media artworks synthesize **meaning** and form cultural experience.

**10. Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create **meaning** through producing media artworks?

Standard	Student Friendly Language
a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.	a. I am learning to integrate my personal interests and experiences and other knowledge to create original media artworks.
b. Explain and demonstrate the use of media artworks to expand <b>meaning</b> and knowledge, and create cultural experiences, such as learning and sharing through online environments.	b. I am learning to explain and demonstrate how media artworks give us new understandings and create cultural experiences, such as learning and sharing online.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical <b>context</b> to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.</p> <p><b>11. Essential Question:</b> How does media arts relate to its various <b>contexts</b>, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?</p>	
a. Demonstrate and explain how media artworks and ideas relate to various <b>contexts</b> , purposes, and values, such as social trends, power, equality, and personal/cultural identity.	a. I am learning to show and explain how media artworks and ideas relate to various <b>contexts</b> , purposes, and values, such as social trends, power, equality, and personal/cultural identity.
b. Critically evaluate and effectively interact with legal, technological, systemic, and <b>vocational contexts</b> of media arts, considering <b>ethics</b> , <b>media literacy</b> , social media, virtual worlds, and digital identity.	b. I am learning to be a critical thinker with media arts tools, spaces and messages, including my digital identity in social media and virtual worlds.

## Media Arts HS Accomplished: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative process, and by experiences, both within and outside of the arts.

**1. Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Standard	Student Friendly Language
a. Generate ideas, goals, and solutions for original media artworks through application of focused creative processes (e.g., divergent thinking, experimenting).	a. I am learning to use creative processes and methods like experimenting and divergent thinking to problem solve in creating media artworks.
<p><b>2. Anchor Standard:</b> Organize and develop artistic ideas and work.</p> <p><b>2. Enduring Understanding:</b> Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.</p> <p><b>2. Essential Question:</b> How do media artists organize and develop ideas and models into process structures that can effectively realize the artistic idea?</p>	
a. Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.	a. I am learning to use my own aesthetic preferences in producing original media artwork, while I consider what I want to say, what resources I have and how it will be presented.
<p><b>3. Anchor Standard:</b> Refine and complete artistic work.</p> <p><b>3. Enduring Understanding:</b> The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.</p> <p><b>3. Essential Question:</b> What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?</p>	
a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles (e.g., continuity juxtaposition).	a. I am learning to deliberately choose and use sets of associated principles such as continuity and juxtaposition while I organize and integrate media artworks.
b. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences, and contexts.	b. I am learning to emphasize stylistic elements of my own choice to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences, and contexts.

**Producing-** Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**4. Essential Question:** How are complex media arts experiences constructed?

Standard	Student Friendly Language
a. Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity (e.g., transmedia productions).	a. I am learning to maintain theme and continuity while integrating various arts, media forms, and academic content in effective media arts productions.
<p><b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>5. Enduring Understanding:</b> Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.</p> <p><b>5. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p>	
a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.	a. I am learning to apply my existing skills (artistic, design, technical or soft-skill) to manage and produce media artworks.
b. Demonstrate effective use of creative and adaptive innovation techniques (e.g., iterative design, responsive use of failure) to address sophisticated challenges within and through media arts productions.	b. I am learning to choose creative and adaptive innovation techniques such as iterative design and responsive use of failure in order to solve problems in media arts productions
c. Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks.	c. I am learning to experiment and adapt to my software tool so I can effectively communicate my specific goals and the theme or story in my media artwork.
<p><b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work.</p> <p><b>6. Enduring Understanding:</b> Media artists purposefully present, share, and distribute media artworks for various contexts.</p> <p><b>6. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p>	
a. Curate and design the presentation and distribution of collections of media artworks through a variety of contexts (e.g., mass audiences, physical and virtual channels).	a. I am learning to curate and design the distribution of collections of media artworks through a variety of contexts.
b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts (e.g., changes that occurred for people, or to a situation).	b. I am learning to evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts.

