

MISSISSIPPI
College- and Career-Readiness
Arts Learning Standards
for **MEDIA ARTS**
2017

The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above mentioned entities: Director, Office of Human Resources, Mississippi Department of Education, 359 North West Street, P.O. Box 771, Suite 203, Jackson, MS 39205-0771, (601)359-3511.

Mississippi Department of Education

359 North West Street
P. O. Box 771
Jackson, Mississippi 39205-0771
(601) 359-3511
www.mdek12.org/ESE/VPA

ACKNOWLEDGEMENTS

MISSISSIPPI DEPARTMENT OF EDUCATION

Carey M. Wright, Ed. D.

STATE SUPERINTENDENT OF EDUCATION

Kim S. Benton, Ed. D.

CHIEF ACADEMIC OFFICER

Jean Massey, Executive Director

OFFICE OF SECONDARY EDUCATION

Nathan Oakley, Ph.D., Executive Director

OFFICE OF ELEMENTARY EDUCATION & READING

Jill Dent, Ph.D., Bureau Director

Early Childhood

OFFICE OF ELEMENTARY EDUCATION & READING

Melissa Banks, Office Director II

Instructional Technology Specialist

OFFICE OF ELEMENTARY EDUCATION & READING

Limeul L. Eubanks, MFA., Staff Officer III

*The Arts (Dance, Media Arts, Music, Theatre, and Visual Arts)
and World Languages*

OFFICE OF SECONDARY EDUCATION

STEERING COMMITTEE

John Kelly Shelburne,
Media Arts Standards Co-Chair

Media Arts Instructor

MISSISSIPPI SCHOOL OF THE ARTS

Tammy Stanford,
Dance Standards Chair

Dance Department Head/Theatre Movement Specialist

MISSISSIPPI SCHOOL OF THE ARTS

Chris Young,
Music Standards Chair

Choral Music Director, Sumner Hill Jr. High

CLINTON PUBLIC SCHOOL DISTRICT

Jennifer Davis,
Music Standards Co-Chair

Choral Music, Meridian High School

MERIDIAN PUBLIC SCHOOL DISTRICT

Juniper Wallace,
Theatre Standards Chair

Theatre Director, Northwest Rankin High School

RANKIN COUNTY SCHOOL DISTRICT

Stacy Howell,
Theatre Standards Co-Chair

Executive Director, Mississippi Theatre Association

*Executive Director, The Mary C O'Keefe Cultural
CENTER FOR ART AND EDUCATION*

Ebony Nicole Johnson,
Visual Arts Standards Chair

Visual Arts Teacher, Oxford High School

OXFORD SCHOOL DISTRICT

Rebecca Wilkinson,
Visual Arts Standards Co-Chair

Visual Arts Teacher, Terry High School

HINDS COUNTY SCHOOLS

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	3
PURPOSE OF THE ARTS LEARNING STANDARDS.....	5
MISSION OF ARTS EDUCATION	6
ARTS INTEGRATION	6
ARTISTIC LITERACY.....	6
OVERVIEW OF THE ARTS LEARNING STANDARDS.....	7
BENEFITS OF THE ARTS IN EDUCATION	7
FOUNDATIONS AND GOALS	8
UNDERSTANDING THE ARTS LEARNING STANDARDS	9
INTRODUCTION TO THE ARTS LEARNING STANDARDS FOR MEDIA ARTS	13
GUIDE TO THE ARTS LEARNING STANDARDS NOTATION	14
Pre-Kindergarten THROUGH 8 th Grade.....	16
High School	52
GLOSSARY	65
REFERENCES	69

PURPOSE OF THE ARTS LEARNING STANDARDS

The Mississippi College- and Career-Readiness Arts Learning Standards in all the arts (dance, media arts, music, theatre, and visual arts) are designed to empower and inspire arts educators and their students to explore the many facets of the arts and prepare them for a lifetime of engagement with art forms. The Mississippi Department of Education is dedicated to student success, improving student achievement in the arts, equipping citizens to solve complex problems, and establishing fluent communication skills within a technological environment. The Mississippi College- and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

The purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. To realize that end goal, these Mississippi Arts Learning Standards are framed by artistic literacy, as outlined in philosophical foundations, lifelong goals, and artistic processes; articulated as anchor and performance standards that students should attain. The connective threads of this conceptual framework are designed to be understood by all stakeholders and, ultimately, to ensure success for both educators and students.

The Mississippi College- and Career-Readiness Arts Learning Standards are aligned with the National Arts Standards which were launched in 2014. The National Standards for all the arts engaged 130 arts educators as writers and 6,000 as reviewers. In addition, the national arts organizations and state directors in dance, media arts, music, theatre, and visual arts participated in the creation and editing of these documents. Under the guidance of the State Education Agency Directors of Arts Education, each state has the flexibility to adopt and adapt the National Standards to align with their own. Using advisory boards with state leaders and exemplary teachers in each of the arts, the state of Mississippi worked for over two years to align with the National Standards and create the Mississippi College- and Career-Readiness Arts Learning Standards.

MISSION OF ARTS EDUCATION

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place.

ARTS INTEGRATION

The Mississippi Department of Education values Arts Integration which is an approach to teaching in which students construct and demonstrate understanding through an art form in all subject areas. According to the Kennedy Center, Arts Integration promotes student engagement in a creative process in subjects outside the arts. This integration connects an art form and another subject area and meets evolving objectives in both.

ARTISTIC LITERACY

Artistic Literacy is the knowledge and understanding required to participate authentically in the arts. Authentic participation in the arts call for an understanding of the processes that lead to fluency in an art form. Fluency in the languages of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

To be literate in the arts, students need specific knowledge and skills in a particular arts discipline to a degree that allows for fluency and deep understanding. In all the arts this means discovering the expressive elements and knowing the terminology that is used to comprehend an arts form. Students should also have a clear sense of embodying that form and be able to reflect, critique, and connect personal experience to the arts.

OVERVIEW OF THE ARTS LEARNING STANDARDS

The overview and primary purpose of the 2017 Mississippi College- and Career-Readiness Arts Learning Standards is to provide a basis for curriculum development for grades Pre-Kindergarten-12th arts (dance, media arts, music, theatre, and visual arts) teachers in Mississippi.

This document describes what students should know and be able to do by the end of each grade level in preparation for college and career. These standards provide guidance in:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards as the focus of the work.
- Identifying Creative Practices in the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the art discipline.

BENEFITS OF THE ARTS IN EDUCATION

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist's sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

The fact that the arts provide important touchstones confirms their value to the development of every human being. Nurturing our children, then, necessarily means that we must provide all of them with a well-rounded education that includes the arts. By doing so, we are fulfilling the college and career readiness needs of our students, laying the foundations for the success of our schools and, ultimately, the success of our state and nation.

FOUNDATIONS AND GOALS

The following philosophical foundations and lifelong goals establish the basis for the Mississippi College- and Career-Readiness Arts Learning Standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines.

THE ARTS AS COMMUNICATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.

THE ARTS AS CREATIVE PERSONAL REALIZATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.

THE ARTS AS CULTURE, HISTORY, AND CONNECTORS	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

THE ARTS AS MEANS TO WELLBEING	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.

THE ARTS AS COMMUNITY ENGAGEMENT	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artworks that bring communities together.	Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.

