Ohio's Model Curriculum for Fine Arts

Media Arts

2025

Ohio Department of Education & Workforce

Contents

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Executive Summary

The **Media Arts Model Curriculum** for Ohio's Fine Arts education provides a comprehensive framework to support the teaching media arts in K-12 settings; emphasizing *Artistic Literacy* and the role of media arts in promoting media literacy, cultural understanding, and personal expression. The model curriculum is designed to develop students' creative, technical, and analytical skills through the *Artistic Processes* of creating, performing, responding, and connecting. It includes sample lesson plans for different grade levels, highlighting the importance of kinesthetic awareness, safe practices, and collaboration, to model how the Ohio Learning Standards for Fine Arts can be applied in practice. Additionally, it provides assessment rubrics and instructional strategies to guide educators in implementing the standards effectively.

Overall, the Media Arts Model Curriculum aims to foster a deep understanding and appreciation of media arts as an art form, while preparing students for post-secondary success and lifelong engagement with the arts. The model curriculum is structured to be adaptable to local contexts, ensuring that it meets the varied needs of ALL students across Ohio. By fostering creativity, critical thinking, and technical skills, the Media Arts Model Curriculum aims to cultivate a new generation of media artists who can effectively communicate and innovate in a rapidly evolving digital landscape.

Media Arts and The Science of Reading

The integration of the science of reading and fine arts, including media arts, plays a crucial role in the holistic development of students. The science of reading emphasizes evidence-based practices that enhance literacy skills, enabling students to decode, comprehend, and engage with texts effectively. This foundation is essential for academic success and lifelong learning.

On the other hand, fine arts, including media arts, foster creativity, critical thinking, and emotional expression. Media arts education, as outlined in the Media Arts Model Curriculum Framework, promotes artistic literacy and the development of experimentation skills, innovation, and personal expression. It encourages students to engage in the artistic processes of creating, performing, responding, and connecting, which are vital for developing technical and analytical skills.

Combining these disciplines enriches the educational experience by providing diverse avenues for students to explore and express their ideas. The science of reading equips students with the tools to understand and interpret information, while fine arts, including media arts, offer a medium for creative expression and cultural appreciation. Together, they prepare students for post-secondary success and lifelong engagement with the arts and literacy.

The [Writing Standards for Literacy in Technical Subjects in Ohio's Learning Standards in English Language Arts](#) demonstrate ways literacy skills can be integrated across grades 6-12 to define college and career readiness expectations.

MODEL CURRICULUM DOMAINS AND DESCRIPTORS

Ohio's Learning Standards and Model Curriculum provide a framework from which local curricula can be developed. It is not the curriculum; the curriculum is a local responsibility. The essential elements of the Model Curriculum Framework progress from the conception of *Artistic Literacy* and the *Artistic Processes*. Beginning with defining the desired outcomes or *Enduring Understandings* the framework clarifies *Content Elaborations*, associated *Essential Questions,* and *Expectations for Learning*. The discipline-specific standards provide the grade- and skill-level specific performance indicators to guide instruction.

DOMAIN	WHAT IT DESCRIBES
Standards	*Standards* describe what students should know and be able to do throughout K-12.
Enduring Understandings	*Enduring Understandings* describe what students will carry forward from instruction.
Content Elaborations	*Content Elaborations* are break down the artistic and cognitive rigor, skills, and thinking dispositions of the *Enduring Understandings* so the learner can understand, discuss, and demonstrate growth and mastery as they progress through the grade-/skill-levels. They serve as anchoring taxonomies.
Essential Questions	*Essential Questions* focus the big ideas of the enduring understandings. They are questions intended to stimulate thought, provoke inquiry, and spark more questions.
Expectations for Learning	*Expectations for Learning* clarify the conceptual, procedural, and application skills in the arts students will be able to demonstrate. They are macro-level expectations that require additional scaffolding based on the local contexts.
Career Connections	*Career Connections* help students develop a vision and realistic plan for their futures – during K-12 and beyond.

Access more information about the Ohio Model Curriculum for Fine Arts in the Implementation Toolkit. The toolkit is a comprehensive resource that includes research-based, practical guidance and resources for teachers, administrators, and parents/families.

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Media Arts Model Curriculum Framework

Artistic Literacy			
Artistic Processes			
Creating	**Performing**	**Responding**	**Connecting**
Artists/Students conceive and develop new artistic ideas and work.	Artists/students realize artistic ideas and work through interpretation and presentation.	Artists/students understand and evaluate how the arts convey meaning.	Artists/students relate artistic ideas and work with personal meaning and external content.
Enduring Understandings			
Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.	Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
Content Elaborations			
1. Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts. 2. Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea. 3. The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	1. Media artists integrate various forms and contents to develop complex, unified artworks. 2. Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions. 3. Media artists purposefully present, share, and distribute media artworks for various contexts.	1. Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production. 2. Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork. 3. Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	1. Media arts works synthesize meaning and form cultural experience. 2. Media arts works and ideas are better understood and produced by relating them to their purposes, values, and various contexts. 3. Media arts and media literacy contribute to student post-secondary goals.
Essential Questions			

1. How do media artists generate ideas?
   a. How can ideas for media arts productions be formed and developed to be effective and original?
 2. How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
   a. How are creativity and innovation developed within and through media arts productions?
 3. How do media artists improve/refine their work?
   a. What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?
	1. How are complex media arts experiences constructed?
	 2. What skills are required for creating effective media artworks and how are they improved?
	   a. How do media artists use various tools and techniques?
	 3. How does time, place, audience, and context affect presenting or performing choices for media artworks?
	   a. How can presenting or sharing media artworks in a public format help a media artist learn and grow?
		1. How are media arts works understood?
		   a. How do media artists analyze work?
		   b. How do media artists 'read' media artworks and discern their relational components?
		   c. How do media artworks function to convey meaning and manage audience experience?
		 2. How do people relate to and interpret media artworks?
		 3. What criteria are used to evaluate media arts?
		   a. How and why do media artists value and judge media artworks?
		   b. When and how should media artists evaluate and critique media artworks to improve them?
			1. How do media artists relate knowledge and experiences to understanding and making media artworks?
			   a. How do media artists learn about and create meaning through producing media artworks?
			 2. How does media arts relate to its various contexts, purposes, and values?
			   a. How does investigating these relationships inform and deepen the media artist's understanding and work?
			 3. How does cultivating media arts skills and media literacy prepare students for post-secondary success?

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Artistic Literacy			
Artistic Processes			
Creating	**Performing**	**Responding**	**Connecting**
Expectations for Learning			

1. Students can identify various sources media artists use to generate and conceptualize work (individually and collaboratively)
   a. Students can make artistic choices to form effective and original works.
2. Students can make organizational choices to develop artistic ideas (individually and collaboratively).
   a. Students can demonstrate creative and innovative thinking (individually and collaboratively) throughout the media art making process.
   b.
3. Students can reflect and apply feedback improve the quality of work and communicate meaning.
   a. Students can identify various components to create and refine media arts projects that convey a purpose, intent, or artistic quality.
	1. Students can identify processes and construct complex media arts experiences.
	2. Students can organize media arts productions and apply skills to improve media arts work.
	   a. Students can demonstrate ability to perform various media techniques throughout production.
	3. Students can describe how time, place, audience, and context affect media arts presentations.
	   a. Students can explain the value of public sharing of work.
		1. Students can analyze various media arts works to determine meaning.
		   a. Students can relate various technical components and how they contribute to the meaning or understanding of the work.
		   b. Students can identify how various technical components function collaboratively to impact audience experience.
		2. Students can use verbal, written, or abstract forms of communication to interpret intent and reflect on how work is interpreted.
		   a. Students can use media arts specific vocabulary when analyzing work for intent and meaning.
		3. Students can identify and apply criteria to evaluate media arts productions (both their own and others).
		   a. Students can provide criticism and feedback that contributes to improving work.
		   b. Students can justify evaluation criteria and processes for improvement.
			1. Students can connect knowledge and personal experience to deepen understanding.
			2. Students can relate the historical, societal, cultural, or community context to how media arts are understood and produced.
			   a. Students can explain how media arts projects communicate meaning and reflect cultural and historical context.
			   b. Students can investigate relationships between historical, societal, cultural, and community context to their understanding of media and their own media arts work.
			3. Students can connect their learning of media arts skills, thinking dispositions, and creative processes to personal goals for college, career, and beyond.

Discipline Specific Performance Indicators			
Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards	Grade-/Skill-level Performance Indicators in the Standards

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Access the full standards documents on the Fine Arts website.

