**Media Arts Strand**

**Introduction Section:**

Describe how media arts standards address diverse forms of media arts including imaging, sound, moving image, virtual and interactive.

Explain that media arts are multidisciplinary in nature and integrate elements from other performing and visual arts including dance, music, theatre, and visual art.

Describe literacy in the media arts following the “What is Literacy in Media Arts?” section in the introduction in the California Arts Standards for Media Arts: <https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>

Please consider ways in which the Media Arts strand is Maine centric in its focus.

Media arts standards follow the four processes of Create, Produce, Respond and Connect

**Follow the NCCAS Media Arts for the 11 Media Arts Anchor Standards**

**Please include the NCCAS Media Arts Essential Questions and Understanding with each anchor standard**

1. **Create**

**Anchor Standard 1 - Generate and Conceptualize Artistic Ideas and Work**

For K- grade 5, student performance expectations should include learning about the 6 elements of media arts: space, time, light, motion, color, and sound. Students learn to discover and share ideas for media artworks using play and/or experimentation, sketching and modeling, and brainstorming.

For grades 6-8, student performance expectations should include producing a variety of ideas, goals, and solutions for original media artworks through the application of a set of creative processes.

For grades 9-diploma, student performance expectations should include the use of generative methods to formulate multiple ideas and refine artistic goals in increased originality in media arts creation. To integrate aesthetic principles in forming original ideas, solutions and innovations in media arts creation.

**Anchor Standard 2 - Organize and Develop Artistic Ideas and Work**

For K- grade 5, student performance expectations should include learning to choose, form and test ideas to create plans and/or models for media arts productions.

For grades 6-8, student performance expectations should include learning to design, propose, and evaluate artistic ideas, plans and models for media arts productions considering expressive intent and resources.

For grades 9-diploma, student performance expectations should include applying personal and aesthetic criteria in designing, testing, and refining original artistic ideas, models, and production strategies for media arts productions considering artistic intentions, resource constraints, and the presentation context.

**Anchor Standard 3 - Refine and Complete Artistic Work**

For K- grade 5, student performance expectations should include learning to construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of aesthetic principles such as pattern and repetition, positioning and attention, movement and force, balance and contrast, and emphasis and exaggeration.

For grades 6-8, student performance expectations should include learning to coordinate production processes to integrate content for a determined purpose and meaning in media arts productions, demonstrating an understanding of associated aesthetic principles, such as point of view and perspective, narrative structures and composition, and theme and unity.

For grades 9-diploma, student performance expectations should include implementing and synthesizing content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated aesthetic principles, such as emphasis and tone, consistency and juxtaposition, and hybridization.

1. **Produce**

 **Anchor Standard 4 - Select, Analyze and Interpret Artistic Work for Production**

For K-grade 5, student performance expectations should include learning how to combine a variety of academic, arts, and media forms and content, such as animation, music and dance into unified media artworks.

For grades 6-8, student performance expectations should include learning to integrate multiple contents and forms, such as media and narrative, that support a central idea in a media artwork. Also, learning to integrate multiple contents and forms into unified media art productions, such as an interactive video game and/or multimedia theatre work, that convey consistent perspectives and specific themes or ideas.

For 9-diploma, student performance expectations should include integrating and synthesizing various arts, media arts forms, and academic content into unified media arts productions, such as transmedia and transdisciplinary productions, that retain thematic and artistic integrity and stylistic consistency across platforms.

 **Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Production**

For K-grade 5, student performance expectations should include describing and demonstrating various artistic skills and roles, such as technical steps, tool use, planning and collaborating, and soft skills in media arts productions.

For grades 6-8, student performance expectations should include demonstrating a defined range of artistic, design, technical, and soft skills, such as strategizing and collaborative communication, through performing specified roles in producing media artworks.

For 9-diploma, student performance expectations should include demonstrating a progressive mastery of artistic, design, technical, and soft skills in managing and producing media artworks.

**Anchor Standard 6:**

1. **Respond**

**Anchor Standard 7: Perceive and Analyze Artistic Work**

For K-grade 5, student performance expectations should include identifying and describing the components and messages in media artworks. Students should also describe how messages and meanings are created by components in media artworks.

For grades 6-8, student performance expectations should include describing, comparing, and analyzing the qualities of and relationships between the components and content and intentions in media artworks.

For 9-diploma, student performance expectations should include analyzing and synthesizing the qualities and relationships of the components and the audience impact in a variety of media artworks. Students should also analyze and explain the qualities of and relationships between the components, form, content, aesthetics, artistic intentions, and contexts of a variety of media artworks.

**Anchor Standard 8: Interpret Intent and Meaning in Artistic Work**

For K-grade 5, student performance expectations should include observing, identifying, and determining the purposes and meanings of media artworks while considering and describing their context. Students also determine and compare personal and group interpretations of a variety of artworks considering their intention and context.

For grades 6-8, student performance expectations should include analyzing the intent and meanings of a variety of media artworks, using given and self-developed criteria. Students will also analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.

For 9-diploma, student performance expectations should include the intent, meanings, and reception of a variety of media artworks, focusing on personal, societal, historical, and cultural contexts. Students should also analyze the intent, meanings, and impacts of diverse media artworks, considering complex factors of context and bias.

**Anchor Standard 9: Apply Criteria to Evaluate Artistic Work**

For K-grade 5, student performance expectations should include identifying and applying basic criteria for evaluating and appreciating the appealing qualities of media artworks. Students should also identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context and constructive feedback.

For grades 6-8, student performance expectations should include developing and applying criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.

For 9-diploma, student performance expectations should include forming and applying defensive evaluations in constructive and systematic critique of media artworks and production processes. Students should progressively develop independent rigorous evaluations and strategically seek feedback for media artworks and production processes, considering complex goals and factors.

1. **Connect**

**Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art**

For K-grade 5, student performance expectations should include using personal experiences, interests, information, and models to create media artworks. Students should also examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artwork.

For grades 6-8, student performance expectations should include accessing, evaluating, and using internal and external resources, such as experiences, cultural and societal knowledge, research, exemplary works, to inform the creation of media artworks.

For 9-diploma, student performance expectations should include synthesizing internal and external resources, such as cultural connections, introspection, independent research, and exemplary works, to enhance the creation of compelling media artworks.

**Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural and Historical Context to Deepen Understanding**

For K-grade 5, student performance expectations should include learning how to discuss and describe how media artworks relate to everyday life and culture and can influence values and online behavior. Students should learn to research and show how media artworks and ideas relate to personal, social, and community life, such as exploring commercial and informational purposes, history and ethics.

For grades 6-8, o

For 9-diploma, student performance expectations should include learning how to examine and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values, such as markets, systems, propaganda, and truth. Students should also demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.

**Glossary Section -** Please include a glossary section for terms in this Media Arts section as well as terms listed in the NCCAS Media Arts section.