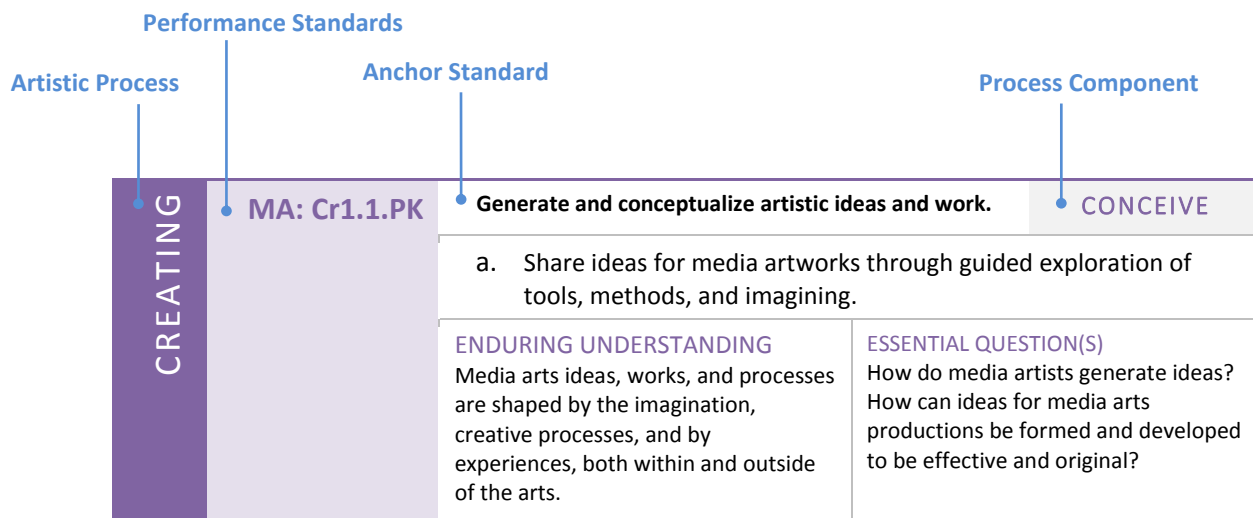
UNDERSTANDING THE ARTS LEARNING STANDARDS

The Mississippi College- and Career-Readiness Arts Learning Standards in dance, media arts, music, theatre, and visual arts are rooted in a creative approach to teaching and learning. They describe expectations for learning in the arts (dance, media arts, music, theatre, and visual arts) regardless of culture, style or genre and impart the breadth and depth of the arts experience through the art-making processes. Four artistic processes organize the standards across the arts disciplines: Creating, Performing/Presenting/Producing, Responding, and Connecting. Each artistic process includes a set of overarching anchor standards. The anchor standards are consistent among the arts disciplines.

Each anchor standard in the arts is supported by a process component, an enduring understanding, and an essential question. These additional features will benefit educational leaders and teachers as they consider curricular models and structure lessons aligned to the Mississippi College- and Career-Readiness Arts Learning Standards. Performance standards describe more specifically what students should know and be able to do in the arts and are expressed as measurable outcomes across the grades Pre-Kindergarten to eighth grade and into high school at three levels of proficiency. The performance standards are the substantive portion of the work and represent the depth of study in the arts.

Of significance is that the four artistic processes are addressed linearly in written standards, but are envisioned to occur simultaneously in the actual practice of the arts (dance, media arts, music, theatre, and visual arts). In dance, for example, a dancer imagines, envisions, or improvises movements (creating), executes the movements (performing), reflects on them (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, one lesson can address many standards at the same time. In a single class, students can learn by solving problems, showing their ideas through an art form, thinking critically about them, and relating them to other ideas, experiences, contexts, and meanings.

Mississippi College- and Career-Readiness Arts Learning Standards			
ARTISTIC PROCESSES			
Cr— CREATING	Pr— PERFORMING/ PRESENTING/ PRODUCING	Re— RESPONDING	Cn— CONNECTING
DEFINITION	DEFINITION	DEFINITION	DEFINITION
Conceiving and developing new artistic ideas and work.	PERFORMING (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation. PRESENTING (visual arts): Interpreting and sharing artistic work. PRODUCING (media arts): Realizing and presenting artistic ideas and work.	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
ANCHOR STANDARDS			
STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	STUDENTS WILL
1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



Performance Standards

Performance Standards are discipline-specific, grade-by-grade articulations of student achievement toward developing the enduring understandings in Pre-Kindergarten-8th grade and at three proficiency levels in high school (proficient, accomplished and advanced). The three high school levels are listed below with their definitions. As such, the Performance Standards translate the enduring understandings into specific, measurable learning goals. Each district is responsible for determining how they will measure student growth in meeting these expectations.

- HS - Proficient**
Students at the Proficient level have developed the foundational technical and expressive skills and understandings in all the arts (dance, media arts, music, theatre, and visual arts) necessary to solve assigned problems or prepare assigned repertoire; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the arts to be an important form of personal realization and well-being, and can make connections between the arts, history, culture and other learning.
- HS - Accomplished**
Students at the Accomplished level are - with minimal assistance - able to identify or solve arts (dance, media arts, music, theatre, and visual arts) problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products that demonstrate technical proficiency, personal communication and expression. They use the arts for personal realization and well-being, and have the necessary skills for and interest in participation in an arts activity beyond the school environment.
- HS - Advanced**
Students at the Advanced level independently identify challenging problems in the arts (dance, media arts, music, theatre, and visual arts) based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They can use at least one art form as an effective avenue for personal communication, demonstrating a high level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in the arts activities within and beyond the school environment.

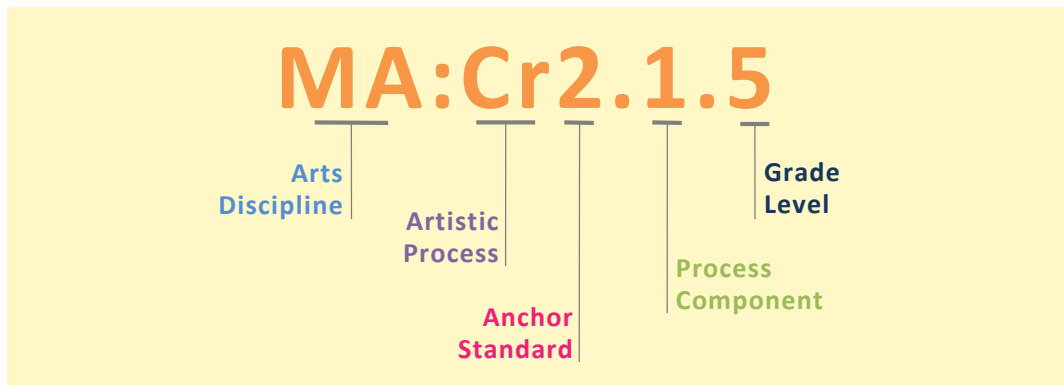
Anchor Standard	Each artistic process branches into two or three Anchor Standards. Anchor Standards describe the overarching knowledge and understandings that all the arts (dance, media arts, music, theatre, and visual arts) address through instruction. They bind all the Arts and demonstrate the knowledge and understandings that all the arts address through instruction. They work as subsets of the processes. These Anchor Standards are parallel across all the arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. There are eleven Anchor Standards. If a standard has an “a” or “b” listed below the Anchor Standard, it means that the standard at that grade has more than one part. Words in red are defined in the Glossary.
Process Component	Each artistic process branches into Process Components. Process Components are the actions artists carry out as they complete each artistic process. Students’ ability to carry out these operational verbs empowers them to work through the artistic process independently. The Process Components serve as the action verbs that collectively build toward the artistic processes.
Enduring Understandings	Enduring Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Moreover, they articulate what students should value about the content area over the course of their lifetimes. Enduring Understandings should also enable students to make connections to other disciplines beyond the arts. A true grasp of an Enduring Understanding mastered through a variety of activities is demonstrated by the student’s ability to explain, interpret, analyze, apply and evaluate its core elements. The Enduring Understandings set the standards for quality arts education.
Essential Questions	Essential Questions are questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in a subject. Essential Questions also guide students as they uncover enduring understandings. Wiggins and McTighe (2005) assert that Essential Questions are those that encourage, hint at, even demand transfer beyond the particular topic in which students first encounter them, and therefore, should recur over the years to promote conceptual connections and curriculum coherence.