Creating	Performing	Responding	Connecting
PERFORMANCE INDICATORS **K.1CR** With prompting and support, identify ideas for media art. **K.2CR** With prompting and assistance, create and assemble media art content that displays expression and meaning. **K.3CR** With prompting and support, share ideas about artistic elements found in media art.	**PERFORMANCE INDICATORS** **K.1PE** With prompting and support, work as a team and discuss individual roles on the team. **K.2PE** Identify and demonstrate creative skills. **K.3PE** Practice, discover, and share how media art creation tools work. **K.4PE** With prompting and support, choose a format for presentation.	**PERFORMANCE INDICATORS** **K.1RE** With prompting and support, explore components and messages in media art. **K.2RE** With prompting and support, share how a variety of media art creates different experiences. **K.3RE** With prompting and support, share observations regarding a variety of media art. **K.4RE** With prompting and support, share appealing qualities of and possible changes to media art.	**PERFORMANCE INDICATORS** **K.1CO** Create media art based on personal experiences. **K.2CO** Share memorable experiences of media art. **K.3CO** With prompting and support, combine varied academic, arts, and media content into media art. **K.4CO** With prompting and support, talk about rules for interacting with media art.
PERFORMANCE INDICATORS **1.1CR** With prompting and support, share ideas for media art. **1.2CR** Create and assemble media art content that displays expression and meaning. **1.3CR** Share ideas about artistic elements found in media art.	**PERFORMANCE INDICATORS** **1.1PE** With prompting and support, choose and practice different roles when planning media art in a group. **1.2PE** Describe and demonstrate basic creative skills within media art. **1.3PE** Experiment with and share different ways to use tools and techniques to create media art. **1.4PE** With prompting and support, identify criteria for choosing work for presentation.	**PERFORMANCE INDICATORS** **1.1RE** With prompting and support, identify components and messages in media art. **1.2RE** With prompting and support, identify how a variety of media art creates different experiences. **1.3RE** With guidance, identify the meanings of a variety of media art. **1.4RE** Identify the effective parts of and possible changes to media art, considering personal preferences.	**PERFORMANCE INDICATORS** **1.1CO** Create media art based on personal experiences, interests, and influences. **1.2CO** Share meaningful experiences of media art. **1.3CO** With support, combine varied academic, arts, and media content into media art. **1.4CO** Define safety concerns when interacting with media art.
PERFORMANCE INDICATORS **2.1CR** Experiment with multiple ideas for media art. **2.2CR** Construct and assemble content for unified media art productions, identifying and applying basic elements. **2.3CR** Assemble and construct ideas using artistic elements found in media art.	**PERFORMANCE INDICATORS** **2.1PE** Describe and demonstrate skills important to planning and collaborating on media art. **2.2PE** Demonstrate experimentation skills when creating media art. **2.3PE** Explore and demonstrate identified methods to use tools to create media art. **2.4PE** Discuss presentation formats and channels for media art.	**PERFORMANCE INDICATORS** **2.1RE** Identify and describe the components and messages in media art and how they relate to one's own experience. **2.2RE** Identify and describe how a variety of media art creates different experiences. **2.3RE** Determine the purposes and meanings of media art, considering their context. **2.4RE** Discuss the effectiveness of media art and the possible effects of proposed changes.	**PERFORMANCE INDICATORS** **2.1CO** Create media art that conveys personal knowledge, interests, and influences. **2.2CO** Discuss possible purposes of media art that have created memorable experiences. **2.3CO** Combine varied academic, arts, and media content into media art to tell a personal story or narration. **2.4CO** Define fairness concerns when interacting with media art.

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Creating	Performing	Responding	Connecting
PERFORMANCE INDICATORS **3.1CR** Develop multiple ideas for media art. **3.2CR** Construct and order various content into unified, purposeful media art productions. **3.3CR** Define art elements and discuss how their applications to a media art product can have an effect on a viewer.	**PERFORMANCE INDICATORS** **3.1PE** Demonstrate planning and collaborating skills while creating media art. **3.2PE** Exhibit basic creative skills to invent new content and solutions in media art. **3.3PE** Demonstrate the use of tools and techniques in traditional ways when constructing media art. **3.4PE** Identify specific presentation formats and channels for media art.	**PERFORMANCE INDICATORS** **3.1RE** Identify and describe how messages and meaning are created by the components of media art. **3.2RE** Identify and describe how various styles and forms of media art are used to manage an audience's experience. **3.3RE** Determine the purposes and meanings of media art while describing their context. **3.4RE** Identify basic criteria for evaluating media art and recommend possible improvements to a work based on criteria.	**PERFORMANCE INDICATORS** **3.1CO** Create media art to convey newly learned knowledge and information. **3.2CO** Identify ways in which media art conveys purpose through meaningful experiences. **3.3CO** Use various combinations of content with media art to tell a third-person story or narration. **3.4CO** Examine rules and guidelines for interacting with media art tools and environments.
PERFORMANCE INDICATORS **4.1CR** Establish goals for media art. **4.2CR** Construct, order, and manipulate various content using media art elements to convey purpose and meaning. **4.3CR** Demonstrate how the application of artistic elements can refine media art.	**PERFORMANCE INDICATORS** **4.1PE** Compare and contrast skills important for various team roles when creating media art. **4.2PE** Practice innovative abilities, such as design thinking, to address problems in media art. **4.3PE** Demonstrate how tools and techniques can be used in traditional and experimental ways when constructing media art. **4.4PE** Identify and articulate qualities of various presentation formats and channels for media art.	**PERFORMANCE INDICATORS** **4.1RE** Compare and contrast the messages and meanings created by individual components of media art. **4.2RE** Explain how various forms, methods, and styles in media art manage the audience's experience. **4.3RE** Determine and explain reactions and interpretations to a variety of media art, considering their purpose and context. **4.4RE** Identify and analyze basic criteria for evaluating media art and recommend possible improvements to a work based on criteria.	**PERFORMANCE INDICATORS** **4.1CO** Explore given knowledge and information to create media art. **4.2CO** Identify ways in which media art can reflect and gain meaning from common cultural experiences. **4.3CO** Combine varied academic, arts, and media content in media art to evolve understanding. **4.4CO** Examine safety concerns when interacting with media art tools and environments.
PERFORMANCE INDICATORS **5.1CR** Select and implement original ideas for media art to achieve goals. **5.2CR** Create content and combine assembly components to convey expression, purpose, and meaning in a variety of media art. **5.3CR** Determine how elements and principles can be altered to improve clarity and purpose.	**PERFORMANCE INDICATORS** **5.1PE** Demonstrate skills while working in identified team roles when creating media art. **5.2PE** Practice fundamental creative and innovative skills while making media art. **5.3PE** Select and implement tools and techniques in traditional and experimental ways when constructing media art. **5.4PE** Compare qualities and purposes of various presentation formats and channels for media art.	**PERFORMANCE INDICATORS** **5.1RE** Compare the qualities of and the relationships between components in media art and analyze how those relationships may create meaning. **5.2RE** Differentiate how various forms, methods, and styles in media art manage audience experience. **5.3RE** Determine and compare personal and group interpretations of a variety of media art, considering their intention and context. **5.4RE** Identify, describe, and analyze basic criteria for evaluating media art and recommend possible improvements to a work.	**PERFORMANCE INDICATORS** **5.1CO** Explore and examine external resources based on personal interest to create media art. **5.2CO** Identify ways in which media art can influence culture by creating common cultural experiences. **5.3CO** Integrate multiple contents and forms into media art to express an idea or information. **5.4CO** Examine safety and ethical concerns when interacting with media art tools and environments.

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Creating	Performing	Responding	Connecting
PERFORMANCE INDICATORS **6.1CR** Identify creative processes that can be used to create variations of ideas and goals. **6.2CR** Experiment with multiple media art components to produce content and assemble components for a determined purpose and meaning. **6.3CR** Examine how elements and principles can be altered purposefully to affect an audience.	**PERFORMANCE INDICATORS** **6.1PE** Apply various skills while performing an assigned role when producing media art. **6.2PE** Further develop a variety of creative and innovative abilities while making media art. **6.3PE** Demonstrate adaptability using tools, techniques, and content in traditional and experimental ways when constructing media art. **6.4PE** Analyze various formats, tasks, and processes for the presentation of media art.	**PERFORMANCE INDICATORS** **6.1RE** Describe and differentiate how the message and meaning created by the components in media art combine into a complete work. **6.2RE** Analyze how various forms, methods, and styles in media art manage audience experience. **6.3RE** Analyze the intent of a variety of media art using provided, specific contextual criteria. **6.4RE** Analyze basic criteria for evaluating media art and recommend possible improvements based on evidence and criteria from the media art.	**PERFORMANCE INDICATORS** **6.1CO** Explore, examine, and evaluate external resources based on personal interests to create media art. **6.2CO** Examine ways in which media art reflects, influences, and defines culture through common cultural experiences. **6.3CO** Integrate multiple contents and forms into media art to support a central or main idea. **6.4CO** Analyze safety and ethics when interacting with media art tools and environments.
PERFORMANCE INDICATORS **7.1CR** Experiment with creative processes to create variations of ideas and goals for media art. **7.2CR** Implement production processes to integrate content and components for a determined meaning in media art. **7.3CR** Formulate artistic elements to improve understanding of purpose for an audience.	**PERFORMANCE INDICATORS** **7.1PE** Apply various skills while performing a variety of roles when producing media art. **7.2PE** Exhibit an increasing set of creative and innovative abilities while making media art. **7.3PE De**monstrate adaptability using tools, techniques, and content to achieve an assigned purpose using traditional and experimental techniques when producing media art. **7.4PE** Evaluate various formats, tasks, and processes for the presentation of media art.	**PERFORMANCE INDICATORS** **7.1RE** Categorize types of messages and meaning in media art. Compare and contrast how messages and meaning are demonstrated in each category. **7.2RE** Compare and analyze how various forms, methods, and styles in media art interact with personal preferences in influencing audience experience. **7.3RE** Analyze the intent and meaning of a variety of media art using self-identified contextual criteria. **7.4RE** Defend and support basic criteria for evaluating media art and recommend possible improvements based on evidence and criteria from the media art.	**PERFORMANCE INDICATORS** **7.1CO** Construct and communicate creative ideas based on personal and external resources. **7.2CO** Examine ways in which media art expands cultural understandings. **7.3CO** Integrate multiple contents and forms into unified media art that conveys a specific theme or idea. **7.4CO** Analyze and apply safety and ethics guidelines when interacting with media art tools and environments.
PERFORMANCE INDICATORS **8.1CR** Generate a variety of original ideas for media art using focused, creative processes. **8.2CR** Coordinate production processes and integrate content and components for a determined purpose and meaning in media art. **8.3CR** Modify the technical qualities of artistic elements to improve expressive and stylistic elements.	**PERFORMANCE INDICATORS** **8.1PE** Demonstrate and generate skills while performing a variety of roles when producing media art. **8.2PE** Demonstrate a range of creative and innovative solutions through exploration and experimentation while creating media art. **8.3PE** Demonstrate adaptability using tools, techniques, and content to communicate an intended meaning using traditional and experimental techniques. **8.4PE** Design the presentation and distribution of media art through multiple formats and/or contexts.	**PERFORMANCE INDICATORS** **8.1RE** Evaluate the qualities of and relationships between components and personal style expressed in media art. Analyze how those components and styles create meaning. **8.2RE** Compare, contrast, and analyze how various forms, methods, and styles in media art create an intentional audience experience. **8.3RE** Analyze the intent, meaning, and reception of a variety of media art, focusing on one or more contexts in which the work was made. **8.4RE** Generate basic criteria for evaluating media art and recommend possible improvements based on evidence and criteria from the media art.	**PERFORMANCE INDICATORS** **8.1CO** Construct and communicate creative ideas based on personal and external resources. Detect and justify creative choices through the process of deconstruction. **8.2CO** Examine ways in which media art influences culture. **8.3CO** Integrate multiple contents and forms into unified media art that conveys a consistent perspective and narrative. **8.4CO** Define and analyze safety, ethical, and legal guidelines when interacting with media art tools and environments.

