Illinois Arts Learning Standards

Media Arts Standards

Approved by the Illinois State Board of Education, 2016

IllinoisArtsLearning.org
Media Arts

**CREATING**

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

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 Questions: (a) How do media artists generate ideas? (b) How can ideas for media arts productions be formed and developed to be effective and original?

<table>
<thead>
<tr>
<th>Phase</th>
<th>Pre K</th>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>Introductory HS Levels</th>
<th>Intermediate HS Levels</th>
<th>Advanced HS Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceive</strong></td>
<td>MA:Cr1.1.PK</td>
<td>MA:Cr2.1.K</td>
<td>MA:Cr2.1.1</td>
<td>MA:Cr2.1.2</td>
<td>MA:Cr2.1.3</td>
<td>MA:Cr2.1.4</td>
<td>MA:Cr1.1.1</td>
<td>MA:Cr1.1.2</td>
<td>MA:Cr1.1.3</td>
<td>MA:Cr1.1.4</td>
<td>MA:Cr1.1.I</td>
<td>MA:Cr1.1.II</td>
<td>MA:Cr1.1.III</td>
</tr>
<tr>
<td>a.</td>
<td>Share ideas for media artworks through guided exploration of tools, methods, and imagining.</td>
<td>Discover and share ideas for media artworks through brainstorming, creative play, and experimentation.</td>
<td>Express and share ideas for media artworks through brainstorming, sketching, and modeling.</td>
<td>Discover multiple ideas for media artworks using a variety of creative methods (for example, brainstorming and modeling).</td>
<td>Conceive of original artistic goals for media artworks using personal experiences and/or the work of others.</td>
<td>Develop multiple ideas for media artworks using a variety of tools, methods, and/or materials.</td>
<td>Generate variations of goals and solutions for original media artworks through application of chosen creative generative methods (for example, brainstorming).</td>
<td>Develop ideas, goals, and solutions for original media artworks by practicing chosen generative methods (for example, brainstorming, improvising).</td>
<td>Organize, propose, and evaluate goals, and solutions for original media artworks through brainstorming and modeling.</td>
<td>Generate ideas, goals, and solutions for original media artworks through application of chosen generative methods (for example, brainstorming, inventive generative methods for example, concept modeling, prototyping).</td>
<td>Organize, propose, and develop ideas, goals, and solutions for original media artworks through application of chosen generative methods (for example, brainstorming, improvising).</td>
<td>Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.</td>
<td></td>
</tr>
<tr>
<td><strong>Develop</strong></td>
<td>MA:Cr2.1.IK</td>
<td>MA:Cr2.1.2</td>
<td>MA:Cr2.1.3</td>
<td>MA:Cr2.1.4</td>
<td>MA:Cr2.1.5</td>
<td>MA:Cr2.1.6</td>
<td>MA:Cr2.1.7</td>
<td>MA:Cr2.1.8</td>
<td>MA:Cr2.1.9</td>
<td>MA:Cr2.1.I</td>
<td>MA:Cr2.1.II</td>
<td>MA:Cr2.1.III</td>
<td>MA:Cr2.1.IV</td>
</tr>
<tr>
<td>a.</td>
<td>With guidance, form ideas into plans or models for media arts productions.</td>
<td>With guidance, use ideas to form plans or models for media arts productions.</td>
<td>Choose ideas to create plans and models for media arts productions.</td>
<td>Form, share, and experiment with ideas, plans, and models to prepare for media arts productions.</td>
<td>Discuss, assemble, and experiment with ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.</td>
<td>Develop, present, and experiment with ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.</td>
<td>Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.</td>
<td>Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspiration, goals, and presentation content.</td>
<td>Research and apply aesthetic criteria in developing, proposing, and refining original artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.</td>
<td>Apply personal aesthetic in designing, experimenting, and proposing original artistic ideas, plans, prototypes, and production processes for media arts productions, considering artistic intentions, constraints of resources, and presentation content.</td>
<td>Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Anchor Standard 2:** Organize and develop artistic ideas and work.

Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea. Essential Questions: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Approved by the Illinois State Board of Education
Anchor Standard 3: Revise, refine, and complete artistic work.

Enduring Understanding: Media artists develop expertise through practice and constructive critique—reflecting on, revising, and refining work over time. Essential Questions: (a) What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? (b) How do media artists improve/refine their work?

### Construct

**Pre K**

- A. Make and capture media arts content, freely and in guided practice, in media arts productions.
- B. Make guided changes to the content, form, or presentation of media arts artworks and share results.