INTRODUCTION TO THE ARTS LEARNING STANDARDS FOR MEDIA ARTS

Mississippi College- and Career-Readiness Arts Learning Standards for Media Arts are intended to address the diverse forms and categories of media arts, including: imaging, sound, moving image, virtual and interactive. Media arts standards do not dictate what or how to teach, but define age-appropriate outcomes for students, towards the achievement of enduring understandings and artistic literacy. They are therefore quite generalized, not specifying particular technologies or techniques, and containing very few examples of terminology and activities. The standards allow for a great diversity of instruction, methodology and circumstance. They are adaptive to the wide range of conditions that exist currently nationwide. The standards are normally presented in a linear, sequential format, which does provide a representation of the creative production process. But the standards are designed for access in a non-linear manner as well, whereby one can address any particular process, process component, or standard on an as needed basis. For example, lessons and units can easily begin within connecting by considering a given context, move next into responding to analyze particular examples of media arts, and then into creating to begin production. Also, the standards represent portions of holistic creative process, and may be addressed in rapid-fire succession, as one is creating work. Therefore, a brainstorming session that is contained within creating is also constantly accessing responding and even connecting. One well-structured class, lesson or unit can address many, if not all standards. These standards offer flexibility in lesson planning instruction and assessment. For example, process components may be selected as a primary organizational tool for some teachers. Enduring understandings and essential questions are written at one grade-level, and are to be adapted by the instructor to their specific grade-level. It is advisable to view standards at lower and higher grade levels in order to view a progression of proficiency. Nevertheless, it is assumed that students may have little or no formal media arts instruction at a particular grade level. Based on best practice, collaboration is assumed throughout the media arts standards.

GUIDE TO THE ARTS LEARNING STANDARDS NOTATION

Each Performance Standard employs a notation system for identification purposes as seen in the example below. The notation provides a quick and easy reference to a particular standard within each artistic process. In sequence, the system references Arts Discipline, Artistic Process, Anchor Standard, Process Component, and Grade Level.



Arts Discipline The first two letters are codes for the arts discipline notation: **MA** = for Media Arts

Artistic Process The next two letters after the colon are the artistic process:
Cr = Creating **Pr** = Producing **Re** = Responding **Cn** = Connecting

Anchor Standard The next number is the anchor standard, numbers 1 to 11.

Process Component The next number after the period is the process components which may have more than one standard indicated with an a or b. Process components are actions artists carry out as they engage in each artistic process.

Grade Level The next number is the grade level. (Pre-Kindergarten (PK) and Kindergarten (K); grades 1-8; I, II, III, high school proficient, accomplished, advanced)

Below are a few examples of how to read the numbering system for Media Arts:

MA:Cr1.1.PK				
MA	Cr	1	1	PK
Arts discipline of Media Arts	Artistic process of Creating	Anchor standard one	Process component	Pre-Kindergarten

MA:Pr5.1.4				
MA	Pr	5	1	4
Arts discipline of Media Arts	Artistic process of Producing	Anchor standard five	Process component	Grade four

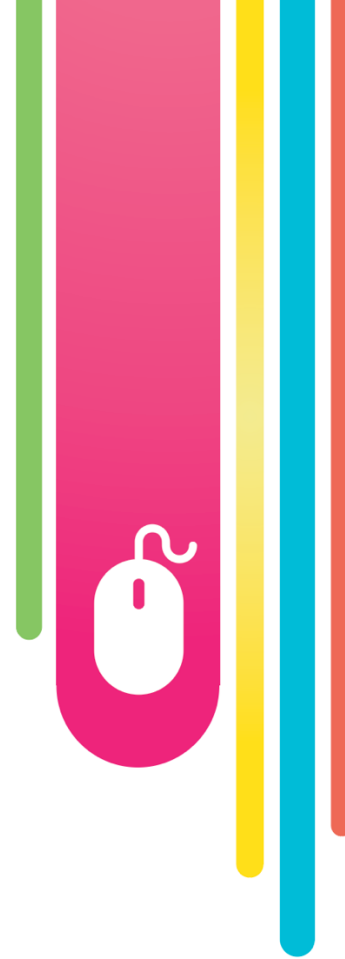
MA:Re8.1.6				
MA	Re	8	1	6
Arts discipline of Media Arts	Artistic process of Responding	Anchor standard eight	Process component	Grade six

MA:Cn10.1.II				
MA	Cn	10	1	II
Arts discipline of Media Arts	Artistic process of Connecting	Anchor standard ten	Process component	Roman numeral II is the high school level accomplished

Pre-Kindergarten

THROUGH
8th Grade

[MEDIA ARTS]





PK

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

CREATING	MA: Cr1.1.PK	Generate and conceptualize artistic ideas and work.		CONCEIVE
		a. Share ideas for media artworks through guided exploration of tools, methods, and imagining.		
		ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?	
	MA: Cr2.1.PK	Organize and develop artistic ideas and work.		DEVELOP
		a. With guidance, form ideas into plans or models for media arts productions.		
		ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?	
MA: Cr3.1.PK	Refine and complete artistic work.		CONSTRUCT	
	a. Make and capture media arts content, freely and in guided practice, in media arts productions. b. Attempt and share expressive effects, freely and in guided practice, in creating media artworks.			
	ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?		
PRODUCING	MA: Pr4.1.PK	Select, analyze, and interpret artistic work for presentation.		INTEGRATE
		a. With guidance, combine different forms and content, such as image and sound, to form media artworks.		
		ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?	



PK

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in red are defined in the Glossary.

PRODUCING	MA: Pr5.1.PK	Develop and refine artistic techniques and work for presentation.		PRACTICE
		a. Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks. b. Use identified creative skills, such as imagining freely and in guided practice, within media arts productions. c. Use media arts creation tools freely and in guided practice.		
		ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) 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?	
	MA: Pr6.1.PK	Convey meaning through the presentation of artistic work.		PRESENT
		a. With guidance, share roles and discuss the situation for presenting media artworks. b. With guidance, share reactions to the presentation of media artworks.		
		ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?	
RESPONDING	MA: Re7.1.PK	Perceive and analyze artistic work.		PERCEIVE
		a. With guidance, explore and discuss components and messages in a variety of media artworks. b. With guidance, explore media artworks and discuss experiences.		
		ENDURING UNDERSTANDING Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	ESSENTIAL QUESTION(S) How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?	
	MA: Re8.1.PK	Interpret intent and meaning in artistic work.		INTERPRET
		a. With guidance, share reactions to media artworks.		
		ENDURING UNDERSTANDING Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	ESSENTIAL QUESTION(S) How do people relate to and interpret media artworks?	



Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

RESPONDING	MA: Re9.1.PK	Apply criteria to evaluate artistic work.	EVALUATE
		a. With guidance, examine and share appealing qualities in media artworks. ENDURING UNDERSTANDING Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks. ESSENTIAL QUESTION(S) How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?	
CONNECTING	MA: Cn10.1.PK	Synthesize and relate knowledge and personal experiences to make art.	SYNTHESIZE
		a. Use personal experiences in making media artworks. b. With guidance, share experiences of media artworks. ENDURING UNDERSTANDING Media artworks synthesize meaning and form cultural experience. ESSENTIAL QUESTION(S) 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?	
	MA: Cn11.1.PK	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RELATE
		a. With guidance, relate media artworks and everyday life. b. With guidance, interact safely and appropriately with media arts tools and environments. ENDURING UNDERSTANDING Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts. ESSENTIAL QUESTION(S) 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?	



Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in red are defined in the Glossary.