Creating	Performing	Responding	Connecting
PERFORMANCE INDICATORS **HSP.1CR** Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem-solve in the creation of media art. **HSP.2CR** Combine production processes to demonstrate deliberate choices in organizing and integrating content in media art productions. **HSP.3CR** Define aesthetic qualities in a media art that accentuate stylistic artistic elements to communicate personal goals and preferences.	**PERFORMANCE INDICATORS** **HSP.1PE** Identify and apply skills while experimenting with various roles in the production of a variety of media art. **HSP.2PE** With direct feedback, develop, and refine a determined range of creative and innovative abilities that identify and address challenges and constraints while making media art. **HSP.3PE** Demonstrate adaptability by combining tools, techniques, and content in standard and innovative ways to communicate intent in media art. **HSP.4PE** Design the presentation and distribution of collections of media art, considering combinations of artworks, formats, and audiences.	**PERFORMANCE INDICATORS** **HSP.1RE** Analyze the qualities of and relationships between the components, style, and preferences communicated in media art. **HSP.2RE** Analyze how media art creates a multisensory audience experience. **HSP.3RE** Explore multiple intents and meanings of a media art, focusing on the context in which the work was made. **HSP.4RE** Evaluate media art using the provided criteria considering project goals.	**PERFORMANCE INDICATORS** **HSP.1CO** Create media art to build and develop new knowledge and understanding about personal and external resources. **HSP.2CO** Analyze the ways in which technology has changed how media art influences local, national, and global culture. **HSP.3CO** Integrate content from various art forms into unified media art that considers the reaction and interaction of the audience. **HSP.4CO** Analyze and evaluate safety, ethical, and legal guidelines when interacting with media arts tools and environments.
PERFORMANCE INDICATORS **HSAC.1CR** Use generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in the creation of media art. **HSAC.2CR** Combine and compose production processes to demonstrate deliberate choices in organizing and integrating content in media art productions. **HSAC.3CR** Elaborate on and apply aesthetic elements of design to form expressive, purposeful, and stylistic intent in media art.	**PERFORMANCE INDICATORS** **HSAC.1PE** Skillfully identify and purposefully apply skills while selecting and fulfilling specified roles in the production of a variety of media art. **HSAC.2PE** Effectively use creative and innovative skills to address sophisticated challenges within and through media art. **HSAC.3PE** 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 art. **HSAC.4PE** Curate and design the presentation and distribution of collections of media art through a variety of contexts and channels.	**PERFORMANCE INDICATORS** **HSAC.1RE** Analyze the qualities of and relationships between the components, styles, and preferences communicated in media art. Interpret and justify the use of those components. **HSAC.2RE** Analyze how multiple media artworks combine style and content to create an effective multisensory audience experience. **HSAC.3RE** Interpret and explain the multiple intents, meanings, and influences of a variety of media artworks based on the various contexts in which the works were made. **HSAC.4RE** Form and apply defensible evaluations considering project goals, design, and production factors and feedback.	**PERFORMANCE INDICATORS** **HSAC.1CO** Synthesize resources to enhance the creation of persuasive original media art. **HSAC.2CO** Analyze the use of media art to purposely affect local, national, and global culture. **HSAC.3CO** Integrate content from various art forms into unified media art with continuity of theme and style among multiple works. **HSAC.4CO** Analyze and consistently apply safety, ethical, and legal guidelines when creating and interacting with media art tools and environments.
PERFORMANCE INDICATORS **HSAD.1CR** Consistently integrate with a variety of generative methods to fluently form original solutions in the creation of media art. **HSAD.2CR** Synthesize content, processes, and assembly components to express compelling purpose, story, emotion, or ideas in complex media art productions. **HSAD.3CR** Consistently elaborate on how aesthetic elements of design could be used to establish purpose, expression, and style in media art for specific purposes, audiences, and context.	**PERFORMANCE INDICATORS** **HSAD.1PE** Masterfully demonstrate skills while purposefully selecting and fulfilling specific roles in the production of media art. **HSAD.2PE** Employ mastered creative and innovative skills to address complex challenges within and through media art. **HSAD.3PE** Independently use and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media art. **HSAD.4PE** Curate, design, and promote the presentation and distribution of media art for intentional impacts through a variety of contexts and channels.	**PERFORMANCE INDICATORS** **HSAD.1RE** Synthesize the qualities of and relationships between the components, style, and preferences communicated in exemplar media art into a personally crafted media art. **HSAD.2RE** Survey an exemplary range of media art, analyzing methods for managing audience experience, creating intention, and persuasion through multisensory perception and communications. **HSAD.3RE** Compose intent, meanings, and impacts of diverse media art considering the complex factors of context and perception. **HSAD.4RE** Independently develop rigorous evaluations of media art considering project goals, design, and production factors and feedback.	**PERFORMANCE INDICATORS** **HSAD.1CO** Independently and proactively access relevant, quality resources to inform the creation of cogent media art. **HSAD.2CO** Synthesize media art with an intent to advocate for positive change. **HSAD.3CO** Synthesize content from various art forms with academic content into unified media art. **HSAD.4CO** Produce safe, ethical, and legal guidelines when creating and interacting with media arts tools and recognizing various environments and audiences.

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SAMPLE CONTENT ELABORATION PROGRESSIONS BY GRADE-BAND

Creating	Performing	Responding	Connecting
Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts: • **K-2:** Students can explore basic media arts concepts and creative processes by using their imagination and everyday experiences to create simple digital images and sounds. They can learn to express their ideas through basic media arts tools and processes. • **3-5:** Students can use more complex media arts concepts and creative processes using cultural stories, historical events and emotions. They can create digital images, sounds, and videos that express these inspirations. They can experiment with different processes and approaches with creating work and designs. • **6-8:** Students can select processes and creative inspiration from a wide range of sources, including literature, art, and personal experiences. They can create complex digital projects that convey intricate ideas and emotions. • **HS:** Students can apply sophisticated sources of inspiration, such as philosophical concepts, social issues, and advanced artistic works and creative processes when creating work or designs. They can justify the selection of various creative processes and tools to create media projects that convey deep and nuanced meaning.	**Media artists integrate various forms and contents to develop complex, unified artworks:** • **K-2:** Students can explore basic media arts techniques to create simple digital images and sounds. They can learn to express their ideas through basic media arts tools. • **3-5:** Students can use more complex media arts techniques. They can create digital images, sounds, and videos that express ideas. • **6-8:** Students can experiment with how different media arts techniques generate different products and compare and contrast the outcomes. They can create complex digital projects that convey intricate ideas and emotions by applying various media arts techniques and skills. • **HS:** Students can justify their selection of media arts techniques, tools, and approaches to create media projects that convey deep and nuanced meanings. Students can demonstrate advanced proficiency in a variety of media arts techniques and skills.	**Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production:** • **K-2:** Students can begin to analyze media arts by observing and discussing what they notice and experience. They can talk about what they see/hear and how it makes them feel. • **3-5:** Students can engage in detailed analysis of the qualities and characteristics of media artwork using simple media arts vocabulary. • **6-8:** Students can engage in analysis and evaluation of media arts by observing work or participating with a product. They can write or discuss the meaning and intent behind the work citing evidence of what they saw/experienced and using media arts vocabulary. • **HS:** Students can explain the qualities and characteristics of media artworks that improve the appreciation and production of personal and collaborative work.	**Media artworks synthesize meaning and form cultural experience:** • **K-2:** Students can connect their imagination and everyday experiences to basic media arts concepts. • **3-5:** Students can compare media arts works from different forms and cultures that express similar ideas. • **6-8:** Students can relate a wide range of sources for inspiration, including literature, art, and personal experiences. They can connect sources of inspiration and their artistic choices and consider how media artists similarly may be influenced by these sources of inspiration **HS:** Students can synthesize personal experiences, knowledge, and inspiration to convey deep and nuanced meanings. They can connect multiple sources of inspiration with personal experience and artistic choices. They can compare their choices with the choices of other media artists.
Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea: • **K-2:** Students can begin to understand the importance of planning and organizing their creative ideas. They can create simple storyboards or digital slideshows to organize their thoughts and present their ideas. • **3-5:** Students can learn to create more detailed storyboards, scripts, and digital projects. They can organize their ideas and develop process structures to effectively realize their artistic vision. • **6-8:** Students can develop detailed plans and models for their media projects. They can use advanced tools and techniques to organize and execute their creative ideas. • **HS:** Students can master the planning and organization of complex media projects. They can develop comprehensive plans and models to effectively realize their artistic vision.	**Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions:** • **K-2:** Students can demonstrate skills and abilities to solve simple media arts problems and tasks with teacher assistance. • **3-5:** Students can explore different skills and approaches to solving problems through various media arts productions, such as graphics, video, or sound. media • **6-8:** Students can express their ability to use a range of skills and abilities when producing media arts products and projects. They can solve problems creatively by working independently and collaboratively. • **HS:** Students can make choices about how to creatively solve media arts problems and tasks through the application and demonstration of a range of skills and abilities in multiple media arts domains (such as graphic, video, sound, and interactive medias).	**Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork:** • **K-2:** Students can have conversations about how work is interpreted and appreciated, identifying what they like and do not like and how work makes them feel using basic media arts vocabulary. • **3-5:** Students can write short reflections about their interpretations of the meaning of media arts works and consider how the form and context contribute to understanding using media arts vocabulary. • **6-8:** Students can reflect and communicate their interpretations of media arts works through verbal, written, and abstract code of communication. They can cite how form, context, and personal interpretation shape their opinions and how media art is understood using more genre specific media arts vocabulary. • **HS:** Students can reflect and defend their interpretations of media arts works through verbal, written, and abstract code of communication. They can apply various criteria to evaluation and as evidence for their opinions and interpretations using advanced media arts vocabulary.	**Media arts works and ideas are better understood and produced by relating them to their purposes, values, and various contexts:** • **K-2:** Students can identify some of the influences of history, society, culture, and community context when viewing and discussing media arts works. • **3-5:** Students can relate their knowledge of history, society, culture, and community to their observations and analysis of media arts works. They can relate how this understanding informs the interpretation and understanding of the work. • **6-8:** Students can investigate how relationships between historical, societal, cultural, and community contexts shape how media arts are created and understood. • **HS:** Students can synthesize their understanding of how relationships between historical, societal, cultural, and community contexts shape how media arts are created and understood. They can apply this understanding to their own creations.
The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks:	**Media artists purposefully present, share, and distribute media artworks for various contexts:**	**Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks:**	**Media arts and media literacy contribute to student post-secondary goals:**