**Responding-** Understanding and evaluating how the arts convey meaning.

**7. Anchor Standard:** Perceive and analyze artistic work.

**7. Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**7. Essential Question:** How do we "read" media artworks and discern their relational **components**? How do media artworks function to convey **meaning** and manage audience experience?

Standard	Student Friendly Language
a. Analyze and synthesize the qualities and relationships of the <b>components</b> in a variety of media artworks, and feedback on how they impact audience.	a. I am learning to analyze and integrate the qualities and relationships of the <b>components</b> in a variety of media artworks, and feedback on how they impact audience.
b. Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through <b>multimodal perception</b> .	b. I am learning to analyze a broad range of media artworks and how they use the senses to create certain feelings and the urge to do things.
<p><b>8. Anchor Standard:</b> Interpret <b>intent</b> and <b>meaning</b> in artistic work.</p> <p><b>8. Enduring Understanding:</b> Interpretation and appreciation require consideration of the <b>intent</b>, form, and <b>context</b> of the media and artwork.</p> <p><b>8. Essential Question:</b> How do people relate to and interpret media artworks?</p>	
a. Analyze the <b>intent</b> , <b>meanings</b> , and influence of a variety of media artworks, based on personal, societal, historical, and cultural <b>contexts</b> .	a. I am learning to think about the context of a variety of media artworks while analyzing their <b>intent</b> , <b>meaning</b> and influence.
<p><b>9. Anchor Standard:</b> Apply criteria to artistic work.</p> <p><b>9. Enduring Understanding:</b> Media artworks synthesize <b>meaning</b> and cultural experience.</p> <p><b>9. Essential Question:</b> How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?</p>	

a. Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.	a. I am learning to debate and argue for improvements to media artworks and production processes as part of the collaborative process.
--	--

### Connecting- Relating artistic ideas and work with personal meaning and external context.

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**10. Enduring Understanding:** Media artworks synthesize **meaning** and form cultural experience.

**10. Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create **meaning** through producing media artworks?

Standard	Student Friendly Language
a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.	a. I am learning to synthesize my personal resources and resources from world to create improved, persuasive media artworks.
b. Explain and demonstrate the use of media artworks to synthesize new <b>meaning</b> and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.	b. I am learning to explain and demonstrate how media artworks give us new understandings and create cultural experiences, such as new connected ideas and local and global groups, as well as my personal influence.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical <b>context</b> to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.</p> <p><b>11. Essential Question:</b> How does media arts relate to its various <b>contexts</b>, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?</p>	
a. Examine in depth and demonstrate the relationships of media arts ideas and works to various <b>contexts</b> , purposes, and values, such as markets, systems, propaganda, and truth.	a. I am learning to carefully examine and show the relationships of media arts ideas and works to various <b>contexts</b> , purposes, and values, such as markets, systems, propaganda, and truth.

b. 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**.

b. I am learning to be a critical thinker when I use media arts tools and spaces, considering **ethics**, social media, virtual worlds, **digital identities**, audience **interactivity**, and the ways media arts exists in the world, such as laws, careers, and schools.



## Media Arts HS Advanced: Student Friendly Standards

### Creating - Conceiving and developing new artistic ideas and work.

**1. Anchor Standard:** Generate and conceptualize artistic work.

**1. Enduring Understanding:** Media arts ideas, works, and processes are shaped by the imagination, creative process, and by experiences, both within and outside of the arts.

**1. Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Standard	Student Friendly Language
a. Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.	a. I am learning to integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.
<p><b>2. Anchor Standard:</b> Organize and develop artistic ideas and work.</p> <p><b>2. Enduring Understanding:</b> Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.</p> <p><b>2. Essential Question:</b> How do media artists organize and develop ideas and models into process structures that can effectively realize the artistic idea?</p>	
a. Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.	a. I am learning to integrate my personal aesthetic and knowledge of systems processes in developing original artistic ideas, prototypes, and production frameworks, while I consider constraints of goals, time, resources, and personal limitations.
<p><b>3. Anchor Standard:</b> Refine and complete artistic work.</p> <p><b>3. Enduring Understanding:</b> The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.</p> <p><b>3. Essential Question:</b> What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?</p>	
a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles (e.g., hybridization).	a. I am learning to synthesize content, processes, and components to express compelling results in complex media arts productions, while I demonstrate mastery of associated principles.
b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.	b. I am learning to intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.