CREATING	MA: Cr1.1.K	Generate and conceptualize artistic ideas and work.	CONCEIVE
		a. Discover and share ideas for media artworks using play and experimentation.	
		ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
	MA: Cr2.1.K	Organize and develop artistic ideas and work.	DEVELOP
		a. With guidance, use ideas to form plans or models for media arts productions.	
		ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
	MA: Cr3.1.K	Refine and complete artistic work.	CONSTRUCT
		a. Form and capture media arts content for expression and meaning in media arts productions. b. Make changes to the content, form, or presentation of media artworks and share results.	
		ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?
PRODUCING	MA: Pr4.1.K	Select, analyze, and interpret artistic work for presentation.	INTEGRATE
		a. With guidance, combine arts forms and media content, such as dance and video, to form media artworks.	
		ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?



K

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

PRODUCING	MA: Pr5.1.K	Develop and refine artistic techniques and work for presentation.		PRACTICE
		a. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks. b. Identify and demonstrate creative skills, such as performing, within media arts productions. c. Practice, discover, and share how media arts creation tools work.		
		ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) 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?	
	MA: Pr6.1.K	Convey meaning through the presentation of artistic work.		PRESENT
		a. With guidance, identify and share roles and the situation in presenting media artworks. b. With guidance, identify and share reactions to the presentation of media artworks.		
		ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?	
RESPONDING	MA: Re7.1.K	Perceive and analyze artistic work.		PERCEIVE
		a. Recognize and share components and messages in media artworks. b. Recognize and share how a variety of media artworks create different experiences.		
		ENDURING UNDERSTANDING Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	ESSENTIAL QUESTION(S) How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?	



K

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in red are defined in the Glossary.

RESPONDING	MA: Re8.1.K	Interpret intent and meaning in artistic work.		INTERPRET
		a. With guidance, share observations regarding a variety of media artworks.		
		ENDURING UNDERSTANDING Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	ESSENTIAL QUESTION(S) How do people relate to and interpret media artworks?	
	MA: Re9.1.K	Apply criteria to evaluate artistic work.		EVALUATE
		a. Share appealing qualities and possible changes in media artworks.		
		ENDURING UNDERSTANDING Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	ESSENTIAL QUESTION(S) How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?	

CONNECTING	MA: Cn10.1.K	Synthesize and relate knowledge and personal experiences to make art.		SYNTHESIZE
		a. Use personal experiences and choices in making media artworks. b. Share memorable experiences of media artworks.		
		ENDURING UNDERSTANDING Media artworks synthesize meaning and form cultural experience.	ESSENTIAL QUESTION(S) 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?	
	MA: Cn11.1.K	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RELATE
		a. With guidance, share ideas in relating media artworks and everyday life, such as daily activities. b. With guidance, interact safely and appropriately with media arts tools and environments.		
		ENDURING UNDERSTANDING Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	ESSENTIAL QUESTION(S) 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?	

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

CREATING	MA: Cr1.1.1	Generate and conceptualize artistic ideas and work.	CONCEIVE
		a. Express and share ideas for media artworks through sketching and modeling .	
		ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
	MA: Cr2.1.1	Organize and develop artistic ideas and work.	DEVELOP
		a. With guidance, use identified ideas to form plans and models for media arts productions.	
		ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
	MA: Cr3.1.1	Refine and complete artistic work.	CONSTRUCT
		a. Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition. b. Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.	
		ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?
PRODUCING	MA: Pr4.1.1	Select, analyze, and interpret artistic work for presentation.	INTEGRATE
		a. Combine varied academic, arts, and media content in media artworks, such as an illustrated story.	
		ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

PRODUCING	MA: Pr5.1.1	Develop and refine artistic techniques and work for presentation.		PRACTICE
		a. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions. b. Describe and demonstrate basic creative skills within media arts productions, such as varying techniques. c. Experiment with and share different ways to use tools and techniques to construct media artworks.		
		ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) 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?	
	MA: Pr6.1.1	Convey meaning through the presentation of artistic work.		PRESENT
		a. With guidance, discuss presentation conditions and perform a task in presenting media artworks. b. With guidance, discuss the experience of the presentation of media artworks.		
		ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?	
RESPONDING	MA: Re7.1.1	Perceive and analyze artistic work.		PERCEIVE
		a. Identify components and messages in media artworks. b. With guidance, identify how a variety of media artworks create different experiences.		
		ENDURING UNDERSTANDING Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	ESSENTIAL QUESTION(S) How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?	

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

RESPONDING	MA: Re8.1.1	Interpret intent and meaning in artistic work.	INTERPRET
		a. With guidance, identify the meanings of a variety of media artworks.	
		ENDURING UNDERSTANDING Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	ESSENTIAL QUESTION(S) How do people relate to and interpret media artworks?
	MA: Re9.1.1	Apply criteria to evaluate artistic work.	EVALUATE
		a. Identify the effective parts of and possible changes to media artworks, considering viewers.	
		ENDURING UNDERSTANDING Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	ESSENTIAL QUESTION(S) How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

CONNECTING	MA: Cn10.1.1	Synthesize and relate knowledge and personal experiences to make art.	SYNTHESIZE
		a. Use personal experiences, interests, and models in creating media artworks. b. Share meaningful experiences of media artworks.	
		ENDURING UNDERSTANDING Media artworks synthesize meaning and form cultural experience.	ESSENTIAL QUESTION(S) 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?
	MA: Cn11.1.1	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RELATE
		a. Discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends. b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	
		ENDURING UNDERSTANDING Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	ESSENTIAL QUESTION(S) 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?



2

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

CREATING	MA: Cr1.1.2	Generate and conceptualize artistic ideas and work.		CONCEIVE
		a. Discover multiple ideas for media artworks through brainstorming and improvising.		
		ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?	
	MA: Cr2.1.2	Organize and develop artistic ideas and work.		DEVELOP
		a. Choose ideas to create plans and models for media arts productions.		
		ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?	
MA: Cr3.1.2	Refine and complete artistic work.		CONSTRUCT	
	a. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention .			
	b. Test and describe expressive effects in altering, refining, and completing media artworks.			
		ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?	
PRODUCING	MA: Pr4.1.2	Select, analyze, and interpret artistic work for presentation.		INTEGRATE
		a. Practice combining varied academic, arts, and media content into unified media artworks, such as a narrated science animation.		
		ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?	

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

PRODUCING	MA: Pr5.1.2	Develop and refine artistic techniques and work for presentation.	PRACTICE
		a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions. b. Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions. c. Demonstrate and explore identified methods to use tools to capture and form media artworks.	
		ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) 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?
	MA: Pr6.1.2	Convey meaning through the presentation of artistic work.	PRESENT
		a. Identify and describe presentation conditions and perform task(s) in presenting media artworks. b. Identify and describe the experience and share results of presenting media artworks.	
		ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?
RESPONDING	MA: Re7.1.2	Perceive and analyze artistic work.	PERCEIVE
		a. Identify and describe the components and messages in media artworks. b. Identify and describe how a variety of media artworks create different experiences.	
		ENDURING UNDERSTANDING Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	ESSENTIAL QUESTION(S) How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

RESPONDING	MA: Re8.1.2	Interpret intent and meaning in artistic work.		INTERPRET
		a. Determine the purposes and meanings of media artworks, considering their context.		
		ENDURING UNDERSTANDING Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	ESSENTIAL QUESTION(S) How do people relate to and interpret media artworks?	
	MA: Re9.1.2	Apply criteria to evaluate artistic work.		EVALUATE
		a. Discuss the effectiveness of and improvements for media artworks, considering their context.		
		ENDURING UNDERSTANDING Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	ESSENTIAL QUESTION(S) How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?	