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Creating	Performing	Responding	Connecting
• **K-2:** Students can learn to identify and use basic aesthetic components such as color, shape, and sound. They can experiment with these elements to create simple media artworks that convey meaning and artistic quality. • **3-5:** Students can experiment with various aesthetic components and principles such as composition, balance, and contrast. They can refine their media artworks to enhance their artistic quality and convey deeper meaning. • **6-8:** Students can integrate various aesthetic components and principles to create unified and sophisticated media artworks. They can refine their projects to achieve high artistic quality and convey profound meaning. • **HS:** Students can conduct comprehensive analysis and refinement of their media projects. They can use advanced techniques and principles to achieve high artistic quality and convey profound meaning.	• **K-2:** Students can select basic aesthetic components such as color, shape, and sound for media arts projects.. They can present and share their work with classmates. • **3-5:** Students can experiment with various aesthetic components and principles such as composition, balance, and contrast. They can present and share their work with other classes and their families. • **6-8:** Students can integrate various aesthetic components and principles to create unified and sophisticated media artworks. They can present and share their work in public settings. **HS:** Students can master the planning and organization of complex media projects. They can present and share their work to various public audiences.	• **K-2:** Students can learn to identify and use basic aesthetic components such as color, shape, and sound. They can begin to understand that different types of media arts productions have different criteria for evaluation. • **3-5:** Students can learn to appreciate different aesthetic components and principles such as composition, balance, and contrast by viewing a wide range of examples. They can discuss what they liked and why, use feedback to refine their personal work, and explain that different types of media arts productions have different criteria for evaluation. • **6-8:** Students can appreciate a diverse range of media arts styles by evaluating the work of other artists, their peers, and their own work. They can explain why they appreciate particular choices, citing evidence from established criteria. • **HS:** Students can skillfully evaluate and critique media arts productions of artists, their classmates, and their own work using teacher-generated and self-generated criteria. They can conduct comprehensive analysis and refinement of their media projects and apply feedback and criticism to improve how their work is interpreted and understood.	• **K-2:** Students can safely and appropriately use media arts tools. They can demonstrate creative and innovative thinking throughout the media arts making process. They can identify how the process of art-making can contribute to improving artwork. • **3-5:** Students can demonstrate the ability to create various media arts techniques and skills, both in class and in presentation of work. They can apply technical and artistic skills in production of media arts work. They can explain how revision and feedback processes contribute to improving the quality and enjoyment of media art. • **6-8:** Students can engage in analysis and evaluation of their work, using self-reflection and feedback to refine work. They can document their thinking through detailed written descriptions or oral responses. They can explain how media arts and the artistic process informs their approach to learning other subjects. **HS:** Students can conduct comprehensive analysis of their media arts products, using advanced techniques and tools to refine their work. They can document their projects through professional quality portfolios with detailed written descriptions.

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Sample Lesson Plan Ideas

These sample lesson ideas are intended as a starting point for educators to craft high-quality learning experiences informed by evidence-based best practice, the guidance in the Fine Arts Model Curriculum Toolkit Document, and their local context. These samples are meant to be descriptive not prescriptive.

SAMPLE LESSON PLAN: 2ND GRADE MEDIA ARTS CLASS

Lesson Title: Exploring Media Art through Experimentation

Grade Level: 2nd Grade
Duration: 5 Class Periods (30 minutes each)
Standards:
- 2.1CR: Experiment with multiple ideas for media art.
- 2.1PE: Describe and demonstrate skills important to planning and collaborating on media art.
- 2.2PE: Demonstrate experimentation skills when creating media art.
- 2.4RE: Discuss the effectiveness of media art and the possible effects of proposed changes.

Essential Questions:
- How are complex media arts experiences constructed?
- How do people relate to and interpret media artworks?

Learning Objectives:
- Students will experiment with multiple ideas for media art.
- Students will describe and demonstrate skills important to planning and collaborating on media art.
- Students will demonstrate experimentation skills when creating media art.
- Students will discuss the effectiveness of media art and the possible effects of proposed changes.

Content-Specific Vocabulary:
- Media Art
- Collaboration
- Experimentation
- Effectiveness

Success Criteria:
- **Experimentation (2.1CR):**
  - I can experiment with different ideas for creating media art.
  - I can explore various tools and techniques to create media art.
- **Planning and Collaboration (2.1PE):**
  - I can describe the skills needed to plan and collaborate on media art projects.
  - I can work with my classmates to plan and create media art.
- **Experimentation Skills (2.2PE):**
  - I can demonstrate my ability to experiment with different tools and techniques when creating media art.
  - I can show my creativity through my media art projects.
- **Effectiveness and Changes (2.4RE):**
  - I can discuss how effective my media art is in communicating my ideas.
  - I can suggest changes to improve my media art and explain why they would be effective.

Learning Experiences and Instruction:

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- **Day 1:** Introduction to media art and experimentation. Students will explore different media art tools and techniques. They will experiment with creating simple digital drawings and animations using tablets or computers.
    - Begin with a brief introduction to media art. Explain what media art is and how it combines traditional art forms with digital technology. Show examples of media art, such as digital drawings, animations, and interactive art pieces. Discuss the different tools and techniques used to create these works
    - Introduce students to the different media art tools they will be using, such as tablets, computers, and digital drawing software/apps. Demonstrate how to use these tools to create simple digital drawings and animations. Show students how to select brushes, colors, and other tools within the software.
    - Lead students through a guided practice session where they can experiment with creating their own digital drawings and animations. Provide step-by-step instructions and encourage students to explore different tools and techniques. Walk around the classroom to provide individual guidance and feedback as needed.
    - Encourage students to experiment with different ideas for their digital drawings and animations. Ask them to think about what they want to create and how they can use the tools to bring their ideas to life. Provide prompts to inspire creativity, such as "Create a digital drawing of your favorite animal" or "Animate a simple scene with a character moving across the screen."
- **Day 2:** Focus on planning and collaboration. Students will work in pairs or small groups to plan a media art project. They will discuss the skills needed for planning and collaborating on their projects and create a simple storyboard or plan for their media art.
    - Begin with a brief discussion on the importance of planning and collaboration in media art projects. Show examples of successful media art projects that involved careful planning and teamwork. Facilitate a discussion on the skills needed for planning and collaborating on media art projects. Encourage students to think about communication, organization, creativity, and technical skills.
    - Divide students into pairs or small groups. Assign each group a media art project to plan, such as a short animation, digital drawing series, or interactive art piece.
    - Have each group brainstorm ideas for their media art project. Encourage them to think about the theme, message, and visual elements they want to include.
    - Provide each group with materials to create a simple storyboard or plan for their media art project. Guide them through the process of outlining their project, including key scenes, transitions, and visual elements.
- **Day 3:** Experimentation and creation. Students will use their plans to create their media art projects. They will experiment with different tools and techniques to bring their ideas to life.
    - Begin with a brief review of the plans and storyboards created on Day 2. Discuss the importance of experimentation and creativity in media art projects.
    - Have students work in their pairs or small groups to start creating their media art projects based on their plans. Encourage them to experiment with different tools and techniques to bring their ideas to life.
    - Provide guidance and support as students experiment with various media art tools and techniques. Encourage students to try new methods and explore creative solutions to any challenges they encounter.
    - Ask students to write a short journal entry reflecting on their experimentation process. Encourage them to consider what they learned, any challenges they faced, and how they overcame them.
- **Day 4:** Reflection and feedback. Students will present their media art projects to the class and discuss the effectiveness of their work. They will provide and receive feedback from their peers and suggest changes to improve their projects.
    - Begin with a brief discussion on the importance of reflection and feedback in the creative process. Explain how constructive feedback can help improve their media art projects.
    - Have each student or group present their media art projects to the class. Encourage them to explain the tools and techniques they used, the challenges they faced, and how they overcame them.
    - Organize a structured feedback session where students provide constructive feedback to their peers. Use prompts such as:
        - What did you think worked well in this project?
        - What suggestions do you have for improvement?
        - How could the project be enhanced to better convey its message?
    - Hold a group discussion where students can share their reflections and discuss any common themes or insights that emerged from the feedback session. Encourage students to think about how they can apply these insights to future projects.
- **Day 5:** Final revisions and presentations. Students will make final changes to their media art projects based on the feedback they received. They will present their revised projects to the class and reflect on their learning experiences.
    - Allow students time to make final changes to their media art projects based on the feedback they received. Encourage them to focus on improving specific areas highlighted during the feedback session, such as clarity, creativity, and technical execution.
    - Allow students time to make final changes to their media art projects based on the feedback they received. Encourage them to focus on improving specific areas highlighted during the feedback session, such as clarity, creativity, and technical execution.
    - Facilitate a class discussion on the effectiveness of the final projects. Ask questions such as:
        - What improvements did you notice in the revised projects?