**Producing-** Realizing artistic ideas and work through interpretation and presentation.

**4. Anchor Standard:** Select, analyze, and interpret artistic work for performance.

**4. Enduring Understanding:** Media artists integrate various forms and contents to develop complex, unified artworks.

**4. Essential Question:** How are complex media arts experiences constructed?

Standard	Student Friendly Language
a. Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms (e.g., transdisciplinary productions).	a. I am learning to synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms.
<p><b>5. Anchor Standard:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>5. Enduring Understanding:</b> Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.</p> <p><b>5. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p>	
a. Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.	a. I am learning to employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.
b. Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.	b. I am learning to fluently employ creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.
c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.	c. I am learning to independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.
<p><b>6. Anchor Standard:</b> Convey meaning through the presentation of artistic work.</p> <p><b>6. Enduring Understanding:</b> Media artists purposefully present, share, and distribute media artworks for various contexts.</p> <p><b>6. Essential Question:</b> What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p>	
a. Curate, design, and execute the presentation and distribution of media artworks for intentional impacts, through a variety of contexts (e.g., markets, venues).	a. I am learning to curate, design, and execute the presentation and distribution of media artworks for intentional impacts, through a variety of contexts
b. Independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts (e.g., new understandings that were gained by artist and audience).	b. I am learning to independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts.



**Responding-** Understanding and evaluating how the arts convey meaning.

**7. Anchor Standard:** Perceive and analyze artistic work.

**7. Enduring Understanding:** Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

**7. Essential Question:** How do we "read" media artworks and discern their relational **components**? How do media artworks function to convey **meaning** and manage audience experience?

Standard	Student Friendly Language
a. Analyze and synthesize the qualities and relationships of the <b>components</b> and audience impact in a variety media artworks.	a. I am learning to analyze and synthesize the qualities and relationships of the <b>components</b> and audience impact in a variety of media artworks.
b. Survey an exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through <b>multimodal perception</b> , and <b>systemic communications</b> .	b. I am learning to analyze powerful media artworks and how they use communications systems to manage my sensory experience to direct my understanding and convince me.
<p><b>8. Anchor Standard:</b> Interpret <b>intent</b> and <b>meaning</b> in artistic work.</p> <p><b>8. Enduring Understanding:</b> Interpretation and appreciation require consideration of the <b>intent</b>, form, and <b>context</b> of the media and artwork.</p> <p><b>8. Essential Question:</b> How do people relate to and interpret media artworks?</p>	
a. Analyze the <b>intent</b> , <b>meanings</b> and impacts of diverse media artworks, considering complex factors of <b>context</b> and bias.	a. I am learning to think deeply about the <b>context</b> of a variety of media artworks, including bias, while analyzing their <b>intent</b> , <b>meaning</b> and influence.
<p><b>9. Anchor Standard:</b> Apply criteria to artistic work.</p> <p><b>9. Enduring Understanding:</b> Media artworks synthesize <b>meaning</b> and cultural experience.</p> <p><b>9. Essential Question:</b> How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?</p>	

a. Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.	a. I am learning to independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.
---	--

### Connecting- Relating artistic ideas and work with personal meaning and external context.

**10. Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.


**10. Enduring Understanding:** Media artworks synthesize **meaning** and form cultural experience.

**10. Essential Question:** How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Standard	Student Friendly Language
a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.	a. I am learning to independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.
b. Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.	b. I am learning to demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.
<p><b>11. Anchor Standard:</b> Relate artistic ideas and works with societal, cultural, and historical <b>context</b> to deepen understanding.</p> <p><b>11. Enduring Understanding:</b> Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various <b>contexts</b>.</p> <p><b>11. Essential Question:</b> How does media arts relate to its various <b>contexts</b>, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?</p>	
a. Demonstrate the relationships of media arts ideas and works to personal and global <b>contexts</b> , purposes, and values, through relevant and impactful media artworks.	a. I am learning to demonstrate the relationships of media arts ideas and works to personal and global <b>contexts</b> , purposes, and values, through relevant and impactful media artworks.
b. Critically investigate and strategically interact with legal, technological, systemic, and <b>vocational contexts</b> of media arts.	b. I am learning to critically investigate and strategically interact with legal, technological, systemic, and <b>vocational contexts</b> of media arts.



