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?

Conceive	Pre K MA:Cr1.1.PK	Kindergarten MA:Cr1.1.K	1st MA:Cr1.1.1	2nd MA:Cr1.1.2	3rd MA:Cr1.1.3	4th MA:Cr1.1.4
	a. Share ideas for media artworks through guided exploration of tools, methods, and imagining.	a. Discover and share ideas for media artworks through brainstorming, creative play, and experimentation.	a. Express and share ideas for media artworks through brainstorming, sketching, and modeling.	a. Discover multiple ideas for media artworks through brainstorming and improvising.	a. Conceive of original artistic goals for media artworks using a variety of creative methods (for example, brainstorming and modeling).	a. Develop multiple ideas for media artworks using a variety of tools, methods, and/or materials.

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?

Develop	Pre K MA:Cr2.1.PK	Kindergarten MA:Cr2.1.K	1st MA:Cr2.1.1	2nd MA:Cr2.1.2	3rd MA:Cr2.1.3	4th MA:Cr2.1.4
	a. With guidance, form ideas into plans or models for media arts productions.	a. With guidance, use ideas to form plans or models for media arts productions.	a. With guidance, use identified ideas to form plans and models for media arts productions.	a. Choose ideas to create plans and models for media arts productions.	a. Form, share, and experiment with ideas, plans, and models to prepare for media arts productions.	a. Discuss, assemble, and experiment, with ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.

5th MA:Cr1.1.5	6th MA:Cr1.1.6	7th MA:Cr1.1.7	8th MA:Cr1.1.8	Introductory HS Levels MA:Cr1.1.I	Intermediate HS Levels MA:Cr1.1.II	Advanced HS Levels MA:Cr1.1.III
a. Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.	a. Formulate variations of goals and solutions for media artworks by practicing chosen creative generative methods (for example, sketching, improvising, brainstorming).	a. Generate ideas, goals, and solutions for original media artworks through application of focused creative processes and generative methods (for example, divergent thinking, experimenting).	a. Produce a variety of ideas and solutions for media artworks through application of chosen inventive generative methods (for example, concept modeling, prototyping).	a. Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.	a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.	a. Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.

5th MA:Cr2.1.5	6th MA:Cr2.1.6	7th MA:Cr2.1.7	8th MA:Cr2.1.8	Introductory HS Levels MA:Cr2.1.I	Intermediate HS Levels MA:Cr2.1.II	Advanced HS Levels MA:Cr2.1.III
a. Develop, present, and experiment with ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.	a. Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.	a. Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.	a. Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.	a. Research and apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.	a. Apply a personal aesthetic in designing, experimenting, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.	a. Integrate a complex personal aesthetic and knowledge of systems processes in forming, experimenting, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.

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Anchor Standard 3: Revise, refine, and complete artistic work.
Enduring Understanding: Media artists develop excellence 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 MA:Cr3.1.PK	Kindergarten MA:Cr3.1.K	1st MA:Cr3.1.1	2nd MA:Cr3.1.2	3rd MA:Cr3.1.3	4th MA:Cr3.1.4
	a. Make and capture media arts content, freely and in guided practice, in media arts productions.	a. Form and capture media arts content for expression and meaning in media arts productions.	a. Create, capture, and assemble media arts content for media arts productions, identifying basic principles (for example, pattern, repetition).	a. Construct and assemble content for unified media arts productions, identifying and applying basic principles (for example, positioning, attention).	a. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles (for example, movement).	a. Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles (for example, balance, contrast).
	b. Attempt and share expressive effects, freely and in guided practice, in creating media artworks.	b. Make guided changes to the content, form, or presentation of media artworks and share results.	b. Make guided changes and Identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.	b. Practice and describe expressive effects in altering, refining, and completing media artworks.	b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.	b. Demonstrate the intentional use of elements in a media artwork.