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- How did the changes enhance the overall quality of the media art?
- What did you learn from the revision process?
  - Ask students to write a short journal entry reflecting on their overall learning experience. Encourage them to consider what they learned about the importance of feedback, the revision process, and how they can apply these skills to future projects.

Assessment:
- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final presentation of the media art project, assessed using a rubric that evaluates experimentation, planning and collaboration, experimentation skills, effectiveness, and changes.

Reflection:
- After the final presentations, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:
- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as a specific media art tool or technique.
- **Modeling:** Demonstrate media art techniques and tools, highlighting key elements such as experimentation and creativity.
- **Guided Practice:** Lead students through structured exploration and creation exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to plan and create their media art projects.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:
- **Spaced Practice:** Review and practice media art techniques and tools over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., exploring tools, planning projects, creating media art) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned media art techniques and tools at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their media art projects.
- **Concrete Examples:** Use visual aids and videos of professional media art to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

ASSESSMENT RUBRIC: 2ND GRADE MEDIA ARTS CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Experimentation (2.1CR)	Demonstrates exceptional ability to experiment with multiple ideas for media art. Explores various tools and techniques creatively and effectively.	Experiments with multiple ideas for media art. Explores various tools and techniques.	Experiments with some ideas for media art. Explores a few tools and techniques but may lack consistency or depth.	Struggles to experiment with ideas for media art. Limited exploration of tools and techniques.
Planning and Collaboration (2.1PE)	Describes and demonstrates skills important to planning and collaborating on media art with exceptional clarity and effectiveness. Works well with classmates to plan and create media art.	Describes and demonstrates skills important to planning and collaborating on media art. Works with classmates to plan and create media art.	Describes and demonstrates some skills important to planning and collaborating on media art. Collaboration with classmates may lack consistency or depth.	Struggles to describe and demonstrate skills important to planning and collaborating on media art. Limited collaboration with classmates.
Experimentation Skills (2.2PE)	Demonstrates exceptional experimentation skills when creating media art. Shows creativity and originality in media art projects.	Demonstrates experimentation skills when creating media art. Shows creativity in media art projects.	Demonstrates some experimentation skills when creating media art. Creativity in media art projects may lack consistency or depth.	Struggles to demonstrate experimentation skills when creating media art. Limited creativity in media art projects.
Effectiveness and Changes (2.4RE)	Discusses the effectiveness of media art with exceptional insight. Suggests changes to improve media art and explains why they would be effective.	Discusses the effectiveness of media art. Suggests changes to improve media art and explains why they would be effective.	Discusses some aspects of the effectiveness of media art. Suggests changes to improve media art but explanations may lack depth or clarity.	Struggles to discuss the effectiveness of media art. Limited suggestions for changes and unclear explanations.

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Lesson Title: Creating and Analyzing Media Art
Grade Level: 5th Grade
Duration: 5 Class Periods (30 minutes each)
Standards:
- 5.2CR: Create content and combine assembly components to convey expression, purpose, and meaning in a variety of media art.
- 5.2PE: Practice fundamental creative and innovative skills while making media art.
- 5.1RE: Compare the qualities of and the relationships between components in media art and analyze how those relationships may create meaning.
- 5.3CO: Integrate multiple contents and forms into media art to express an idea or information.

Essential Questions:
- How do media artists organize and develop ideas and models into process structures to achieve the desired result?
- What skills are required for creating effective media artworks?
- How do media artists analyze work?

Learning Objectives:
- Students will create content and combine assembly components to convey expression, purpose, and meaning in media art.
- Students will practice fundamental creative and innovative skills while making media art.
- Students will compare the qualities of and the relationships between components in media art and analyze how those relationships may create meaning.
- Students will integrate multiple contents and forms into media art to express an idea or information.

Content-Specific Vocabulary:
- Components
- Expression
- Purpose
- Meaning
- Creation
- Innovation
- Content/form

Success Criteria:
- **Creating Content (5.2CR):**
  - o I can create media art content that conveys expression, purpose, and meaning.
  - o I can combine different assembly components effectively to enhance my media art.
- **Creative and Innovative Skills (5.2PE):**
  - o I can practice and demonstrate fundamental creative and innovative skills while making media art.
  - o I can experiment with different techniques and tools to create unique media art projects.
- **Analyzing Relationships (5.1RE):**
  - o I can compare the qualities of different components in media art.
  - o I can analyze how the relationships between components create meaning in media art.
- **Integrating Contents and Forms (5.3CO):**
  - o I can integrate multiple contents and forms into media art to express an idea or information.
  - o I can use various media art forms to communicate a cohesive message.

Materials:

- Tablets or computers with media art software/apps
- Digital cameras or tablets with cameras
- Art supplies (paper, markers, crayons, etc.)
- Notebooks and pens for journaling and feedback
- Visual aids (e.g., images, videos) of different media art examples

Learning Experiences and Instruction:

- **Day 1:** Introduction to media art and experimentation. Students will explore different media art tools and techniques. They will experiment with creating simple digital drawings and animations using tablets or computers.
    - Show examples of media art, such as digital drawings, animations, and interactive art pieces. Discuss the different tools and techniques used to create these works
    - Introduce students to the different media art tools they will be using, such as tablets, computers, and digital drawing software/apps. Demonstrate how to use these tools to create simple digital drawings and animations. Show students how to select brushes, colors, and other tools within the software.
    - Lead students through a guided practice session where they can experiment with creating their own digital drawings and animations. Provide step-by-step instructions and encourage students to explore different tools and techniques.
    - Encourage students to experiment with different ideas for their digital drawings and animations. Ask them to think about what they want to create and how they can use the tools to bring their ideas to life. Provide prompts to inspire creativity, such as "Create a digital drawing of your favorite animal" or "Animate a simple scene with a character moving across the screen."
- **Day 2:** Focus on planning and collaboration. Students will work in pairs or small groups to plan a media art project. They will discuss the skills needed for planning and collaborating on their projects and create a simple storyboard or plan for their media art.
    - Facilitate a discussion on the skills needed for planning and collaborating on media art projects. Encourage students to think about communication, organization, creativity, and technical skills
    - Divide students into pairs or small groups. Assign each group a media art project to plan, such as a short animation, digital drawing series, or interactive art piece.
    - Have each group brainstorm ideas for their media art project. Encourage them to think about the theme, message, and visual elements they want to include.
    - Provide each group with materials to create a simple storyboard or plan for their media art project. Guide them through the process of outlining their project, including key scenes, transitions, and visual elements.
- **Day 3:** Experimentation and creation. Students will use their plans to create their media art projects. They will experiment with different tools and techniques to bring their ideas to life.
    - Have students work in their pairs or small groups to start creating their media art projects based on their plans. Encourage them to experiment with different tools and techniques to bring their ideas to life.
    - Provide guidance and support as students experiment with various media art tools and techniques. Encourage students to try new methods and explore creative solutions to any challenges they encounter.
    - Walk around the classroom to observe students' progress and provide individual feedback. Facilitate group discussions where students can share their experiences and offer suggestions to their peers.
    - Ask students to write a short journal entry reflecting on their experimentation process. Encourage them to consider what they learned, any challenges they faced, and how they overcame them.
- **Day 4:** Reflection and feedback. Students will present their media art projects to the class and discuss the effectiveness of their work. They will provide and receive feedback from their peers and suggest changes to improve their projects.
    - Begin with a brief discussion on the importance of reflection and feedback in the creative process. Explain how constructive feedback can help improve their media art projects.
    - Have each student or group present their media art projects to the class. Encourage them to explain the tools and techniques they used, the challenges they faced, and how they overcame them.
    - Organize a structured feedback session where students provide constructive feedback to their peers. Use prompts such as:
        - What did you like about the project and why?
        - What suggestions do you have for improvement?
        - How could the project be enhanced to better convey its message?
    - Hold a group discussion where students can share their reflections and discuss any common themes or insights that emerged from the feedback session. Encourage students to think about how they can apply these insights to future projects.

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- **Day 5:** Final revisions and presentations. Students will make final changes to their media art projects based on the feedback they received. They will present their revised projects to the class and reflect on their learning experiences.
  - Allow students time to make final changes to their media art projects based on the feedback they received. Encourage them to focus on improving specific areas highlighted during the feedback session, such as clarity, creativity, and technical execution.
  - Have each student or group present their revised media art projects to the class. Encourage them to explain the changes they made based on the feedback and how these changes improved their projects.
  - Facilitate a class discussion on the effectiveness of the final projects. Ask questions such as:
    - What improvements did you notice in the revised projects?
    - How did the changes enhance the overall quality of the media art?
    - What did you learn from the revision process?
  - Ask students to write a short journal entry reflecting on their overall learning experience. Encourage them to consider what they learned about the importance of feedback, the revision process, and how they can apply these skills to future projects.

Assessment:
- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final presentation of the media art project, assessed using a rubric that evaluates experimentation, planning and collaboration, experimentation skills, and effectiveness, and changes.