**Kindergarten**

- A. Create and assemble media arts content and meaning in media arts productions, identifying basic principles (for example, pattern, repetition).
- B. Practice and describe expressive effects in altering, refining, and completing media artworks.

**1st Grade**

- A. Practice combining varied content (for example, arts, media, literary, science) into media artworks for presentation (for example, an illustrated story).
- B. Demonstrate how elements and components can be altered for clear communication and refine media artworks to improve clarity and purpose.

**2nd Grade**

- A. Practice combining varied content (for example, arts, media, literary, science) into media artworks for presentation (for example, an illustrated story).
- B. Examine, improve, and refine media artworks by emphasizing particular expressive elements to reflect an understanding of purpose, audience, and place.

**3rd Grade**

- A. Practice combining varied content (for example, arts, media, literary, science) into media artworks for presentation (for example, an illustrated story).
- B. Demonstrate how elements alter effect and purpose in refining and completing media artworks.

**4th Grade**

- A. Create, capture, and assemble media arts content for purposes, meaning, and expression in media arts productions, utilizing a range of associated principles (for example, emphasis, exaggeration).
- B. Analyze, refine, and modify media artworks, having aesthetic quality and technical quality and accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

**5th Grade**

- A. Create and capture media arts content, freely and in guided practice, in media arts productions.
- B. Create, capture, and assemble media arts content for purposes, meaning, and expression in media arts productions, utilizing a range of associated principles (for example, emphasis, exaggeration).

**6th Grade**

- A. Create content and combine components to convey purpose, meaning, and expression in a variety of media arts productions, utilizing sets of associated principles (for example, narrative structure, composition).
- B. Analyze, refine, and modify media artworks, having aesthetic quality and technical quality and accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

**7th Grade**

- A. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles (for example, theme, style).
- B. Integrate ideas from various media arts and other sources into unified media arts productions that convey specific themes or ideas in order to reach a given audience.

**8th Grade**

- A. Experiment with multiple approaches to integrate content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles (for example, point of view, perspective).
- B. Integrate ideas from various media arts and other sources into unified media arts productions that convey specific themes or ideas in order to reach a given audience.

**Introductory HS Levels**

- A. Integrate ideas from various media arts and other sources into unified media arts productions that convey specific themes or ideas in order to reach a given audience.
- B. Integrate ideas from various media arts and other sources into unified media arts productions that convey specific themes or ideas in order to reach a given audience.

**Intermediate HS Levels**

- A. Integrate ideas from various media arts and other sources into unified media arts productions that convey specific themes or ideas in order to reach a given audience.
- B. Integrate ideas from various media arts and other sources into unified media arts productions that convey specific themes or ideas in order to reach a given audience.

**Advanced HS Levels**

- A. Synthesize ideas from various arts, media arts forms, and other sources into unified media arts productions that convey specific themes or ideas in order to reach a given audience.
- B. Synthesize ideas from various arts, media arts forms, and other sources into unified media arts productions that convey specific themes or ideas in order to reach a given audience.

### Producing

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

Enduring Understanding: Media artists make choices about how and to whom their work is presented.

**Essential Questions: How are complex media arts experiences constructed?**

### Integrate

**Pre K**

- A. With guidance, combine different forms and contexts (for example, image, sound) to form media artworks for presentation.

**Kindergarten**

- A. With guidance, combine art forms and media contexts (for example, dance, video) to form media artworks for presentation.

**1st Grade**

- A. Practice combining varied content (for example, arts, media, literary, science) into media artworks for presentation (for example, an illustrated story).

**2nd Grade**

- A. Practice combining varied content (for example, arts, media, literary, science) into media artworks for presentation (for example, an illustrated story).

**3rd Grade**

- A. Demonstrate how a variety of content (for example, arts, media, literary, science) into unified media artworks for presentation (for example, animation, music, dance).

**4th Grade**

- A. Create media artworks integrating multiple contexts and forms in order to reach a given audience.

**5th Grade**

- A. Demonstrate how integrating multiple contexts and forms can support a central idea in a media artwork in order to reach a given audience.

**6th Grade**

- A. Integrate multiple contexts and forms into unified media arts productions that convey consistent perspectives and narratives in order to reach a given audience.

**7th Grade**

- A. Integrate multiple contexts and forms into unified media arts productions that convey specific themes or ideas in order to reach a given audience.

**8th Grade**

- A. Integrate multiple contexts and forms into unified media arts productions that convey specific themes or ideas in order to reach a given audience.