## Arts Education Standards Instructional Resources – Media Arts

	<h3>Adventure Photo Story Presentation</h3> <h4>2<sup>nd</sup> Grade</h4> <p><b><i>Student groups present photo stories of an invented character. In this lesson, groups evaluate and select which photos will go into their photo presentations.</i></b></p>
<b>Lesson Objective(s):</b>	<p><b>Student Friendly Standard Learning Statement(s):</b> I am learning to share what I like about a media artwork and what would make it better, by looking at our group photos and deciding which ones should go into our story slide show.</p>
<b>Arts Standard(s):</b>	<p><b>Artistic Process - Respond</b> <b>Anchor Standard #9 - Apply criteria to evaluate artistic work.</b></p> <ul style="list-style-type: none"> <li>○ (MA:RE.9.1.2) Discuss the effectiveness of and improvements for media artworks, considering their context.</li> </ul>
<b>Essential Question(s):</b>	<p><i>How and why do media artists value and judge media artworks?</i> <i>When and how should we evaluate and critique media artworks to improve them?</i></p>
<b>Vocabulary:</b>	N/A
<b>Lesson Procedure:</b> <b>(Approx. 50 min)</b>	<p><b>Introduction</b></p> <p>Student groups will present photo stories of an invented character. In this lesson, groups evaluate and select which photos will go into their photo presentations.</p> <p><b>Prior Steps</b></p> <p>Student groups (2-3 students) have written adventure stories about a fictional character they have made from modeling clay. They have also taken photos of their clay character in various classroom and playground settings to tell the adventure story. They have uploaded all of their photos to the computer or cloud account.</p> <p><b>Activity</b></p> <ol style="list-style-type: none"> <li>1. Student groups must now review their photos along with their completed stories in order to find the photos that best tell the story. They must also put the photos into a PowerPoint or Google slide presentation in the correct order.</li> <li>2. Teacher explains the procedures for the day. They demonstrate the technical steps and how to decide which photos to keep. What is a good photo? What doesn't work? (e.g. clear, basic composition showing action, not blurry) What methods/strategies work best to discuss what is working and what is not. How do students use a friendly tone and proper attitude in deciding?</li> <li>3. Student groups check out computers and log-in to account.</li> </ol>

	<ol style="list-style-type: none"><li>Students review photos in the folder, deciding as a group which ones to discard or keep and place into the presentation application. Teacher monitors groups for participation.</li><li>Teacher checks-in on groups as they finish. Have groups verbally explain which ones were discarded vs. ones retained. All students provide responses.</li><li>Students that finish early begin to rehearse narrating their story while presenting the images.</li></ol>
<b>Assessments:</b>	<p><b>Checking for understanding:</b> Are all students participating and using the appropriate tone and attitude in evaluating group photos?</p> <p><b>End of Lesson:</b> Are groups determining the best choices in photos? Are all students able to explain their choices and why they were chosen?</p>
<b>Related Standards/ Competencies:</b>	a. Identify and describe presentation conditions and perform task(s) in presenting media artworks.
<b>Resources:</b>	N/A