Reflection:
- After the final presentations, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:
- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as a specific media art tool or technique.
- **Modeling:** Demonstrate media art techniques and tools, highlighting key elements such as experimentation and creativity.
- **Guided Practice:** Lead students through structured exploration and creation exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to plan and create their media art projects.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:
- **Spaced Practice:** Review and practice media art techniques and tools over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., exploring tools, planning projects, creating media art) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned media art techniques and tools at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their media art projects.
- **Concrete Examples:** Use visual aids and videos of professional media art to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

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SAMPLE ASSESSMENT RUBRIC: 5TH GRADE MEDIA ARTS CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Creating Content (5.2CR)	Demonstrates exceptional ability to create media art content that conveys expression, purpose, and meaning. Combines assembly components creatively and effectively.	Creates media art content that conveys expression, purpose, and meaning. Combines assembly components effectively.	Creates media art content with some expression, purpose, and meaning. Combines assembly components but may lack consistency or depth.	Struggles to create media art content that conveys expression, purpose, and meaning. Limited combination of assembly components.
Creative and Innovative Skills (5.2PE)	Demonstrates exceptional creative and innovative skills while making media art. Experiments with different techniques and tools creatively and effectively.	Demonstrates creative and innovative skills while making media art. Experiments with different techniques and tools.	Demonstrates some creative and innovative skills while making media art. Experiments with a few techniques and tools but may lack consistency or depth.	Struggles to demonstrate creative and innovative skills while making media art. Limited experimentation with techniques and tools.
Analyzing Relationships (5.1RE)	Provides a thorough and insightful analysis of the qualities and relationships between components in media art. Demonstrates a deep understanding of how these relationships create meaning.	Analyzes the qualities and relationships between components in media art. Demonstrates an understanding of how these relationships create meaning.	Analyzes some qualities and relationships between components in media art. Understanding may be incomplete or lack depth.	Struggles to analyze the qualities and relationships between components in media art. Understanding is unclear or incomplete.
Integrating Contents and Forms (5.3CO)	Demonstrates exceptional ability to integrate multiple contents and forms into media art to express an idea or information. Communicates a cohesive message creatively and effectively.	Integrates multiple contents and forms into media art to express an idea or information. Communicates a cohesive message.	Integrates some contents and forms into media art to express an idea or information. Communication of the message may lack consistency or depth.	Struggles to integrate contents and forms into media art to express an idea or information. Communication of the message is limited or unclear.

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Lesson Title: Analyzing and Presenting Media Art
Grade Level: 8th Grade
Duration: 5 Class Periods (50 minutes each)
Standards:
- 8.4CO: Define and analyze safety, ethical, and legal guidelines when interacting with media art tools and environments.
- 8.4PE: Design the presentation and distribution of media art through multiple formats and/or contexts.
- 8.2RE: Compare, contrast, and analyze how various forms, methods, and styles in media art create an intentional audience experience.

Essential Questions:
- How can presenting or sharing media artworks in a public format help a media artist learn and grow?
- What criteria are used to evaluate media artworks?

Learning Objectives:
- Students will define and analyze safety, ethical, and legal guidelines when interacting with media art tools and environments.
- Students will design the presentation and distribution of media art through multiple formats and/or contexts.
- Students will compare, contrast, and analyze how various forms, methods, and styles in media art create an intentional audience experience.

Content-Specific Vocabulary:
- Safety
- Ethics
- Legality
- Environment
- Distribution
- Forms
- Methods
- Styles
- Intent

Success Criteria:
- **Safety, Ethical, and Legal Guidelines (8.4CO):**
    - o I can define and analyze safety guidelines when using media art tools.
    - o I can explain ethical considerations and legal guidelines related to media art.
- **Presentation and Distribution (8.4PE):**
    - o I can design a presentation plan for media art using multiple formats.
    - o I can create a distribution strategy for media art in different contexts.
- **Analyzing Audience Experience (8.2RE):**
    - o I can compare and contrast different forms, methods, and styles in media art.
    - o I can analyze how these elements create an intentional audience experience.

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Materials:
- Tablets or computers with media art software/apps
- Digital cameras or tablets with cameras
- Art supplies (paper, markers, crayons, etc.)
- Notebooks and pens for journaling and feedback
- Visual aids (e.g., images, videos) of different media art examples

Learning Experiences and Instruction:

Day 1: Introduction to safety, ethical, and legal guidelines in media art. Students will discuss and define key terms and analyze case studies to understand the importance of these guidelines.
- Begin with a brief introduction to the importance of safety, ethical, and legal guidelines in media art. Discuss how these guidelines help protect creators, subjects, and audiences in the media art environment. Introduce and define key terms related to safety, ethics, and legality in media art, such as copyright, fair use, privacy, consent, and intellectual property. Facilitate a class discussion to ensure students understand these terms and their significance.
- Present students with case studies that highlight various safety, ethical, and legal issues in media art. Divide students into small groups and assign each group a case study to analyze. Provide guiding questions such as:
  - What safety, ethical, or legal issues are present in this case study?
  - How were these issues addressed or resolved?
  - What could have been done differently to prevent these issues?
- Have each group present their analysis of the case study to the class. Encourage students to discuss the key points and lessons learned from each case study.
- Facilitate a class discussion on the importance of adhering to safety, ethical, and legal guidelines in media art. Ask questions such as:
  - Why is it important to follow these guidelines?
  - How can these guidelines impact the creation and distribution of media art?
  - What are some potential consequences of not following these guidelines?

Day 2: Focus on designing presentations. Students will work in pairs or small groups to create a presentation plan for a media art project, considering different formats and contexts.
- Facilitate a discussion on the skills needed for designing effective presentations. Encourage students to think about communication, organization, creativity, and technical skills. Discuss different presentation formats (e.g., slideshows, videos, interactive displays) and contexts (e.g., classroom, online, public exhibition). Encourage students to consider which formats and contexts would be most effective for their projects. Remind students to consider the safety, ethical, and legal issues explored on Day 1.
- Divide students into pairs or small groups. Assign each group a media art project to plan, such as a short animation, digital drawing series, or interactive art piece. Have each group brainstorm ideas for their media art project presentation. Encourage them to think about the theme, message, and visual elements they want to include.
- Provide each group with materials to create a simple presentation plan for their media art project. Guide them through the process of outlining their project, including key scenes, transitions, and visual elements.
- Have each group present their presentation plan to the class. Encourage students to explain their ideas and how they plan to use different formats and contexts to enhance their presentation.

Day 3: Experimentation and creation. Students will use their plans to create their media art projects. They will experiment with different tools and techniques to bring their ideas to life.
- Begin with a brief review of the plans and presentation outlines created on Day 2. Discuss the importance of experimentation and creativity in media art projects.
- Have students work in their pairs or small groups to start creating their media art projects based on their plans. Encourage them to experiment with different tools and techniques to bring their ideas to life.
- Provide guidance and support as students experiment with various media art tools and techniques. Encourage students to try new methods and explore creative solutions to any challenges they encounter.
- Ask students to write a short journal entry reflecting on their experimentation process. Encourage them to consider what they learned, any challenges they faced, and how they overcame them.

Day 4: Reflection and feedback. Students will present their media art projects to the class and discuss the effectiveness of their work. They will provide and receive feedback from their peers and suggest changes to improve their projects.
- Begin with a brief discussion on the importance of reflection and feedback in the creative process. Explain how constructive feedback can help improve their media art projects.
- Have each student or group present their media art projects to the class. Encourage them to explain the tools and techniques they used, the challenges they faced, and how they overcame them.
- Organize a structured feedback session where students provide constructive feedback to their peers. Use prompts such as:

- o What do you think worked well in this project?
- o How effectively does the project communicate its intended message?
- o What elements could be improved and how?
- o Hold a group discussion where students can share their reflections and discuss any common themes or insights that emerged from the feedback session. Encourage students to think about how they can apply these insights to future projects.

Day 5: Final revisions and presentations. Students will make final changes to their media art projects based on the feedback they received. They will present their revised projects to the class and reflect on their learning experiences.

- o Allow students time to make final changes to their media art projects based on the feedback they received. Encourage them to focus on improving specific areas highlighted during the feedback session, such as clarity, creativity, and technical execution.
- o Have each student or group present their revised media art projects to the class. Encourage them to explain the changes they made based on the feedback and how these changes improved their projects. Have students share how they ensured safe, ethical, and legal use of media through their project production.
- o Facilitate a class discussion on the effectiveness of the final projects. Ask questions such as:
  - ▪ What improvements did you notice in the revised projects?
  - ▪ How did the changes enhance the overall quality of the media art?
  - ▪ What did you learn from the revision process?
- o Ask students to write a short journal entry reflecting on their overall learning experience. Encourage them to consider what they learned about the importance of feedback, the revision process, and how they can apply these skills to future projects.

Assessment:
- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final presentation of the media art project, assessed using a rubric that evaluates safety, ethical, and legal guidelines, presentation and distribution, and analysis of audience experience.

Reflection:
- After the final presentations, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:
- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as safety guidelines or presentation techniques.
- **Modeling:** Demonstrate media art techniques and tools, highlighting key elements such as safety and ethical considerations.
- **Guided Practice:** Lead students through structured exploration and creation exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to plan and create their media art projects.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

Learning Strategies:
- **Spaced Practice:** Review and practice media art techniques and tools over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., exploring tools, planning projects, creating media art) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned media art techniques and tools at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their media art projects.
- **Concrete Examples:** Use visual aids and videos of professional media art to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Safety, Ethical, and Legal Guidelines (8.4CO)	Demonstrates exceptional understanding and analysis of safety, ethical, and legal guidelines when using media art tools. Provides detailed and insightful explanations and examples.	Defines and analyzes safety, ethical, and legal guidelines when using media art tools. Provides clear explanations and relevant examples.	Defines some safety, ethical, and legal guidelines when using media art tools. Explanations may lack depth or clarity.	Struggles to define and analyze safety, ethical, and legal guidelines when using media art tools. Explanations are unclear or incomplete.
Presentation and Distribution (8.4PE)	Designs an exceptional presentation plan for media art using multiple formats. Creates a comprehensive and effective distribution strategy for different contexts.	Designs a presentation plan for media art using multiple formats. Creates a distribution strategy for different contexts.	Designs a basic presentation plan for media art. Creates a distribution strategy but may lack consistency or depth.	Struggles to design a presentation plan for media art. Limited or unclear distribution strategy.
Analyzing Audience Experience (8.2RE)	Provides a thorough and insightful analysis of how various forms, methods, and styles in media art create an intentional audience experience. Demonstrates a deep understanding of the impact of different elements.	Compares, contrasts, and analyzes how various forms, methods, and styles in media art create an intentional audience experience. Demonstrates an understanding of the impact of different elements.	Compares and contrasts some forms, methods, and styles in media art. Analysis may be incomplete or lack depth.	Struggles to compare, contrast, and analyze forms, methods, and styles in media art. Analysis is unclear or incomplete.