CONNECTING	MA: Cn10.1.2	Synthesize and relate knowledge and personal experiences to make art.		SYNTHESIZE
		a. Use personal experiences, interests, information, and models in creating media artworks. b. Discuss experiences of media artworks, describing their meaning and purpose.		
		ENDURING UNDERSTANDING Media artworks synthesize meaning and form cultural experience.	ESSENTIAL QUESTION(S) 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?	
	MA: Cn11.1.2	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RELATE
a. Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments . b. Interact appropriately with media arts tools and environments, considering safety , rules , and fairness .				
ENDURING UNDERSTANDING Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.		ESSENTIAL QUESTION(S) 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?		

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

CREATING	MA: Cr1.1.3	Generate and conceptualize artistic ideas and work.		CONCEIVE
		a. Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.		
		ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?	
	MA: Cr2.1.3	Organize and develop artistic ideas and work.		DEVELOP
		a. Form, share, and test ideas, plans, and models to prepare for media arts productions.		
		ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?	
	MA: Cr3.1.3	Refine and complete artistic work.		CONSTRUCT
		a. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force . b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.		
		ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?	
PRODUCING	MA: Pr4.1.3	Select, analyze, and interpret artistic work for presentation.		INTEGRATE
		a. Practice combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.		
		ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?	

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

PRODUCING	MA: Pr5.1.3	Develop and refine artistic techniques and work for presentation.		PRACTICE
		a. Exhibit developing ability in a variety of artistic, design, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions. b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions. c. Exhibit standard use of tools and techniques while constructing media artworks.		
		ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) 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?	
	MA: Pr6.1.3	Convey meaning through the presentation of artistic work.		PRESENT
		a. Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks. b. Identify and describe the experience, and share results of and improvements for presenting media artworks.		
		ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?	
RESPONDING	MA: Re7.1.3	Perceive and analyze artistic work.		PERCEIVE
		a. Identify and describe how messages are created by components in media artworks. b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.		
		ENDURING UNDERSTANDING Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	ESSENTIAL QUESTION(S) How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?	

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

RESPONDING	MA: Re8.1.3	Interpret intent and meaning in artistic work.		INTERPRET
		a. Determine the purposes and meanings of media artworks while describing their context .		
		ENDURING UNDERSTANDING Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	ESSENTIAL QUESTION(S) How do people relate to and interpret media artworks?	
	MA: Re9.1.3	Apply criteria to evaluate artistic work.		EVALUATE
		a. Identify basic criteria for and evaluate media artworks, considering possible improvements and context .		
		ENDURING UNDERSTANDING Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	ESSENTIAL QUESTION(S) How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?	

CONNECTING	MA: Cn10.1.3	Synthesize and relate knowledge and personal experiences to make art.		SYNTHESIZE
		a. Use personal and external resources, such as interests, information, and models, to create media artworks. b. Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.		
		ENDURING UNDERSTANDING Media artworks synthesize meaning and form cultural experience.	ESSENTIAL QUESTION(S) 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?	
	MA: Cn11.1.3	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RELATE
		a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior. b. Examine and interact appropriately with media arts tools and environments, considering safety , rules , and fairness .		
ENDURING UNDERSTANDING Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.		ESSENTIAL QUESTION(S) 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?		



4

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

CREATING	MA: Cr1.1.4	Generate and conceptualize artistic ideas and work.		CONCEIVE
		a. Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling .		
		ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?	
	MA: Cr2.1.4	Organize and develop artistic ideas and work.		DEVELOP
		a. Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.		
		ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?	
PRODUCING	MA: Cr3.1.4	Refine and complete artistic work.		CONSTRUCT
		a. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such as balance and contrast .		
		b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.		
	MA: Pr4.1.4	ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?	
		Select, analyze, and interpret artistic work for presentation.		
		a. Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media.		
		ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?	
		Integrate		

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

PRODUCING	MA: Pr5.1.4	Develop and refine artistic techniques and work for presentation.		PRACTICE
		a. Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration in media arts productions. b. Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts productions. c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.		
		ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) 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?	
	MA: Pr6.1.4	Convey meaning through the presentation of artistic work.		PRESENT
		a. Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks. b. Explain results of and improvements for presenting media artworks.		
		ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?	
RESPONDING	MA: Re7.1.4	Perceive and analyze artistic work.		PERCEIVE
		a. Identify, describe, and explain how messages are created by components in media artworks. b. Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.		
		ENDURING UNDERSTANDING Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	ESSENTIAL QUESTION(S) How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?	



4

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

RESPONDING	MA: Re8.1.4	Interpret intent and meaning in artistic work.		INTERPRET
		a. Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context .		
		ENDURING UNDERSTANDING Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	ESSENTIAL QUESTION(S) How do people relate to and interpret media artworks?	
	MA: Re9.1.4	Apply criteria to evaluate artistic work.		EVALUATE
		a. Identify and apply basic criteria for evaluating and improving media artworks and production processes , considering context .		
		ENDURING UNDERSTANDING Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	ESSENTIAL QUESTION(S) How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?	
CONNECTING	MA: Cn10.1.4	Synthesize and relate knowledge and personal experiences to make art.		SYNTHESIZE
		a. Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks. b. Examine and show how media artworks form meanings, situations, and/or cultural experiences, such as online spaces.		
		ENDURING UNDERSTANDING Media artworks synthesize meaning and form cultural experience.	ESSENTIAL QUESTION(S) 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?	



4

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

CONNECTING	MA: Cn11.1.4	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RELATE
		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. b. Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.		
		ENDURING UNDERSTANDING Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	ESSENTIAL QUESTION(S) 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?	

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

CREATING	MA: Cr1.1.5	Generate and conceptualize artistic ideas and work.		CONCEIVE
		a. Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.		
		ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?	
	MA: Cr2.1.5	Organize and develop artistic ideas and work.		DEVELOP
		a. Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.		
		ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?	
	MA: Cr3.1.5	Refine and complete artistic work.		CONSTRUCT
		a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration . b. Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.		
		ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?	
PRODUCING	MA: Pr4.1.5	Select, analyze, and interpret artistic work for presentation.		INTEGRATE
		a. Create media artworks through the integration of multiple contents and forms, such as a media broadcast.		
		ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?	

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

PRODUCING	MA: Pr5.1.5	Develop and refine artistic techniques and work for presentation.		PRACTICE
		a. Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills, such as formal technique, production, and collaboration in media arts productions. b. Practice fundamental creative and innovative abilities, such as expanding conventions, in addressing problems within and through media arts productions. c. Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks.		
		ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) 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?	
	MA: Pr6.1.5	Convey meaning through the presentation of artistic work.		PRESENT
		a. Compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks. b. Compare results of and improvements for presenting media artworks.		
		ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?	
RESPONDING	MA: Re7.1.5	Perceive and analyze artistic work.		PERCEIVE
		a. Identify, describe, and differentiate how message and meaning are created by components in media artworks. b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.		
		ENDURING UNDERSTANDING Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	ESSENTIAL QUESTION(S) How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?	

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

RESPONDING	MA: Re8.1.5	Interpret intent and meaning in artistic work.		INTERPRET
		a. Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context .		
		ENDURING UNDERSTANDING Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	ESSENTIAL QUESTION(S) How do people relate to and interpret media artworks?	
	MA: Re9.1.5	Apply criteria to evaluate artistic work.		EVALUATE
		a. Determine and apply criteria for evaluating media artworks and production processes , considering context , and practicing constructive feedback.		
		ENDURING UNDERSTANDING Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	ESSENTIAL QUESTION(S) How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?	
CONNECTING	MA: Cn10.1.5	Synthesize and relate knowledge and personal experiences to make art.		SYNTHESIZE
		a. Access and use internal and external resources to create media artworks, such as interests, knowledge, and experiences. b. Examine and show how media artworks form meanings, situations, and cultural experiences, such as news and cultural events.		
		ENDURING UNDERSTANDING Media artworks synthesize meaning and form cultural experience.	ESSENTIAL QUESTION(S) 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?	