**Introductory HS Levels**

- A. Integrate multiple contexts and forms into unified media arts productions that convey specific themes or ideas in order to reach a given audience.

**Intermediate HS Levels**

- A. Integrate multiple contexts and forms into unified media arts productions that convey specific themes or ideas in order to reach a given audience.

**Advanced HS Levels**

- A. Integrate multiple contexts and forms into unified media arts productions that convey specific themes or ideas in order to reach a given audience.

- A. Synthesize ideas from various arts, media arts forms, and other sources into unified media arts productions that convey specific themes or ideas in order to reach a given audience.

- A. Synthesize ideas from various arts, media arts forms, and other sources into unified media arts productions that convey specific themes or ideas in order to reach a given audience.
### Illinois Arts Learning Standards

#### Media Arts

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

Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

**Essential Questions:** (a) What skills are required for creating effective media artworks, and how are they improved? (b) How are creativity and innovation developed within and through media arts productions? (c) How do media artists use various tools and techniques?

<table>
<thead>
<tr>
<th>Practice</th>
<th>Pre K</th>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>Introductory HS Levels</th>
<th>Intermediate HS Levels</th>
<th>Advanced HS Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use identified skills (for example, manipulating tools, making choices, sharing) in creating and presenting media artworks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Use identified creative skills (for example, imagining freely and in guided practice) within media arts productions.</td>
<td>a. Identify and demonstrate basic skills (for example, learning, sharing) in media arts productions and presentations.</td>
<td>a. Describe various artistic skills and roles (for example, technical, creative) within media arts productions and presentations.</td>
<td>a. Demonstrate ability in a variety of artistic, design, technical, and organizational roles (for example, manipulating tools, making decisions, group planning) in media arts productions and presentations.</td>
<td>a. Identify roles and skills (for example, collaboration, coordination) in media arts productions and presentations.</td>
<td>a. Identify roles and skills (for example, collaboration, coordination) in media arts productions and presentations.</td>
<td>a. Identify roles and skills (for example, collaboration, coordination) in media arts productions and presentations.</td>
<td>a. Identify roles and skills (for example, collaboration, coordination) in media arts productions and presentations.</td>
<td>a. Demonstrate creative abilities in an identified area of study (for example, synthesizing, creative problem solving).</td>
<td>a. Demonstrate progression in artistic, design, technical, and soft skills through selecting and using media artworks (for example, artistic, design, technical, and soft skills) in creating and presenting media artworks.</td>
<td>a. Demonstrate creative abilities in an identified area of study (for example, synthesizing, creative problem solving).</td>
<td>a. Demonstrate creative abilities in an identified area of study (for example, synthesizing, creative problem solving).</td>
<td>a. Demonstrate creative abilities in an identified area of study (for example, synthesizing, creative problem solving).</td>
<td></td>
</tr>
<tr>
<td>c. Use media arts creation tools freely and in guided practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Demonstrate ability in a variety of artistic, design, technical, and organizational roles (for example, manipulating tools, making decisions, group planning) in media arts productions and presentations.</td>
<td>a. Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing and presenting media artworks (for example, artistic, design, technical, and soft skills).</td>
<td>a. Demonstrate a defined range of artistic, design, technical, and soft skills through selecting and using media artworks (for example, artistic, design, technical, and soft skills) in creating and presenting media artworks.</td>
<td>a. Demonstrate a defined range of artistic, design, technical, and soft skills through selecting and using media artworks (for example, artistic, design, technical, and soft skills).</td>
<td>a. Demonstrate a defined range of artistic, design, technical, and soft skills through selecting and using media artworks (for example, artistic, design, technical, and soft skills).</td>
<td>a. Demonstrate a defined range of artistic, design, technical, and soft skills through selecting and using media artworks (for example, artistic, design, technical, and soft skills).</td>
<td>a. Demonstrate a defined range of artistic, design, technical, and soft skills through selecting and using media artworks (for example, artistic, design, technical, and soft skills).</td>
<td>a. Demonstrate a defined range of artistic, design, technical, and soft skills through selecting and using media artworks (for example, artistic, design, technical, and soft skills).</td>
<td>a. Demonstrate a defined range of artistic, design, technical, and soft skills through selecting and using media artworks (for example, artistic, design, technical, and soft skills).</td>
<td>a. Demonstrate a defined range of artistic, design, technical, and soft skills through selecting and using media artworks (for example, artistic, design, technical, and soft skills).</td>
<td>a. Demonstrate a defined range of artistic, design, technical, and soft skills through selecting and using media artworks (for example, artistic, design, technical, and soft skills).</td>
<td>a. Demonstrate a defined range of artistic, design, technical, and soft skills through selecting and using media artworks (for example, artistic, design, technical, and soft skills).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Approved by the Illinois State Board of Education**
## Media Arts

### PRODUCING

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

Enduring Understanding: Media artists purposely present, share, and distribute media artworks for various contexts.