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Lesson Title: Designing and Evaluating Media Art
Grade Level: High School
Duration: 5 Class Periods (50 minutes each)
Standards:

- HSAD.3CR: Consistently elaborate on how aesthetic elements of design could be used to establish purpose, expression, and style in media art for specific purposes, audiences, and context.
- HSAD.4PE: Curate, design, and promote the presentation and distribution of media art for intentional impacts through a variety of contexts and channels.
- HSAD.4RE: Independently develop rigorous evaluations of media art considering project goals, design, and production factors and feedback.
- HSAD.3CO: Synthesize content from various art forms with academic content into unified media art.

Essential Questions:

- How do media artists improve/refine their work?
- Who does the time, place, audience, and context affect presenting or performing choices for media arts?
- What criteria are used to evaluate media arts?
- How do media artists relate knowledge and experiences to understanding and making media artworks?

Learning Objectives:

- Students will elaborate on how aesthetic elements of design can be used to establish purpose, expression, and style in media art.
- Students will curate, design, and promote the presentation and distribution of media art for intentional impacts.
- Students will develop rigorous evaluations of media art considering project goals, design, and production factors and feedback.
- Students will synthesize content from various art forms with academic content into unified media art.

Content-Specific Vocabulary:

- Aesthetic elements
- Purpose
- Expression
- Style
- Evaluation
- Unified media art

Success Criteria:

- **Aesthetic Elements of Design (HSAD.3CR):**
  - I can elaborate on how aesthetic elements of design establish purpose, expression, and style in media art.
  - I can explain how these elements are used for specific purposes, audiences, and contexts.
- **Presentation and Distribution (HSAD.4PE):**
  - I can curate, design, and promote the presentation of media art through various contexts and channels.
  - I can create a distribution strategy that ensures intentional impacts.
- **Evaluations of Media Art (HSAD.4RE):**
  - I can develop rigorous evaluations of media art considering project goals, design, and production factors.
  - I can incorporate feedback to improve media art projects.
- **Synthesis of Content (HSAD.3CO):**
  - I can synthesize content from various art forms with academic content into unified media art.
  - I can create cohesive media art projects that integrate multiple forms and contents.

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Materials:
- Tablets or computers with media art software/apps
- Digital cameras or tablets with cameras
- Art supplies (paper, markers, crayons, etc.)
- Notebooks and pens for journaling and feedback
- Visual aids (e.g., images, videos) of different media art examples

Learning Experiences and Instruction:
- **Day 1:** Introduction to aesthetic elements of design. Students will explore different aesthetic elements and discuss how they can be used to establish purpose, expression, and style in media art. They will begin brainstorming ideas for their media art projects.
    - Begin with a brief introduction to the aesthetic elements of design in media art. Explain how these elements can be used to establish purpose, expression, and style. Show examples of media art that effectively use aesthetic elements such as color, line, shape, texture, and composition. Discuss how these elements contribute to the overall impact of the artwork.
    - Divide students into small groups and assign each group a specific aesthetic element to explore (e.g., color, line, shape, texture, composition). Provide each group with visual aids and examples of media art that highlight their assigned element. Encourage students to analyze how the element is used to convey meaning and enhance the artwork.
    - Have each group present their findings to the class. Encourage students to discuss how their assigned aesthetic element can be used to establish purpose, expression, and style in media art. Facilitate a class discussion on the importance of aesthetic elements in creating impactful media art. Ask questions such as:
        - How does the use of color affect the mood and tone of a media art piece? Why do you think that?
        - In what ways can line and shape be used to guide the viewer's eye and create visual interest?
        - How does texture contribute to the overall feel and depth of a media art piece?
    - Have students begin brainstorming ideas for their media art projects. Encourage them to think about how they can incorporate the aesthetic elements they explored into their projects. Provide prompts to inspire creativity, such as "Create a media art piece that uses color to convey a specific emotion" or "Design a composition that uses line and shape to tell a story."
- **Day 2:** Focus on curating and designing presentations. Students will work in pairs or small groups to create a presentation plan for their media art projects, considering various contexts and channels for distribution.
    - Begin with a brief discussion on the importance of curating and designing presentations in media art. Explain how different contexts and channels for distribution can impact the effectiveness of a presentation. Facilitate a discussion on the skills needed for designing effective presentations. Encourage students to think about communication, organization, creativity, and technical skills. Discuss different presentation formats (e.g., slideshows, videos, interactive displays) and contexts (e.g., classroom, online, public exhibition). Encourage students to consider which formats and contexts would be most effective for their projects.
    - Have each group continue to brainstorm ideas for their media art project presentation. Encourage them to think about the theme, message, and visual elements they want to include. Provide each group with materials to create a simple presentation plan for their media art project. Guide them through the process of outlining their project, including key scenes, transitions, and visual elements.
    - Have each group present their presentation plan to the class. Encourage students to explain their ideas and how they plan to use different formats and contexts to enhance their presentation.
    - Facilitate a feedback session where students can provide constructive feedback to their peers. Ask students to reflect on what they learned about designing presentations and how they can apply these skills to their media art projects.
- **Day 3:** Experimentation and creation. Students will use their plans to create their media art projects. They will experiment with different tools and techniques to bring their ideas to life.
    - Begin with a brief review of the plans and presentation outlines created on Day 2. Discuss the importance of experimentation and creativity in media art projects.
    - Have students work in their pairs or small groups to start creating their media art projects based on their plans. Encourage them to experiment with different tools and techniques to bring their ideas to life.
    - Provide guidance and support as students experiment with various media art tools and techniques. Encourage students to try new methods and explore creative solutions to any challenges they encounter.
    - Ask students to write a short journal entry reflecting on their experimentation process. Encourage them to consider what they learned, any challenges they faced, and how they overcame them.
- **Day 4:** Reflection and feedback. Students will present their media art projects to the class and discuss the effectiveness of their work. They will provide and receive feedback from their peers and suggest changes to improve their projects.

- Begin with a brief discussion on the importance of reflection and feedback in the creative process. Explain how constructive feedback can help improve their media art projects.
- Have each student or group present their media art projects to the class. Encourage them to explain the tools and techniques they used, the challenges they faced, and how they overcame them.
- Organize a structured feedback session where students provide constructive feedback to their peers. Use prompts such as:
  - What do you think worked well in this project?
  - How effectively does the project communicate its intended message?
  - What elements could be improved and how?
  - How could the project be enhanced to better convey its message?
- Hold a group discussion where students can share their reflections and discuss any common themes or insights that emerged from the feedback session. Encourage students to think about how they can apply these insights to future projects.

- **Day 5:** Final revisions and presentations. Students will make final changes to their media art projects based on the feedback they received. They will present their revised projects to the class and reflect on their learning experiences.
  - Allow students time to make final changes to their media art projects based on the feedback they received. Encourage them to focus on improving specific areas highlighted during the feedback session, such as clarity, creativity, and technical execution.
  - Have each student or group present their revised media art projects to the class. Encourage them to explain the changes they made based on the feedback and how these changes improved their projects.
  - Facilitate a class discussion on the effectiveness of the final projects. Ask questions such as:
    - What improvements did you notice in the revised projects?
    - How did the changes enhance the overall quality of the media art?
    - What did you learn from the revision process?
  - Ask students to write a short journal entry reflecting on their overall learning experience. Encourage them to consider what they learned about the importance of feedback, the revision process, and how they can apply these skills to future projects.

Assessment:
- **Formative Assessments:** Observations, informal feedback, and peer assessments during class activities.
- **Summative Assessments:** Final presentation of the media art project, assessed using a rubric that evaluates aesthetic elements of design, presentation and distribution, evaluations of media art, and synthesis of content.

Reflection:
- After the final presentations, hold a class discussion to reflect on the learning process, challenges faced, and successes achieved. Encourage students to share their experiences and insights.

Instructional Strategies:
- **Direct Instruction:** Begin each class with a brief lecture or demonstration on the day's focus, such as a specific aesthetic element or presentation technique.
- **Modeling:** Demonstrate media art techniques and tools, highlighting key elements such as aesthetic design and presentation.
- **Guided Practice:** Lead students through structured exploration and creation exercises, providing guidance and feedback.
- **Collaborative Learning:** Encourage students to work in pairs and small groups to plan and create their media art projects.
- **Formative Assessment:** Use observation and informal feedback to monitor student progress and provide targeted support.

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Learning Strategies:

- **Spaced Practice:** Review and practice media art techniques and tools over multiple class periods to reinforce learning.
- **Interleaving:** Mix different types of activities (e.g., exploring tools, planning projects, creating media art) within each class to enhance retention and application of skills.
- **Retrieval Practice:** Have students recall and perform previously learned media art techniques and tools at the beginning of each class.
- **Elaboration:** Encourage students to explain their creative choices and the reasoning behind their media art projects.
- **Concrete Examples:** Use visual aids and videos of professional media art to illustrate key concepts and techniques.
- **Dual Coding:** Combine verbal explanations with visual demonstrations to enhance understanding.