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 MA:Pr4.1.PK	Kindergarten MA:Pr4.1.K	1st MA:Pr4.1.1	2nd MA:Pr4.1.2	3rd MA:Pr4.1.3	4th MA:Pr4 .1.4
	a. With guidance, combine different forms and content (for example, image, sound) to form media artworks for presentation.	a. With guidance, combine art forms and media content (for example, dance, video) to form media artworks for presentation.	a. Combine varied content (for example, arts, media, literary, science) in media artworks for presentation (for example, an illustrated story).	a. Practice combining varied content (for example, arts, media, literary, science) in media artworks for a unified presentation (for example, an illustrated story).	a. Practice fusing varied content (for example, arts, media, literary, science) into unified media artworks for presentation (for example, animation, music, dance).	a. Demonstrate how a variety of content (for example, arts, media, other academic curriculum forms) may be integrated into media artworks for presentation.

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a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles (for example, emphasis, exaggeration).	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 (for example, point of view, perspective).	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, narrative structures, composition).	a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles (for example, theme, unity).	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 (for example, emphasis, tone).	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 (for example, continuity, juxtaposition).	a. Analyze, refine, and elaborate elements and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles (for example, hybridization).
b. Determine how elements and components can be altered for clear communication and refine media artworks to improve clarity and purpose.	b. Explain and demonstrate how elements and components can be altered for intentional effects and different audiences.	b. Analyze, Improve and refine media artworks by emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.	b. Analyze, refine, and modify media artworks, improving technical quality and accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.	b. Analyze, refine, and modify media artworks, honing aesthetic quality and accentuating stylistic elements, to reflect an understanding of personal goals and preferences.	b. Analyze, refine, and elaborate aesthetic elements and technical components to form impactful expressions in media artworks for specific purposes, intentions, audiences, and contexts.	b. Analyze, refine, and elaborate elements and components to create media artworks that have an impact on specific purposes, audiences, and contexts.

5th MA:Pr4.1.5	6th MA:Pr4.1.6	7th MA:Pr4.1.7	8th MA:Pr4.1.8	Introductory HS Levels MA:Pr4.1.I	Intermediate HS Levels MA:Pr4.1.II	Advanced HS Levels MA:Pr4.1.III
a. Create media artworks integrating multiple contents and forms in order to reach a given audience.	a. Demonstrate how integrating multiple contents and forms can support a central idea in a media artwork in order to reach a given audience.	a. Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives in order to reach a given audience.	a. Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas in order to reach a given audience.	a. Integrate ideas from various media arts and other sources into unified productions, considering the reactions and interactions of a given or intended audience.	a. Integrate ideas from various arts, media arts forms, and other sources into unified media arts productions, considering the reactions and interactions of various audiences.	a. Synthesize ideas from various arts, media arts forms, academic curriuculum, and other sources into unified media arts productions that retain artistic fidelity across platforms and audiences.

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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?

Practice	Pre K MA:Pr5.1.PK	Kindergarten MA:Pr5.1.K	1st MA:Pr5.1.1	2nd MA:Pr5.1.2	3rd MA:Pr5.1.3	4th MA:Pr5.1.4
	a. Use identified skills (for example, manipulating tools, making choices, sharing) in creating and presenting media artworks.	a. Identify and demonstrate basic skills (for example, handling tools, making choices, cooperating) in creating and presenting media artworks.	a. Describe various artistic skills and roles (for example, technical steps, planning, collaborating) in media arts productions and presentations.	a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills (for example, tool use, decision making, collaboration) in media arts productions and presentations.	a. Exhibit developing 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.	a. Enact identified roles to practice foundational artistic, design, technical, and soft skills (for example, formal technique, equipment usage, production, collaboration) in media arts productions and presentations.
	b. Use identified creative skills (for example, imagining freely and in guided practice) within media arts productions.	b. Identify and demonstrate creative skills (for example, performing) within media arts productions.	b. Describe and demonstrate basic creative skills within media arts productions (for example, varying techniques).	b. Demonstrate use of experimentation skills (for example, trial and error, playful practice) within and through media arts productions.	b. Exhibit basic creative skills (for example, trial and error, playful practice) to invent new content and solutions within and through media arts productions.	b. Practice foundational innovative abilities (for example, design thinking) in addressing problems within and through media arts productions.
	c. Use media arts creation tools freely and in guided practice.	c. Practice, discover, and share how media arts creation tools work.	c. Experiment with and share different ways to use tools and techniques to construct media artworks.	c. Demonstrate and explore identified methods to use tools to capture and form media artworks.	c. Exhibit standard use of tools and techniques while constructing media artworks.	c. Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.