 <p>MEDIA ARTS</p>	<h2 style="text-align: center;">TinkerCAD Creatures</h2> <h3 style="text-align: center;">3<sup>rd</sup> Grade</h3> <p style="text-align: center;"><b><i>Students use TinkerCAD, a free 3D modeling software, to prototype a concept model of a new mythical creature using the constraint of using only 3D primitive shapes.</i></b></p>
<b>Lesson Objective(s):</b>	<b>Student Friendly Standard Learning Statement(s):</b> <ul style="list-style-type: none"> <li>I am learning how to organize and use vocabulary to describe media arts productions.</li> <li>I am learning how to organize 3D models and use vocabulary to describe 3D modeling and prototyping.</li> </ul>
<b>Arts Standard(s):</b>	<b>Artistic Process – Creating</b> <b>Anchor Standard # 3 – Refine and complete artistic work</b> <ul style="list-style-type: none"> <li>(MA.CR.3.3a) Construct and order various content into unified, purposeful media arts, productions, describing, and applying a defined set of principles (e.g., movement, force).</li> </ul>
<b>Essential Question(s):</b>	<i>How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</i>
<b>Vocabulary:</b>	<p><b><u>NCCAS:</u></b></p> <p><b>Prototyping:</b> creating a testable version, sketch, or model of a media artwork, such as a game, character, website, application etc.</p> <p><b>Concept model:</b> creating a digital or physical representation or sketch of an idea, usually for testing, prototyping.</p> <p><b>Constraints:</b> Limitations on what is possible, both real and perceived</p> <p><b>Context:</b> 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, etc)</p>
<b>Lesson Procedure:</b> <b>(60-75 minutes)</b>	<p><b>Introduction and Prior Steps</b></p> <p>Students have already discussed fictional/mythical creatures in storybooks, games, and movies and considered existing examples and how these creatures are made, environmental <b>context</b> such as land, water, habitat, and similarities between related or family creatures, such as evolved Pokémon (see science standards for inherited traits). Our creative constraint is to use only 3D Primitive shapes (only cubes, prisms, spheres, pyramids, and cones, to create a new creature). Students watched the <b>Inside Out</b> clip about <a href="#">Abstract Thought</a> and looked at the different art styles that are in the progression that Joy and Sadness and Bing Bong go through. We are focusing on the art style in the first stage. The Pixar creators chose to visualize abstract thought using combinations of primitive shapes.</p> <p>Preparation: use pencil and paper to sketch a new creature and decide on its major characteristics such as size, body shape and appendages, its name, and its native environment (water, land, city, jungle, etc).</p>

## Appendix 1: Student worksheet

Draw a prototype of your creature here:	list the 3D primitive shapes you use:

**Answer the following:**

What is your creature's name and age? \_\_\_\_\_

Describe its native habitat (ex. ocean, jungle, caves, alien planet, mountains etc):

---

---

Describe its shapes (does it have legs, arms, scales, toes?)

---


---

**Create your 3D prototype using TinkerCAD! When you're finished, answer the following:**

Compare your creature to a classmate's. What is similar and what is different?


---

---

 <p>MEDIA ARTS</p>	<h2 style="text-align: center;">STUDENT CLUB FLYER</h2> <h3 style="text-align: center;">7<sup>th</sup> Grade</h3> <p style="text-align: center;"><i>Students will design a flyer and various social media platform posts for a school club of their choice. In this lesson, they translate a rough sketch into a digital graphic design, emphasizing elements for style and expression.</i></p>
<b>Lesson Objective(s):</b>	<b>Student Friendly Standard Learning Statement(s):</b> <ul style="list-style-type: none"> <li>I am learning to emphasize elements of a media artwork, showing I understand its purpose and audience.</li> </ul>
<b>Arts Standard(s):</b>	<b>Artistic Process - Creating</b> <b>Anchor Standard #3</b> - Refine and complete artistic work. <ul style="list-style-type: none"> <li>(MA.CR.3.7b) Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.</li> </ul>
<b>Essential Question(s):</b>	<i>What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?</i>
<b>Vocabulary:</b>	<p><b>NCCAS:</b></p> <p><b>Balance</b> - Principle of the equitable and/or dynamic distribution of items in a media arts composition or structure for aesthetic meaning, as in a visual frame, or within game architecture</p> <p><b>Contrast</b> - Principle of using the difference between items, such as elements, qualities and components, to mutually complement them</p>
<b>Lesson Procedure:</b> <b>(50 min.)</b>	<p><b>Introduction</b> - Students will design a flyer and various social media platform posts for a school club of their choice. This could be a regular type of club (e.g. Chess, Study), or one that is even fantastical (e.g. Dream Club). The flyer must meet the basic criteria below (Resources) with its purpose to attract students' attention and to sign-up for their club.</p> <p><b>Prior Steps</b> - Students are basically familiar with the graphic design software and have made several rudimentary graphic designs. In this project, students begin with 2 or more thumbnail sketches of their design, which shows some variations and basic formatting. They choose one of the sketches to finalize at actual size, refining the design to meet the criteria, while still remaining in rough draft form.</p> <p>In this lesson, students will begin translating their final rough draft through the use of graphic design software, using the potential of the software tools and processes to enhance the flyer's appeal to students.</p> <p><b>Lesson Activities</b></p> <ol style="list-style-type: none"> <li>The teacher reviews the criteria for the final design, while showing student examples that meet and do not meet the criteria. They explain how the designs emphasize certain elements (Title, illustration, font, color, sizes, position, image, adornment) in</li> </ol>