5

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

CONNECTING	MA: Cn11.1.5		RELATE
	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
	a. Research and show how media artworks and ideas relate to personal, social and community life, such as exploring commercial and information purposes, history, and ethics. b. Examine, discuss and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.		
	ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
	Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	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?	



Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

CREATING	MA: Cr1.1.6	Generate and conceptualize artistic ideas and work.	CONCEIVE
		a. Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.	
		ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
	MA: Cr2.1.6	Organize and develop artistic ideas and work.	DEVELOP
		a. Organize, propose, and evaluate artistic ideas, plans, prototypes , and production processes for media arts productions, considering purposeful intent.	
		ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
	MA: Cr3.1.6	Refine and complete artistic work.	CONSTRUCT
		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, such as point of view and perspective . b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.	
		ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?



Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

PRODUCING	MA: Pr4.1.6	Select, analyze, and interpret artistic work for presentation.		INTEGRATE
		a. Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.		
		ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?	
	MA: Pr5.1.6	Develop and refine artistic techniques and work for presentation.		PRACTICE
		a. Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks, such as invention, formal technique, production, self-initiative, and problem-solving. b. Develop a variety of creative and adaptive innovation abilities, such as testing constraints , in developing solutions within and through media arts productions. c. Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.		
		ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) 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?	
	MA: Pr6.1.6	Convey meaning through the presentation of artistic work.		PRESENT
		a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks. b. Analyze results of and improvements for presenting media artworks.		
		ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?	

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

RESPONDING	MA: Re7.1.6	Perceive and analyze artistic work.	PERCEIVE
		a. Identify, describe, and analyze how message and meaning are created by components in media artworks. b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.	
		ENDURING UNDERSTANDING Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	ESSENTIAL QUESTION(S) How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?
	MA: Re8.1.6	Interpret intent and meaning in artistic work.	INTERPRET
		a. Analyze the intent of a variety of media artworks, using given criteria.	
		ENDURING UNDERSTANDING Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	ESSENTIAL QUESTION(S) How do people relate to and interpret media artworks?
	MA: Re9.1.6	Apply criteria to evaluate artistic work.	EVALUATE
		a. Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.	
		ENDURING UNDERSTANDING Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	ESSENTIAL QUESTION(S) How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?
CONNECTING	MA: Cn10.1.6	Synthesize and relate knowledge and personal experiences to make art.	SYNTHESIZE
		a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research. b. Explain and show how media artworks form new meanings, situations, and cultural experiences, such as historical events.	
		ENDURING UNDERSTANDING Media artworks synthesize meaning and form cultural experience.	ESSENTIAL QUESTION(S) 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?



6

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

CONNECTING	MA: Cn11.1.6	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RELATE
		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. b. Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy.		
		ENDURING UNDERSTANDING Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	ESSENTIAL QUESTION(S) 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?	

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

CREATING	MA: Cr1.1.7	Generate and conceptualize artistic ideas and work.	CONCEIVE
		a. Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping .	
		ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
	MA: Cr2.1.7	Organize and develop artistic ideas and work.	DEVELOP
		a. Design, propose, and evaluate artistic ideas, plans, prototypes , and production processes for media arts productions, considering expressive intent and resources.	
		ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
	MA: Cr3.1.7	Refine and complete artistic work.	CONSTRUCT
		a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition . b. Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.	
		ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

PRODUCING	MA: Pr4.1.7	Select, analyze, and interpret artistic work for presentation.		INTEGRATE
		a. Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game.		
		ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?	
	MA: Pr5.1.7	Develop and refine artistic techniques and work for presentation.		PRACTICE
		a. Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks, such as creative problem-solving and organizing. b. Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions. c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.		
		ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) 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?	
	MA: Pr6.1.7	Convey meaning through the presentation of artistic work.		PRESENT
		a. Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks. b. Evaluate the results of and improvements for presenting media artworks, considering impacts on personal growth.		
		ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?	

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

RESPONDING	MA: Re7.1.7	Perceive and analyze artistic work.		PERCEIVE
		a. Describe, compare, and analyze the qualities of and relationships between the components in media artworks. b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.		
		ENDURING UNDERSTANDING Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	ESSENTIAL QUESTION(S) How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?	
	MA: Re8.1.7	Interpret intent and meaning in artistic work.		INTERPRET
		a. Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.		
		ENDURING UNDERSTANDING Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	ESSENTIAL QUESTION(S) How do people relate to and interpret media artworks?	
MA: Re9.1.7	Apply criteria to evaluate artistic work.		EVALUATE	
	a. Develop and apply criteria to evaluate various media artworks and production processes , considering context , and practicing constructive feedback.			
	ENDURING UNDERSTANDING Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	ESSENTIAL QUESTION(S) How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?		
CONNECTING	MA: Cn10.1.7	Synthesize and relate knowledge and personal experiences to make art.		SYNTHESIZE
		a. Access, evaluate and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works. b. Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning, and new information.		
		ENDURING UNDERSTANDING Media artworks synthesize meaning and form cultural experience.	ESSENTIAL QUESTION(S) 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?	



7

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

CONNECTING	MA: Cn11.1.7 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RELATE
	a. Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media. b. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.		
	ENDURING UNDERSTANDING Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	ESSENTIAL QUESTION(S) 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?	

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

CREATING	MA: Cr1.1.8	Generate and conceptualize artistic ideas and work.	CONCEIVE
		a. Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.	
		ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
	MA: Cr2.1.8	Organize and develop artistic ideas and work.	DEVELOP
		a. Structure and critique ideas, plans, prototypes , and production processes for media arts productions, considering intent, resources, and the presentation context.	
		ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
	MA: Cr3.1.8	Refine and complete artistic work.	CONSTRUCT
		a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity. 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.	
		ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

PRODUCING	MA: Pr4.1.8	Select, analyze, and interpret artistic work for presentation.		INTEGRATE
		a. Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre .		
		ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?	
	MA: Pr5.1.8	Develop and refine artistic techniques and work for presentation.		PRACTICE
		a. Demonstrate a defined range of artistic, design, technical, and soft skills , through performing specified roles in producing media artworks, such as strategizing and collaborative communication. b. Demonstrate a defined range of creative and adaptive innovation abilities, such as divergent solutions and bending conventions, in developing new solutions for identified problems within 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.		
		ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) 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?	
	MA: Pr6.1.8	Convey meaning through the presentation of artistic work.		PRESENT
		a. Design the presentation and distribution of media artworks through multiple formats and/or contexts. b. Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.		
		ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?	

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

RESPONDING	MA: Re7.1.8	Perceive and analyze artistic work.		PERCEIVE
		a. Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks. b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.		
		ENDURING UNDERSTANDING Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	ESSENTIAL QUESTION(S) How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?	
	MA: Re8.1.8	Interpret intent and meaning in artistic work.		INTERPRET
		a. Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts .		
		ENDURING UNDERSTANDING Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	ESSENTIAL QUESTION(S) How do people relate to and interpret media artworks?	
	MA: Re9.1.8	Apply criteria to evaluate artistic work.		EVALUATE
		a. Evaluate media art works and production processes with developed criteria, considering context and artistic goals.		
		ENDURING UNDERSTANDING Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	ESSENTIAL QUESTION(S) How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?	



8

Pre-Kindergarten through 8th Grade [MEDIA ARTS] Words in **red** are defined in the Glossary.

CONNECTING	MA: Cn10.1.8	Synthesize and relate knowledge and personal experiences to make art.		SYNTHESIZE
		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. b. Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.		
		ENDURING UNDERSTANDING Media artworks synthesize meaning and form cultural experience.	ESSENTIAL QUESTION(S) 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?	
	MA: Cn11.1.8	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RELATE
		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. b. Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, and virtual worlds.		
		ENDURING UNDERSTANDING Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	ESSENTIAL QUESTION(S) 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?	

High School

PROFICIENT
ACCOMPLISHED
ADVANCED
[MEDIA ARTS]





High School [MEDIA ARTS] Words in **red** are defined in the Glossary.