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5th MA:Pr5.1.5	6th MA:Pr5.1.6	7th MA:Pr5.1.7	8th MA:Pr5.1.8	Introductory HS Levels MA:Pr5.1.I	Intermediate HS Levels MA:Pr5.1.II	Advanced HS Levels MA:Pr5.1.III
a. Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills (for example, formal technique, production, collaboration) in media arts productions and presentations.	a. Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing and presenting media artworks (for example, invention, formal technique, production, self-initiative, problem-solving).	a. Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing and presenting media artworks (for example, creative problem-solving, organizing).	a. Demonstrate a defined range of artistic, design, technical, and soft skills through performing specified roles in producing and presenting media artworks (for example, strategizing, collaborative communication).	a. Demonstrate progression in artistic, design, technical, and soft skills as a result of selecting and fulfilling specified roles in the production and presentation of a variety of media artworks.	a. Demonstrate effective command of artistic, design, technical, and soft skills in managing, producing, and presenting media artworks.	a. Employ mastered artistic, design, technical, and soft skills in managing, producing and presenting media artwork.
b. Practice fundamental creative and innovative abilities (for example, expanding conventions) in addressing problems within and through media arts productions.	b. Develop a variety of creative and adaptive innovation abilities (for example, testing constraints) in developing solutions within and through media arts productions.	b. Exhibit an increasing set of creative and adaptive innovation abilities (for example, exploratory processes) in developing solutions within and through media arts productions.	b. Demonstrate a defined range of creative and adaptive innovation abilities (for example, divergent solutions, bending conventions) in developing new solutions for identified problems within and through media arts productions.	b. Develop and refine a determined range of creative and adaptive innovation abilities (for example, design thinking, risk taking) in addressing identified challenges and constraints within and through media arts productions.	b. Demonstrate effective ability in creative and adaptive innovation abilities (for example, resisting closure, responsive use of failure) to address sophisticated challenges within and through media arts productions.	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. Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks	c. Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.	c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.	c. Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of media artworks.	c. Demonstrate adaptation and innovation through the combination of tools, techniques, and content, in standard and innovative ways, to communicate intent in the production of media artworks.	c. Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks.	c. Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.

Media Arts

PRODUCING

Anchor Standard 6: Convey meaning through the presentation of artistic work.
Enduring Understanding: Media artists purposefully 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	Pre K MA:Pr6.1.PK	Kindergarten MA:Pr6.1.K	1st MA:Pr6.1.1	2nd MA:Pr6.1.2	3rd MA:Pr6.1.3	4th MA:Pr6.1.4
	a. With guidance, learn the various roles needed to present media artworks.	a. With guidance, identify and share roles in presenting media artworks.	a. With guidance, discuss presentation conditions and perform a task in presenting media artworks.	a. Identify and describe presentation conditions and perform task(s) in presenting media artworks.	a. Identify and describe the presentation conditions and take on roles and processes in presenting or distributing media artworks.	a. Explain the presentation conditions and fulfill a role and processes in presenting or distributing media artworks.
	b. With guidance, share reactions to the presentation of media artworks.	b. With guidance, identify and share reactions to the presentation of media artworks.	b. With guidance, discuss the experience of the presentation of media artworks.	b. Identify and describe the experience and share the results of presenting media artworks.	b. Identify and describe the experience and share the results of, and improvements for, presenting media artworks.	b. Explain the results of, and improvements for, presenting media artworks.