	<p>order to better express the design's theme or style, based on the characteristics of the club.</p> <ol style="list-style-type: none"><li>2. The teacher demonstrates some of the tools and techniques of the software for accentuating various designs. She explains that some of what students have produced on paper will change as a result of the software. Also, the software will present more possibilities and the ability to enhance the design well beyond the rough sketch. For example, colors can be more intense; shading can be automated; lettering is perfected; layers make it easier to move and resize components of the design, adornments can be more sophisticated, etc.</li><li>3. Students begin to translate their design through the graphic software, beginning to master the capacities of the program to emphasize expressive aspects of the design. They turn to peers to seek assistance on the software and feedback on their design progress.</li><li>4. Teacher circulates to support student proficiency.</li></ol>
<b>Assessments:</b>	<p><b>Checking for understanding:</b> Do students truly know how to use the software? Are students utilizing the best tools and techniques to enhance the design?</p> <p><b>End of Lesson:</b> Are students' graphic designs beginning to meet the criteria?</p>
<b>Related Standards/ Competencies:</b>	(MA:Re9.1.7) Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.
<b>Resources:</b>	<p><b>Basic Graphic Design Criteria</b></p> <ul style="list-style-type: none"><li>● Attracts Attention</li><li>● Clear Communication or Message</li><li>● Variety of Sizes in Font, Images, Information</li><li>● Visual Hierarchy</li><li>● Thematic and Stylistic Unity</li><li>● <b>Balanced</b> Layout</li><li>● Consistent Spacing</li><li>● Text is well formatted</li><li>● <b>Contrast</b></li><li>● Creativity, Imagination</li><li>● Neatness, Attention to Detail</li></ul>