CREATING	MA: Cr1.1.I HS PROFICIENT	Generate and conceptualize artistic ideas and work.		CONCEIVE
		a. Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.		
		ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?	
	MA: Cr2.1.I HS PROFICIENT	Organize and develop artistic ideas and work.		DEVELOP
		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.		
		ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?	
	MA: Cr3.1.I HS PROFICIENT	Refine and complete artistic work.		CONSTRUCT
		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, such as 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.		
		ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?	



High School [MEDIA ARTS] Words in **red** are defined in the Glossary.

PRODUCING	MA: Pr4.1.I HS PROFICIENT	Select, analyze, and interpret artistic work for presentation.		INTEGRATE
		a. Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design .		
		ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?	
	MA: Pr5.1.I HS PROFICIENT	Develop and refine artistic techniques and work for presentation.		PRACTICE
		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. b. Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking , and risk taking, in addressing identified challenges and constraints 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.		
		ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) 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?	
	MA: Pr6.1.I HS PROFICIENT	Convey meaning through the presentation of artistic work.		PRESENT
		a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences. b. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others.		
		ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?	



High School [MEDIA ARTS] Words in **red** are defined in the Glossary.

RESPONDING	MA: Re7.1.I HS PROFICIENT	Perceive and analyze artistic work.		PERCEIVE
		a. Analyze the qualities of and relationships between the components , style, and preferences communicated by media artworks and artists. b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception .		
		ENDURING UNDERSTANDING Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	ESSENTIAL QUESTION(S) How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?	
	MA: Re8.1.I HS PROFICIENT	Interpret intent and meaning in artistic work.		INTERPRET
		a. Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts .		
		ENDURING UNDERSTANDING Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	ESSENTIAL QUESTION(S) How do people relate to and interpret media artworks?	
	MA: Re9.1.I HS PROFICIENT	Apply criteria to evaluate artistic work.		EVALUATE
		a. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.		
		ENDURING UNDERSTANDING Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	ESSENTIAL QUESTION(S) How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?	



High School [MEDIA ARTS] Words in **red** are defined in the Glossary.

CONNECTING	MA: Cn10.1.I HS PROFICIENT	Synthesize and relate knowledge and personal experiences to make art.		SYNTHESIZE
		a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences. b. Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.		
		ENDURING UNDERSTANDING Media artworks synthesize meaning and form cultural experience.	ESSENTIAL QUESTION(S) 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?	
	MA: Cn11.1.I HS PROFICIENT	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RELATE
		a. Demonstrate and explain how media artworks and ideas relate to various contexts , purposes, and values, such as social trends, power, equality, and personal/cultural identity. b. Critically evaluate and effectively interact with legal , technological , systemic , and vocational contexts of media arts, considering ethics , media literacy , social media, virtual worlds , and digital identity .		
		ENDURING UNDERSTANDING Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	ESSENTIAL QUESTION(S) 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?	



High School [MEDIA ARTS] Words in **red** are defined in the Glossary.

CREATING	MA: Cr1.1.II HS ACCOMPLISHED	Generate and conceptualize artistic ideas and work.	CONCEIVE
		a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.	
		ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
	MA: Cr2.1.II HS ACCOMPLISHED	Organize and develop artistic ideas and work.	DEVELOP
		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.	
		ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
	MA: Cr3.1.II HS ACCOMPLISHED	Refine and complete artistic work.	CONSTRUCT
		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, such as continuity and juxtaposition . b. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.	
		ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?



High School [MEDIA ARTS] Words in **red** are defined in the Glossary.

PRODUCING	MA: Pr4.1.II HS ACCOMPLISHED	Select, analyze, and interpret artistic work for presentation.	INTEGRATE
		a. Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions .	
		ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?
	MA: Pr5.1.II HS ACCOMPLISHED	Develop and refine artistic techniques and work for presentation.	PRACTICE
		a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks. b. Demonstrate effective ability in creative and adaptive innovation abilities, such as resisting closure , and responsive use of failure , to address sophisticated challenges within and through 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.	
		ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) 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?
	MA: Pr6.1.II HS ACCOMPLISHED	Convey meaning through the presentation of artistic work.	PRESENT
		a. Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences, and physical and virtual channels . b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation.	
		ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?



High School [MEDIA ARTS] Words in **red** are defined in the Glossary.

RESPONDING	MA: Re7.1.II HS ACCOMPLISHED	Perceive and analyze artistic work.		PERCEIVE
		a. Analyze and synthesize the qualities and relationships of the components 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 multimodal perception .		
		ENDURING UNDERSTANDING Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	ESSENTIAL QUESTION(S) How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?	
	MA: Re8.1.II HS ACCOMPLISHED	Interpret intent and meaning in artistic work.		INTERPRET
		a. Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts .		
		ENDURING UNDERSTANDING Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	ESSENTIAL QUESTION(S) How do people relate to and interpret media artworks?	
	MA: Re9.1.II HS ACCOMPLISHED	Apply criteria to evaluate artistic work.		EVALUATE
		a. Form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes .		
		ENDURING UNDERSTANDING Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	ESSENTIAL QUESTION(S) How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?	



High School [MEDIA ARTS] Words in **red** are defined in the Glossary.

CONNECTING	MA: Cn10.1.II HS ACCOMPLISHED	Synthesize and relate knowledge and personal experiences to make art.	SYNTHESIZE
		a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works. b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.	
		ENDURING UNDERSTANDING Media artworks synthesize meaning and form cultural experience.	ESSENTIAL QUESTION(S) 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?
	MA: Cn11.1.II HS ACCOMPLISHED	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	RELATE
		a. Examine in depth and demonstrate the relationships of media arts ideas and works to various contexts , 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 .	
		ENDURING UNDERSTANDING Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	ESSENTIAL QUESTION(S) 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?



High School [MEDIA ARTS] Words in **red** are defined in the Glossary.

CREATING	MA: Cr1.1.III HS ADVANCED	Generate and conceptualize artistic ideas and work.		CONCEIVE
		a. Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.		
		ENDURING UNDERSTANDING Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	ESSENTIAL QUESTION(S) How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?	
	MA: Cr2.1.III HS ADVANCED	Organize and develop artistic ideas and work.		DEVELOP
		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.		
		ENDURING UNDERSTANDING Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	ESSENTIAL QUESTION(S) How do media artists organize and develop ideas and models into process structures to achieve the desired end product?	
	MA: Cr3.1.III HS ADVANCED	Refine and complete artistic work.		CONSTRUCT
		a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles, such as hybridization . b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.		
		ENDURING UNDERSTANDING The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	ESSENTIAL QUESTION(S) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?	



High School [MEDIA ARTS] Words in **red** are defined in the Glossary.

PRODUCING	MA: Pr4.1.III HS ADVANCED	Select, analyze, and interpret artistic work for presentation.		INTEGRATE
		a. Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms, such as transdisciplinary productions .		
		ENDURING UNDERSTANDING Media artists integrate various forms and contents to develop complex, unified artworks.	ESSENTIAL QUESTION(S) How are complex media arts experiences constructed?	
	MA: Pr5.1.III HS ADVANCED	Develop and refine artistic techniques and work for presentation.		PRACTICE
		a. 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. c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.		
		ENDURING UNDERSTANDING Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	ESSENTIAL QUESTION(S) 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?	
	MA: Pr6.1.III HS ADVANCED	Convey meaning through the presentation of artistic work.		PRESENT
		a. Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts, such as markets and venues. b. Independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts, such as new understandings that were gained by artist and audience.		
		ENDURING UNDERSTANDING Media artists purposefully present, share, and distribute media artworks for various contexts.	ESSENTIAL QUESTION(S) How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?	



High School [MEDIA ARTS] Words in **red** are defined in the Glossary.