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	Pre K MA:Re7.1.PK	Kindergarten MA:Re7.1.K	1st MA:Re7.1.1	2nd MA:Re7.1.2	3rd MA:Re7.1.3	4th MA:Re7.1.4
	a. With guidance, explore and discuss components and messages in a variety of media artworks.	a. Recognize and, with guidance, share components and messages in media artworks.	a. Identify components and messages in media artworks.	a. Identify and describe the components and messages in media artworks.	a. Identify and describe how messages are created by components in media artworks.	a. Identify, describe, and explain how messages are created by components in media artworks.
	b. With guidance, explore media artworks and discuss experiences.	b. Recognize and share how a variety of media artworks create different experiences.	b. With guidance, identify how a variety of media artworks create different experiences.	b. Identify and describe how a variety of media artworks create different experiences.	b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.	b. Identify, describe, and, with guidance, explain how various forms, methods, and styles in media artworks manage audience experience.

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5th MA:Pr6.1.5	6th MA:Pr6.1.6	7th MA:Pr6.1.7	8th MA:Pr6.1.8	Introductory HS Levels MA:Pr6.1.I	Intermediate HS Levels MA:Pr6.1.II	Advanced HS Levels MA:Pr6.1.III
a. Compare qualities and purposes of presentation formats and fulfill a role and associated processes in presentation and/or distribution of media artworks.	a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.	a. Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.	a. Design the presentation and distribution of media artworks through multiple formats and/or contexts.	a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.	a. Curate and design the presentation and distribution of collections of media artworks through a variety of contexts (for example, mass audiences, physical and virtual channels).	a. Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts (for example, markets, venues).
b. Compare the results of, and improvements for, presenting media artworks.	b. Analyze the results of, and improvements for, presenting media artworks.	b. Evaluate the results of, and improvements for, presenting media artworks, considering impacts on personal growth.	b. Evaluate the results of, and implement improvements for, presenting media artworks, considering impacts on personal growth and external effects.	b. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts (for example, the benefits for self and others).	b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts (for example, changes that occurred for people or to a situation).	b. Independently evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts (for example, new understandings that were gained by artist and audience).

5th MA:Re7.1.5	6th MA:Re7.1.6	7th MA:Re7.1.7	8th MA:Re7.1.8	Introductory HS Levels MA:Re7.1.I	Intermediate HS Levels MA:Re7.1.II	Advanced HS Levels MA:Re7.1.III
a. Identify, describe, and differentiate how message and meaning are created by components in media artworks.	a. Identify, describe, and analyze how message and meaning are created by components in media artworks.	a. Describe, compare, and analyze the relationships between the components in media artworks.	a. Compare, contrast, and analyze the relationships between the components and style in media artworks.	a. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.	a. Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and provide feedback on how they impact audience.	a. Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.
b. Identify, describe, and, with guidance, differentiate how various forms, methods, and styles in media artworks manage audience experience.	b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.	b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.	b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks shape audience experience and create meaning.	b. Analyze how a variety of media artworks shape audience experience and create meaning through multimodal presentations.	b. Analyze how a wide variety of media artworks shape audience experience, create meaning, and persuade through multimodal presentations.	b. Survey a wide variety of traditional and experimental media artworks, analyzing methods for shaping audience experience, creating meaning, and persuading through multimodal presentations and systemic communications.

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: How do people relate to and interpret media artworks?

Interpret	Pre K MA:Re8.1.PK	Kindergarten MA:Re8.1.K	1st MA:Re8.1.1	2nd MA:Re8.1.2	3rd MA:Re8.1.3	4th MA:Re8.1.4
	a. With guidance, share reactions to media artworks.	a. With guidance, share observations regarding a variety of media artworks.	a. With guidance, identify the meanings of a variety of media artworks.	a. Determine the purposes and meanings of media artworks, considering their context.	a. Determine the purposes and meanings of media artworks while describing their context.	a. Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.

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 and why do media artists value and judge media artworks? (b) When and how should we evaluate and critique media artworks to improve them?