**Essential Questions:**
(a) How do time, place, audience, and context affect presenting or performing choices for media artworks?
(b) How can presenting or sharing media artworks in a public format help a media artist learn and grow?

**Present**

<table>
<thead>
<tr>
<th>PreK</th>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA:Re7.1.PK</td>
<td>MA:Re7.1.1</td>
<td>MA:Re7.1.2</td>
<td>MA:Re7.1.3</td>
<td>MA:Re7.1.4</td>
<td></td>
</tr>
<tr>
<td>a. With guidance, learn the various roles needed to present media artworks.</td>
<td>a. With guidance, identify and share roles in presenting media artworks.</td>
<td>a. Identify and describe presentation conditions and perform tasks in presenting media artworks.</td>
<td>a. Identify and describe presentation conditions and roles in presenting media artworks.</td>
<td>a. Explore the presentation conditions and role in presenting or distributing media artworks.</td>
<td></td>
</tr>
<tr>
<td>b. With guidance, identify and share reactions to the presentation of media artworks.</td>
<td>b. With guidance, discuss the experience of the presentation of media artworks.</td>
<td>b. Identify and describe the experience and share the results of presenting media artworks.</td>
<td>b. Explain the results of, and improvements for, presenting media artworks.</td>
<td>b. Compare the results of, and improvements for, presenting media artworks.</td>
<td></td>
</tr>
</tbody>
</table>

**Responding**

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

Enduring Understanding: Media artworks can be appreciated and interpreted through analyzing their components.

**Essential Questions:**
(a) How do we “read” media artworks and discern their relational components? 
(b) How do media artworks function to convey meaning and manage audience experience?

**Perceive**

<table>
<thead>
<tr>
<th>PreK</th>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA:Re7.1.PK</td>
<td>MA:Re7.1.1</td>
<td>MA:Re7.1.2</td>
<td>MA:Re7.1.3</td>
<td>MA:Re7.1.4</td>
<td></td>
</tr>
<tr>
<td>a. With guidance, recognize and discuss components and messages in a variety of media artworks.</td>
<td>a. Recognize and, with guidance, share components and messages in media artworks.</td>
<td>a. Identify components and messages in media artworks.</td>
<td>a. Identify components and messages in media artworks.</td>
<td>a. Identify, describe, and differentiate how messages and meaning are created by components in media artworks.</td>
<td></td>
</tr>
<tr>
<td>b. With guidance, explore media artworks and discuss experiences.</td>
<td>b. Recognize and share how a variety of media artworks create different experiences.</td>
<td>b. Identify and describe how a variety of media artworks create different experiences.</td>
<td>b. Identify and describe how messages and meaning are created by components in media artworks.</td>
<td>b. Identify, describe, and, with guidance, differentiate how various tones, forms, methods, and styles in media artworks manage audience experience.</td>
<td></td>
</tr>
</tbody>
</table>

---

### Illinois Arts Learning Standards

Approved by the Illinois State Board of Education

Approved by the Illinois State Board of Education

Illinois Arts Learning Standards

Media Arts

---

8 | Illinois Arts Learning Standards | Media Arts

Approved by the Illinois State Board of Education

Approved by the Illinois State Board of Education

Illinois Arts Learning Standards | Media Arts

---

9
### Media Arts

#### Responding

**Anchor Standard 8:** Construct meaningful interpretations of artistic work.

Enduring Understanding: Interpretation and appreciation require engagement with the content, form, and context of media artworks.

**Essential Questions:** (a) How do people relate to and interpret media artworks?

Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

**Anchor Standard 9:** Evaluate media artworks to improve them?

**Essential Questions:** (a) How and why do media artists value and judge media artworks? (b) When and how should we evaluate and critique media artworks by using guided questioning?