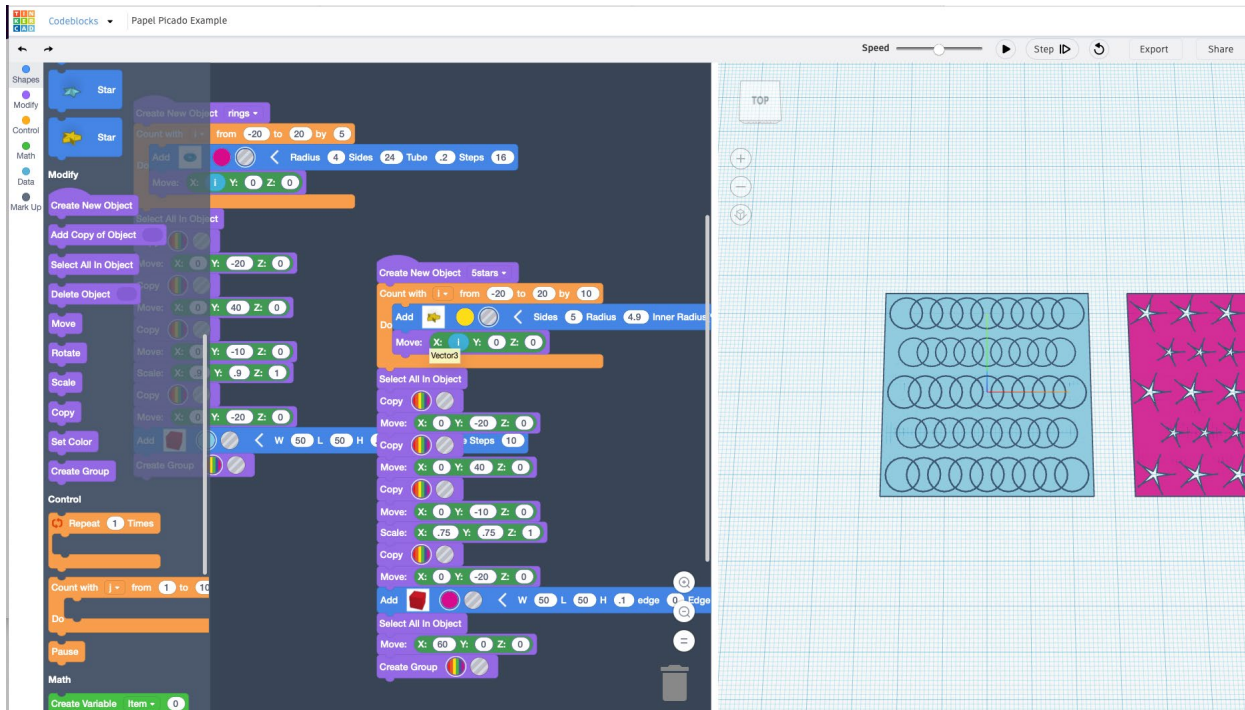
	<h2 style="text-align: center;">Papel Picado with Algorithmic Composition</h2> <h3 style="text-align: center;">HS Accomplished</h3> <p><i>This lesson is part of a larger project where students design and produce their own papel picado using algorithmic composition 3D tools and a laser cutter. In this lesson, students learn about the tradition of papel picado in Mexican culture and observe how symbols and messages are communicated within the art and imagine how to communicate their own stories through symbols in their own papel picado designs. The result is a blending of modern digital art practice with a traditional art form.</i></p>
<b>Lesson Objective(s):</b>	<b>Student Friendly Standard Learning Statement(s):</b> <ul style="list-style-type: none"> <li>I am learning to synthesize my personal resources and resources from the world to create papel picado designs.</li> </ul>
<b>Arts Standard(s):</b>	<b>Artistic Process – Connecting</b> <b>Anchor Standard #10</b> – Synthesize and relate knowledge and personal experiences to make art. <ul style="list-style-type: none"> <li>(MA:CN.10.HS2a) a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.</li> </ul>
<b>Essential Question(s):</b>	<i>How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?</i>
<b>Vocabulary:</b>	<b>NCCAS:</b> <b>Balance:</b> Principle of the equitable and/or dynamic distribution of items in a media arts composition or structure for aesthetic meaning, as in a visual frame, or within game architecture <b>Composition:</b> Principle of arrangement and balancing of components of a work for meaning and Message <b>Model:</b> a digital or physical representation or sketch of an idea, usually for testing; prototyping <b>Contrast:</b> Principle of using the difference between items, such as elements, qualities and components, to mutually complement them <b>Hybridization:</b> Principle of combining two existing media forms to create new and original forms, such as merging theatre and multimedia
<b>Lesson Procedure:</b>  <b>~2 hours</b>	<ol style="list-style-type: none"> <li>Introduction: Show Video of <a href="#">Coco</a> Opening Scene, and images of Papel Picado works. Explain the traditional process of hand chiseling through 40-50 layers of paper.</li> <li>Discuss observed cultural significance in these examples; weddings, Day of the Dead, Christmas, Shaman life stories. ask: What images are used as symbols for each significant event?</li> <li>Look at several specific examples of Papel Picado; include examples that demonstrate symbols, symmetry, algorithmic design through repetitive features, and <b>balance</b>. Students make observations about patterns they see and commonalities in <b>composition</b>. Specifically note how repeated geometric features have mathematical relationships. Here are some examples to start with:</li> </ol>