Evaluate	Pre K MA:Re9.1.PK	Kindergarten MA:Re9.1.K	1st MA:Re9.1.1	2nd MA:Re9.1.2	3rd MA:Re9.1.3	4th MA:Re9.1.4
	a. With guidance, examine and share qualities in media artworks.	a. Share qualities and possible changes in media artworks by using guided questioning.	a. Identify the effective parts of, and possible changes to, media artworks.	a. Discuss the effectiveness of, and improvements for, media artworks, considering their context.	a. Identify basic criteria for evaluating media artworks, considering possible improvements and context.	a. Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.

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5th MA:Re8.1.5	6th MA:Re8.1.6	7th MA:Re8.1.7	8th MA:Re8.1.8	Introductory HS Levels MA:Re8.1.I	Intermediate HS Levels MA:Re8.1.II	Advanced HS Levels MA:Re8.1.III
a. Determine and compare personal and group interpretations of a variety of media artworks, considering their subject matter, media characteristics, and context.	a. Interpret a variety of media artworks, using given criteria.	a. Interpret and construct meanings of a variety of media artworks, using guided self-developed criteria.	a. Interpret meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.	a. Interpret meanings and reaction to a variety of media artworks, focusing on personal and cultural contexts.	a. Interpret meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.	a. Interpret meanings and impacts of diverse media artworks, considering complex factors of context and bias.

5th MA:Re9.1.5	6th MA:Re9.1.6	7th MA:Re9.1.7	8th MA:Re9.1.8	Introductory HS Levels MA:Re9.1.I	Intermediate HS Levels MA:Re9.1.II	Advanced HS Levels MA:Re9.1.III
a. Identify relevant criteria for evaluating media artworks, considering possible improvements and context.	a. Identify and apply relevant criteria for evaluating and improving media artworks and production processes, considering context.	a. Determine and apply relevant criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.	a. Develop and apply relevant and specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.	a. Evaluate media artworks and production processes with developed criteria, considering context and artistic goals.	a. Evaluate media artworks and production processes at decisive stages, using identified criteria and considering context and artistic goals.	a. Independently form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.

Media Arts

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 MA:Cn10.1.PK	Kindergarten MA:Cn10.1.K	1st MA:Cn10.1.1	2nd MA:Cn10.1.2	3rd MA:Cn10.1.3	4th MA:Cn10 .1.4
	a. Use personal experiences in making media artworks.	a. Use personal experiences and choices in making media artworks.	a. Use personal experiences, interests, and models in creating media artworks.	a. Use personal experiences, interests, information, and models in creating media artworks.	a. Use personal and external resources (for example, interests, information, models) to create media artworks.	a. Examine and use personal and external resources (for example, interests, research, cultural understanding) to create media artworks.
	b. With guidance, share experiences of media artworks.	b. Share memorable experiences of media artworks.	b. Share meaningful experiences of media artworks.	b. Discuss experiences of media artworks, describing their meaning and purpose.	b. Identify and show how media artworks form meanings, situations, and/or culture (for example: popular media.)	b. Examine and show how media artworks form meanings, situations, or cultural experiences (for example, online spaces).

Anchor Standard 11: Relate artistic ideas and works 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 MA:Cn11.1.PK	Kindergarten MA:Cn11.1.K	1st MA:Cn11.1.1	2nd MA:Cn11.1.2	3rd MA:Cn11.1.3	4th MA:Cn11 .1.4
	a. With guidance, relate media artworks and everyday life.	a. With guidance, share ideas in relating media artworks and everyday life (for example, daily activities).	a. Discuss and describe media artworks in everyday life (for example, popular media, connections with family and friends).	a. Discuss how media artworks and ideas relate to everyday and cultural life (for example, media messages, media environments).	a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.	a. Explain verbally and/or in media artworks how media artworks and ideas relate to everyday and cultural life (for example, fantasy and reality, technology use).
	b. With guidance, interact safely and appropriately with media arts tools and environments.	b. With guidance, interact safely and appropriately with media arts tools and environments.	b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	b. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	b. Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.