#### Interpret

<table>
<thead>
<tr>
<th>Pre K</th>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>Introductory HS Levels</th>
<th>Intermediate HS Levels</th>
<th>Advanced HS Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. With guidance, share reactions to media artworks.</td>
<td>a. With guidance, share observations regarding a variety of media artworks.</td>
<td>a. Determine the purposes and meanings of media artworks while describing their content.</td>
<td>a. Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.</td>
<td>a. Interpret a variety of media artworks, using given criteria.</td>
<td>a. Identify relevant criteria for evaluating media artworks, considering possible improvements and context.</td>
<td>a. Identify relevant criteria for evaluating media artworks, considering possible improvements and context.</td>
<td>a. Identify and apply relevant criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.</td>
<td>a. Develop and apply relevant and specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.</td>
<td>a. Evaluate media artworks and production processes at decision stages, using identified criteria and considering context and artistic goals.</td>
<td>a. Independently form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

**Essential Questions:** (a) How do media artists value and judge media artworks? (b) When and how should we evaluate and critique media artworks to improve them?

#### Evaluate

<table>
<thead>
<tr>
<th>Pre K</th>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>Introductory HS Levels</th>
<th>Intermediate HS Levels</th>
<th>Advanced HS Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. With guidance, examine and share qualities in media artworks.</td>
<td>a. With guidance, share observations regarding a variety of media artworks.</td>
<td>a. Discuss the effectiveness of, and improvements for, media artworks, considering their context.</td>
<td>a. Identify basic criteria for evaluating media artworks, considering possible improvements and context.</td>
<td>a. Discuss the effectiveness of, and improvements for, media artworks, considering their context.</td>
<td>a. Discuss the effectiveness of, and improvements for, media artworks, considering their context.</td>
<td>a. Identify and apply relevant criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.</td>
<td>a. Develop and apply relevant and specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.</td>
<td>a. Evaluate media artworks and production processes at decision stages, using identified criteria and considering context and artistic goals.</td>
<td>a. Independently form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Approved by the Illinois State Board of Education*
Media Arts

CONNECTING

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

Enduring Understanding: Personal and cultural experiences affect and are affected by how media artworks are made and interpreted.

Essential Questions: (a) How do we relate knowledge and experiences to understanding and making media artworks? (b) How do we learn about and create meaning through producing media artworks?

Synthesize

Pre K

- a. Use personal experiences in creating media artworks.
- b. Relate personal experiences to creating media artworks.

Kindergarten

- a. Use personal experiences, interests, and models in creating media artworks.
- b. With guidance, share experiences of media artworks.
- c. Identify and discuss media artworks, describing their meaning and purpose.

1st Grade

- a. Use personal experiences, interests, and models in creating media artworks.
- b. Discuss experiences of media artworks.
- c. Identify and discuss how media artworks form meanings, situations, and culture (for example, popular culture).

2nd Grade

- a. Use personal and external resources (for example, interests, knowledge, and cultural understanding) to create media artworks.
- b. With guidance, share experiences of media artworks.

3rd Grade

- a. Access and use internal and external resources (for example, interests, knowledge, experiences) to create media artworks.
- b. Access, evaluate, and use internal and external resources (for example, cultural knowledge, research) to inform the creation of media artworks.

4th Grade

- a. Access, evaluate, and use internal and external resources (for example, interests, knowledge, experiences) to inform the creation of media artworks.

5th Grade

- a. Access, evaluate, and use internal and external resources (for example, cultural knowledge, research) to inform the creation of original media artworks.

6th Grade

- a. Access, evaluate, and use internal and external resources (for example, interests, cultural experiences) to inform the creation of original media artworks.

7th Grade

- a. Synthesize internal and external resources (for example, cultural connections, inspiration, research, exemplary works) to inform the creation of original media artworks.

8th Grade

- a. Develop and apply the use of media arts to synthesize new meaning and knowledge and reflect and form cultural experiences (for example, new connections between ideas and local and global networks, personal influence).

Intermediate HS Levels

- a. Independently and proactively access relevant and qualitative resources to inform the creation of original media artworks.

Advanced HS Levels

- a. Synthesize critical and relevant resources and use them to inform the creation of original media artworks.

Anchor Standard 11: Relate artful and media arts and ideas with societal, cultural, and historical context to deepen understanding.

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

Essential Questions: (a) How does media arts relate to its various contexts, purposes, and values? (b) How does investigating these relationships inform and deepen the media artist’s understanding and work?

Relate

Pre K

- a. With guidance, share media arts and everyday life.
- b. With guidance, share ideas in relating media arts and everyday life (for example, daily activities).

Kindergarten

- a. With guidance, share ideas in relating media arts and everyday life (for example, daily activities).
- b. With guidance, share memorable experiences of media artworks.
- c. With guidance, relate experiences of media artworks.