RESPONDING	MA: Re7.1.III HS ADVANCED	Perceive and analyze artistic work.		PERCEIVE
		a. Analyze and synthesize the qualities and relationships of the components 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 multimodal perception , and systemic communications .		
		ENDURING UNDERSTANDING Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	ESSENTIAL QUESTION(S) How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?	
	MA: Re8.1.III HS ADVANCED	Interpret intent and meaning in artistic work.		INTERPRET
		a. Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.		
		ENDURING UNDERSTANDING Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	ESSENTIAL QUESTION(S) How do people relate to and interpret media artworks?	
	MA: Re9.1.III HS ADVANCED	Apply criteria to evaluate artistic work.		EVALUATE
		a. Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes , considering complex goals and factors.		
		ENDURING UNDERSTANDING Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	ESSENTIAL QUESTION(S) How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?	



High School [MEDIA ARTS] Words in **red** are defined in the Glossary.

CONNECTING	MA: Cn10.1.III HS ADVANCED	Synthesize and relate knowledge and personal experiences to make art.		SYNTHESIZE
		a. 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.		
		ENDURING UNDERSTANDING Media artworks synthesize meaning and form cultural experience.	ESSENTIAL QUESTION(S) 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?	
	MA: Cn11.1.III HS ADVANCED	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		RELATE
		a. Demonstrate the relationships of media arts ideas and works to personal and global contexts , purposes, and values, through relevant and impactful media artworks. b. Critically investigate and strategically interact with legal , technological , systemic , and vocational contexts of media arts.		
		ENDURING UNDERSTANDING Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	ESSENTIAL QUESTION(S) 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?	

GLOSSARY

ATTENTION

Principle of directing perception through sensory and conceptual impact.

BALANCE

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.

COMPONENTS

The discrete portions and aspects of media artworks, including: elements, principles, processes, parts, assemblies, etc., such as: light, sound, space, time, shot, clip, scene, sequence, movie, narrative, lighting, cinematography, interactivity, etc., etc.

COMPOSITION

Principle of arrangement and balancing of components of a work for meaning and Message.

CONSTRAINTS

Limitations on what is possible, both real and perceived.

CONTRAST

Principle of using the difference between items, such as elements, qualities and components, to mutually complement them.

CONTINUITY

The maintenance of uninterrupted flow, continuous action or self-consistent detail. Across the various scenes or components of a media artwork, i.e. game components, branding, movie timeline, series, etc.

CONTEXT

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.).

CONVENTION

An established, common, or predictable rule, method, or practice within media arts production, such as the notion of a 'hero' in storytelling.

COPYRIGHT

The exclusive right to make copies, license, and otherwise exploit a produced work.

DIGITAL IDENTITY

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

DIVERGENT THINKING

Unique, original, uncommon, idiosyncratic ideas; thinking "outside of the box".

DESIGN THINKING

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

EMPHASIS

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

ETHICS

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

EXAGGERATION

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

EXPERIENTIAL DESIGN

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

FAIRNESS

Complying with appropriate, ethical and equitable rules and guidelines.

FAIR USE

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

FORCE

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

GENERATIVE METHODS

Various inventive techniques for creating new ideas and models, such as brainstorming, play, open exploration, experimentation, inverting assumptions, rule-bending, etc.

HYBRIDIZATION

Principle of combining two existing media forms to create new and original forms, such as merging theatre and multimedia.

INTERACTIVITY

A diverse range of articulating capabilities between media arts components, such as user, audience, sensory elements, etc., that allow for inputs and outputs of responsive connectivity via sensors, triggers, interfaces, etc., and may be used to obtain data, commands, or information and may relay immediate feedback, or other communications; contains unique sets of aesthetic principles.

JUXTAPOSITION

Placing greatly contrasting items together for effect.

LEGAL

The legislated parameters and protocols of media arts systems, including user agreements, publicity releases, copyright, etc.

MANAGE AUDIENCE EXPERIENCE

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

MARKETS

The various commercial and informational channels and forums for media artworks, such as T.V., radio, internet, fine arts, non-profit, communications, etc.

MEDIA ARTS CONTEXTS

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

MEDIA ENVIRONMENTS

Spaces, contexts and situations where media artworks are produced and experienced, such as in theaters, production studios and online.

MEDIA LITERACY

A series of communication competencies, including the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and non-print messages – National Association for Media Literacy Education.

MEDIA MESSAGES

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

MEANING

The formulation of significance and purposefulness in media artworks.

MODELING OR CONCEPT MODELING

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

MOVEMENT

Principle of motion of diverse items within media artworks.

MULTIMODAL PERCEPTION

The coordinated and synchronized integration of multiple sensory systems (vision, touch, auditory, etc.) in media artworks.

MULTIMEDIA THEATRE

The combination of live theatre elements and digital media (sound, projections, video, etc.) into a unified production for a live audience.

NARRATIVE STRUCTURE

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

PERSONAL AESTHETIC

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

PERSPECTIVE

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

POINT OF VIEW

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

POSITIONING

The principle of placement or arrangement.

PRODUCTION PROCESSES

The diverse processes, procedures, or steps used to carry out the construction of a media artwork, such as prototyping, playtesting, and architecture construction in game design.

PROTOTYPING

Creating a testable version, sketch or model of a media artwork, such as a game, character, website, application, etc.

RESISTING CLOSURE

Delaying completion of an idea, process or production, or persistently extending the process of refinement, towards greater creative solutions or technical perfection.

RESPONSIVE USE OF FAILURE

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

RULES

The laws, or guidelines for appropriate behavior; protocols.

SAFETY

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

SOFT SKILLS

Diverse organizational and management skills, useful to employment, such as collaboration, planning, adaptability, communication, etc.

STYLISTIC CONVENTION

A common, familiar, or even "formulaic" presentation form, style, technique or construct, such as the use of tension building techniques in a suspense film, for example.

SYSTEMIC COMMUNICATIONS

Socially or technologically organized and higher-order media arts communications such as networked multimedia, television formats and broadcasts, "viral" videos, social multimedia (e.g. "vine" videos), remixes, transmedia, etc.

SYSTEM(S)

The complex and diverse technological structures and contexts for media arts production, funding, distribution, viewing, and archiving.

TECHNOLOGICAL

The mechanical aspects and contexts of media arts production, including hardware, software, networks, code, etc.

TONE

Principle of “color”, “texture” or “feel” of a media arts element or component, as for sound, lighting, mood, sequence, etc.

TRANSDISCIPLINARY PRODUCTION

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

TRANSMEDIA PRODUCTION

Communicating a narrative and/or theme over multiple media platforms, while adapting the

style and structure of each story component to the unique qualities of the platforms.

VIRTUAL CHANNELS

Network based presentation platforms such as: YouTube, Vimeo, Deviantart, etc.

VIRTUAL WORLDS

Online, digital, or synthetic environments (e.g. Minecraft, Second Life).

VOCATIONAL

The workforce aspects and contexts of media art.

REFERENCES

American Alliance for Theatre and Education

www.aate.com

Americans for the Arts

www.americansforthearts.org

Educational Theatre Association

www.schooltheatre.org

Graphic: Mouse by Iconsphere from the Noun Project

www.thenounproject.com

The Kennedy Center

education.kennedy-center.org//education/ceta/arts_integration_definition.pdf

Media Arts

www.mediaartseducation.org

National Art Education Association

www.arteducators.org

National Association for Music Education

www.nafme.org

National Coalition for Core Arts Standards

www.nationalartsstandards.org

National Dance Education Organization

www.ndeo.org

State Education Agency Directors of Arts Education

seadae.org

Wiggins, Grant and McTighe, Jay (2005). Understanding by Design Association for Supervision & Curriculum Development (2nd ed.).

ecosensing.org/wp-content/uploads/2015/11/Understanding-by-Design-Expanded-2nd-Edition.pdf

Source: *Miss. Code Ann.* §37-1-3