Approved by the Illinois State Board of Education

5th MA:Cn10.1.5	6th MA:Cn10.1.6	7th MA:Cn10.1.7	8th MA:Cn10.1.8	Introductory HS Levels MA:Cn10.1.I	Intermediate HS Levels MA:Cn10.1.II	Advanced HS Levels MA:Cn10.1.III
a. Access and use internal and external resources (for example, interests, knowledge, experiences) to create media artworks.	a. Access, evaluate, and use internal and external resources (for example, knowledge, experiences, interests, research) to create media artworks.	a. Access, evaluate, and use internal and external resources (for example, experiences, interests, research, exemplary works) to inform the creation of media artworks.	a. Access, evaluate, and use internal and external resources (for example, cultural knowledge, research, exemplary works) to inform the creation of media artworks.	a. Access, evaluate, and integrate personal and external resources (for example, experiences, interests, cultural experiences) to inform the creation of original media artworks.	a. Synthesize internal and external resources (for example, cultural connections, introspection, research, exemplary works) to enhance the creation of persuasive media artwork.	a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.
b. Examine and show how media artworks form meanings, situations, and cultural experiences (for example, news, cultural events).	b. Explain and show how media artworks form new meanings, situations, and cultural experiences (for example, historical events).	b. Explain and show how media artworks form new meanings, knowledge, situations, and cultural experiences (for example, new information, learning).	b. Explain and demonstrate how media artworks create cultural experiences (for example, local and global events).	b. Explain and demonstrate the use of media artworks to expand meaning and knowledge and to create cultural experiences (for example, learning and sharing through online environments).	b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge and reflect and form cultural experiences (for example, new connections between themes and ideas, local and global networks, personal influence).	b. Demonstrate and expound on the use of media artworks to perfect new meaning, knowledge, and cultural experiences that have an impact.

5th MA:Cn11.1.5	6th MA:Cn11.1.6	7th MA:Cn11.1.7	8th MA:Cn11.1.8	Introductory HS Levels MA:Cn11.1.I	Intermediate HS Levels MA:Cn11.1.II	Advanced HS Levels MA:Cn11.1.III
a. Research and show how media artworks and ideas relate to social and community life (for example, exploring commercial and information purposes, history, ethics).	a. Research and show how media artworks and ideas relate to social, community, and cultural situations (for example, cultural identity, history, entertainment).	a. Research and demonstrate how media artworks and ideas relate to various situations, purposes, and values (for example, community, vocations, social media).	a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (for example, democracy, environment, connecting people and places).	a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (for example, social trends, power, equality, cultural identity).	a. Demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values (for example, markets, systems, propaganda, truth).	a. Examine in depth and demonstrate the relationships of media arts ideas and works to local and global contexts, purposes, and values through relevant media artworks that have an impact.
b. Examine, discuss, and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.	b. Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy.	b. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.	b. Analyze and responsibly interact with media arts tools, environments, and legal and technological contexts, considering ethics, media literacy, social media, and virtual worlds.	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.	b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist-audience interactivity.	b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.

Media Arts 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, and assemblies (for example, light, sound, space, time, shot, clip, scene, sequence, movie, 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, where, and when 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, branding, movie timeline, series).

Contrast: Principle of using the difference between items, 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.

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

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

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

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

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, 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.

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, 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 models, 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 capabilities 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 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, and copyright.

Manage audience experience: The act 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.

Markets: The various commercial and informational channels and forums 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 nonprint messages.

Media messages: The various artistic, emotional, expressive, prosaic, 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 production for a live audience.

Multimodal perception: The coordinated and synchronized integration of multiple sensory systems (for example, vision, touch, auditory) 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, 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, or application.

Resisting closure: Delaying completion of an idea, process, or production or persistently extending 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 tension-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), remixes, and transmedia.

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, and code.

Tone: Principle of "color," "texture," or "feel" of a media arts element or component, such as sound, lighting, mood, or sequence.

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, and Deviantart.

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

Vocational: The workforce aspects and contexts of media arts.

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The Illinois Arts Learning Standards Initiative was coordinated by Arts Alliance Illinois

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