	<ul style="list-style-type: none"> <li>a. <a href="#">example 1</a></li> <li>b. <a href="#">example 2</a></li> </ul> <ol style="list-style-type: none"> <li>4. Discuss other types of content including cultural content that could be represented in a papel picado (symbols, phrases, iconography, pop culture). Ask students to think about what images and symbols they would put in their own designs for a papel picado that represented them or something from their culture</li> <li>5. Using examples as inspiration, students use pencils and paper to sketch a <b>model</b> for their own papel picado. Encourage students to use elements of symmetry, repetition, and <b>contrast</b>. Assist the students to create specific geometric patterns, and note the shapes they use (lines, rectangles, circles, half circles).</li> </ol> <p><b>Extension Overview (to provide context for what students would do in subsequent lessons)</b>  <i>Students are going to digitize their papel picado designs using TinkerCAD and an SVG editor and then laser cut them.</i></p> <ol style="list-style-type: none"> <li>6. Introduce project; including a brief overview of the process steps (see below) and examples of each step (TinkerCAD models, SVG edits, and laser cut papers) <ul style="list-style-type: none"> <li>a. the <b>hybridization</b> of combining a traditional hand art practice with digital tools.  Demo finalized laser cut designs.</li> </ul> </li> <li>7. Use TinkerCAD codeblocks to implement the algorithmic portions of their design. Export design as an SVG (<a href="#">How to export SVG for laser cutting</a>) Make any non-algorithmic edits to the SVG in an online SVG editor such as <a href="https://svgeditoronline.com/editor/">https://svgeditoronline.com/editor/</a>. (this whole process can take several hours)</li> <li>8. Finally, use the final SVG file in a laser cutter to cut out the final product. Note that tissue paper burns easily and should not be laser cut itself; colorful construction paper is a good alternative. If you do not have access to a laser cutter, you can print the exported design and use a traditional chisel method to cut through the tissue paper using the lines as a guide.</li> </ol>
<b>Assessments:</b>	<p><b>Checking for understanding:</b> Students can explain that papel picado designs contain symbols to create meaning and contain repeating geometric shapes.</p> <p><b>End of Lesson:</b> Students pair up and share their designs.</p> <p><b>Unit assessment (if applicable):</b> when the unit is over, students will have laser cut colorful construction paper designs and these can be hung on walls or over wooden dowels.</p>
<b>Related Standards/ Competencies:</b>	<p><i>for production: (MA:Pr5.1.1) c. Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks.</i></p>
<b>Resources:</b>	<p>Related example lesson plan: <a href="https://www.internationalfolkart.org/learn/lesson-plans/papel-picado-(dia-de-los-muertos).html">https://www.internationalfolkart.org/learn/lesson-plans/papel-picado-(dia-de-los-muertos).html</a></p> <p><b>Required Materials:</b></p> <ul style="list-style-type: none"> <li>• paper and pencils</li> </ul>

For extension activity:

- 1:1 laptops with internet access and Tinkercad classroom account (free)  
<https://www.tinkercad.com/dashboard>
- construction paper
- chisel/Xctos and cutting surface and laser cutter

## Appendix A. Photos of Tinkercad digital design process in-progress



## Appendix B: Student worksheet

### Paper Picado, Algorithmically Designed

Design and sketch your own papel picado that represents you, your culture, or something you stand for or believe in.

Design hints: Consider the symbols that you need to include and what they represent. Keep it simple, 1-2 symbols at most. Include geometric shapes and repetitive patterns, like crosshatch, circles and half circles, etc. **Label the geometric shapes you use**, along with their sizes and locations if you know them.

What symbols are you using, and why are they important to you?

---



---



---



---

Draw your sketches below and add more paper if necessary.