1st Grade

- a. Access and use internal and external resources (for example, cultural awareness and knowledge, experiences) to create media artworks.
- b. Access, evaluate, and use internal and external resources (for example, interests, research, exemplary works) to inform the creation of media artworks.

2nd Grade

- a. Access, evaluate, and use internal and external resources (for example, cultural knowledge, research) to inform the creation of original media artworks.

3rd Grade

- a. Identify and discuss media artworks and ideas related to social and community life (for example, exploring commercial and informational purposes, history, ethics).

4th Grade

- a. Research and show how media artworks and ideas relate to social and community life (for example, explaining how media artworks can influence social behavior).

5th Grade

- a. Research and show how media artworks and ideas relate to social and community life (for example, explaining how media artworks can influence social behavior).

6th Grade

- a. Research and show how media artworks and ideas relate to social and community life (for example, explaining how media artworks can influence social behavior).

7th Grade

- a. Research and show how media artworks and ideas relate to social and community life (for example, explaining how media artworks can influence social behavior).

8th Grade

- a. Research and show how media artworks and ideas relate to social and community life (for example, explaining how media artworks can influence social behavior).

Intermediate HS Levels

- a. Access, evaluate, and use internal and external resources (for example, cultural connections, inspiration, research, exemplary works) to inform the creation of original media artworks.

Advanced HS Levels

- a. Independently and proactively access relevant and qualitative resources to inform the creation of original media artworks.
Attention: Principle of directing perception through sensory and conceptual impact.

Balance: Principle of the equitable and/or dynamic distribution of forms in a media arts composition or structure for aesthetic meaning, as in a visual frame, or within game architecture.

Components: The discrete portents and aspects of media artworks, including elements, principles, processes, parts, and assemblies (for example, light, sound, space, time, shot, clip, score, sequence, envoir, narrative, lighting, cinematography, interactivity).

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.

Context: The situation surrounding the creation or experience of media artworks that influences the work, artist, or audience. This can include how, when, and where media experiences take place, as well as additional internal and external factors (for example, personal, societal, cultural, historical, physical, virtual, economic, systemic).

Continuity: The maintenance of uninterrupted flow, continuous action, or self-consistent detail across the various scenes or components of a media artwork (for example, game components, brand, story, series).

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

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

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

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

Faithfulness: 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, creative use, and criticism.

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 ideas, such as brainstorming, play, open exploration, experimentation, inverting assumptions, or rule bending.

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 capacities between media arts components, such as user, audience, and sensory elements; that allow for inputs and outputs of responsive connectivity using sensors, triggers, and interfaces, and may be used to obtain data, commands, or information and may mediate feedback or other communications; contains unique sets of aesthetic principles.

Juxtaposition: Placing greatly contrasting items together for effect.

Legal: The logistical parameters and protocols of media arts systems, including user agreements, publicity releases, and copyright.

Manage audience experience: The art of designing and forming user sensory episodes through multisensory 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.

Marketing: The various commercial and informational channels and forms for media artworks, such as television, radio, Internet, fine arts, nonprofit, or communications.

Meaning: The formulation of significance and purposefulness in media artworks.

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 electronic messages.

Media messages: The various artistic, emotional, expressive, persuasive, commercial, utilitarian, and informational communications of 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.

Multimedia theatre: The combination of live theatre elements and digital media (for example, sound, projections, video) into a unified product for a live audience.

Multimodal perception: The coordinated and synchronized integration of multiple sensory systems (for example, vision, touch, audition) in media artworks.

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, playing/testing, and architecture construction in game design.

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

Resisting closure: Delaying completion of an idea, process, or production or persistently refusing the process of refinement toward greater creative solutions or technical perfection.

Responsive use of failure: Incorporating errors toward 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, and communication.

Stylistic convention: A common, familiar, or even “formulaic” presentation form, style, technique, or construct, such as the use of leonine-building techniques in a suspense film.

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), online games, and transmedia.

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, and Deviantart.

Virtual worlds: Online, digital, or synthetic environments (for example, Minecraft, Second Life).

Vocational: The workforce aspects and contexts of media arts.

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

Stylistic convention: A common, familiar, or even “formulaic” presentation form, style, technique, or construct, such as the use of leonine-building techniques in a suspense film.

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), online games, and transmedia.

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, and Deviantart.

Virtual worlds: Online, digital, or synthetic environments (for example, Minecraft, Second Life).

Vocational: The workforce aspects and contexts of media arts.