SAMPLE ASSESSMENT RUBRIC: HIGH SCHOOL MEDIA ARTS CLASS

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Improvement
Aesthetic Elements of Design (HSAD.3CR)	Elaborates on how aesthetic elements of design establish purpose, expression, and style in media art with exceptional clarity and insight. Provides detailed examples for specific purposes, audiences, and contexts.	Elaborates on how aesthetic elements of design establish purpose, expression, and style in media art. Provides clear examples for specific purposes, audiences, and contexts.	Provides some elaboration on how aesthetic elements of design establish purpose, expression, and style in media art. Examples may lack depth or clarity.	Struggles to elaborate on how aesthetic elements of design establish purpose, expression, and style in media art. Examples are unclear or incomplete.
Presentation and Distribution (HSAD.4PE)	Curates, designs, and promotes the presentation of media art through various contexts and channels with exceptional skill. Creates a comprehensive and effective distribution strategy for intentional impacts.	Curates, designs, and promotes the presentation of media art through various contexts and channels. Creates a distribution strategy for intentional impacts.	Curates and designs the presentation of media art. Creates a distribution strategy but may lack consistency or depth.	Struggles to curate and design the presentation of media art. Limited or unclear distribution strategy.
Evaluations of Media Art (HSAD.4RE)	Develops rigorous evaluations of media art considering project goals, design, and production factors with exceptional insight. Incorporates feedback effectively to improve media art projects.	Develops evaluations of media art considering project goals, design, and production factors. Incorporates feedback to improve media art projects.	Develops some evaluations of media art considering project goals, design, and production factors. Incorporation of feedback may lack depth or consistency.	Struggles to develop evaluations of media art considering project goals, design, and production factors. Limited incorporation of feedback.
Synthesis of Content (HSAD.3CO)	Synthesizes content from various art forms with academic content into unified media art with exceptional creativity and effectiveness. Creates cohesive media art projects that integrate multiple forms and contents.	Synthesizes content from various art forms with academic content into unified media art. Creates cohesive media art projects that integrate multiple forms and contents.	Synthesizes some content from various art forms with academic content into media art. Cohesion of media art projects may lack consistency or depth.	Struggles to synthesize content from various art forms with academic content into media art. Cohesion of media art projects is limited or unclear.

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Career Connections

Career Connections in this model curriculum are organized by grade band, providing an example per grade band that includes more than one *Artistic Process*. In this way, teachers can see how these connections relate to key *Artistic Processes*, knowledge, and skills in each strand and progress by grade band. Again, these are a suggested starting point for educators and can be modified or expanded.

CAREER AWARENESS K-2

Lesson Plan: Designing a Cartoon Animation

Objective: Students will learn about the career of an animator, create and assemble media art content that displays expression and meaning, choose and practice different roles when planning media art in a group, describe and demonstrate basic creative skills within media art, and define safety concerns when interacting with media art.

Standards:
- 1.2CR Create and assemble media art content that displays expression and meaning.
- 1.1PE With prompting and support, choose and practice different roles when planning media art in a group.
- 1.2PE Describe and demonstrate basic creative skills within media art.
- 1.4CO Define safety concerns when interacting with media art

Content-Specific Vocabulary:
- Animator
- Media art
- Expression
- Meaning
- Creativity
- Safety

Introduction:
1. Begin with a brief discussion about what animators do. Explain that animators create the characters and stories we see in cartoons.
2. Show short videos of popular cartoon characters to illustrate the concept.
3. Discuss the importance of safety when using media art tools, such as handling tablets or computers carefully, taking breaks to avoid eye strain, and appropriate use of other people's images/products.

Anticipatory Activity:
1. Lead the students in a simple activity to get them thinking about media arts. This can include drawing a quick character or designing a simple scene.
2. Emphasize the importance of creativity and expression in animation.

Activity 1: Exploring Cartoon Characters:
1. Play a variety of short videos showcasing different cartoon characters. Ask students to think about what makes each character unique and how they move.
2. Discuss the different tools and skills that animators use in their work, such as drawing, storytelling, and using animation software.

Activity 2: Creating Cartoon Characters:
1. Divide the students into small groups and give each group paper and crayons or a tablet/computer.
2. Ask each group to brainstorm and create a simple cartoon character. Encourage them to think about the character's personality, appearance, and movements.
3. Once the characters are designed, have each group create a short animation using basic animation software. Play music while they work to keep the atmosphere fun and engaging.
4. Provide support and guidance as needed and encourage students to practice different roles within their groups, such as character designer, animator, and storyteller.

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Conclusion:

1. Summarize the lesson by highlighting the importance of creativity and expression in animation.
2. Encourage students to think about how they can use animation to tell stories and express their feelings.
3. Reinforce the importance of safety when interacting with media art tools.

Assessment:

- Observe students' participation and engagement during the activities.
- Assess their ability to create and present a simple cartoon character.
- Provide feedback on their creativity, use of animation elements, and understanding of safety concerns.

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Lesson Plan: Exploring Careers in Media Arts

Objective: Students will learn about various careers in media arts, establish goals for media art, demonstrate how tools and techniques can be used in traditional and experimental ways, explain how various forms, methods, and styles in media art manage the audience's experience, and examine safety concerns when interacting with media art tools and environments.

Standards:
- 4.1CR Establish goals for media art.
- 4.3PE Demonstrate how tools and techniques can be used in traditional and experimental ways when constructing media art.
- 4.2RE Explain how various forms, methods, and styles in media art manage the audience's experience.
- 4.4CO Examine safety concerns when interacting with media art tools and environments.

Content-Specific Vocabulary:
- Experimental
- Forms
- Methods
- Environments

Introduction:
1. Begin with a brief discussion about what media arts are. Explain that media arts include careers such as animators, filmmakers, graphic designers, and photographers.
2. Show short videos of professionals working in media arts to illustrate the variety of careers.
3. Discuss the importance of safety when using media art tools, such as handling tablets or computers carefully, taking breaks to avoid eye strain, and appropriate use of other people's images/products.

Anticipatory Activity:
1. Lead the students in a simple activity to get them thinking about media arts. This can include collaboratively drawing a quick storyboard for a short film or designing a simple character.
2. Emphasize the importance of creativity and expression in media arts.

Activity 1: Exploring Media Arts Careers:
1. Play a variety of short videos showcasing different media arts careers. Ask students to think about what each professional does and how they use their creativity.
2. Discuss the different tools and skills that media artists use in their work.
3. Explain how various forms, methods, and styles in media art manage the audience's experience.

Activity 2: Creating Media Projects:
1. Divide the students into small groups and give each group paper and pencils or a tablet or computer.
2. Ask each group to brainstorm and create a simple media project. This could be a short animation, a photo collage, or a simple video.
3. Encourage students to establish goals for their media art project and think about the elements they want to include in their project (considering the beginning, middle, and end) and how they can use their creativity to tell a story.
4. Demonstrate how tools and techniques can be used in traditional and experimental ways when constructing their media art.

Conclusion:
1. Summarize the lesson by highlighting the importance of creativity and expression in media arts.
2. Encourage students to think about how they can use media arts to tell stories and express their feelings.
3. Reinforce the importance of safety when interacting with media art tools and environments,

Assessment:
- Observe students' participation and engagement during the activities.
- Assess their ability to create and present a simple media project.
- Provide feedback on their creativity, use of media arts elements, and understanding of safety concerns.

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Lesson Plan: Media Arts Design Projects

Objective: Students will learn about various careers in media arts, implement production processes to integrate content and components for a determined meaning, formulate artistic elements to improve understanding of purpose for an audience, and apply various skills while performing a variety of roles when producing media art.

Standards:
- 7.2CR Implement production processes to integrate content and components for a determined meaning in media art.
- 7.3CR Formulate artistic elements to improve understanding of purpose for an audience.
- 7.1PE Apply various skills while performing a variety of roles when producing media art.

Content-Specific Vocabulary:
- Production
- Components
- Artistic elements
- Audience
- Purpose

Introduction:
1. Begin with a brief discussion about the different careers in media arts, such as animators, filmmakers, graphic designers, and audio engineers. Explain the roles and responsibilities of each career.
2. Show short video clips of professionals working in media arts to illustrate the variety of careers.
3. Discuss the importance of safety when using media art tools, such as handling tablets or computers carefully, taking breaks to avoid eye strain, and appropriate use of other people's images/products.

Activity 1: Proposing Media Arts Design Projects:
1. Divide the students into small groups and give each group a journal or notebook.
2. Ask each group to brainstorm and write a proposal for a media arts design project they would like to create. The proposal should include the theme, type of media (audio, visual, or both), and a brief description of the project.
3. Encourage students to think about the elements they want to include in their project and how they can use their creativity to tell a story or convey a message.

Activity 2: Collaboratively Producing Project Deliverables:
1. Once the proposals are complete, have each group start working on their media arts project. Provide guidance and support as needed.
2. Encourage students to implement production processes to integrate content and components for a determined meaning in their media art.
3. Demonstrate how tools and techniques can be used in traditional and experimental ways when constructing their media art.
4. Encourage students to apply various skills while performing a variety of roles within their groups, such as director, editor, and designer.

Activity 3: Presenting Media Arts Productions:
1. Have each group present their media arts production to the class. This can include showing a video, playing an audio recording, or displaying graphic designs.
2. Discuss how different forms, methods, and styles in media art can manage the audience's experience and enhance the overall impact of their project.
3. Provide feedback and suggestions to help students refine their artistic elements.

Conclusion:
1. Summarize the lesson by highlighting the importance of creativity, collaboration, and expression in media arts.
2. Encourage students to think about how they can use media arts to tell stories and express their feelings.
3. Reinforce the importance of safety when interacting with media art tools and environments.

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Assessment:
- Observe students' participation and engagement during the activities.
- Assess their ability to propose media arts design projects, implement production processes, and formulate artistic elements.
- Provide feedback on their creativity, technique, and teamwork.

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Lesson Plan: Comprehensive Media Arts Production

Objective: Students will learn about various careers in media arts, use generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in the creation of media art. They will also curate and design the presentation and distribution of collections of media art through various contexts and channels, analyze the qualities of and relationships between the components, styles, and preferences communicated in media art, and consistently apply safety, ethical, and legal guidelines when creating and interacting with media art tools and environments.

Standards:

- HSAC.1CR Use generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in the creation of media art.
- HSAC.4PE Curate and design the presentation and distribution of collections of media art through a variety of contexts and channels.
- HSAC.1RE Analyze the qualities of and relationships between the components, styles, and preferences communicated in media art. Interpret and justify the use of those components.
- HSAC.4CO Analyze and consistently apply safety, ethical, and legal guidelines when creating and interacting with media art tools and environments.

Content-Specific Vocabulary:

- Generative methods
- Presentation
- Distribution
- Components
- Style
- Preferences
- Safety
- Ethics
- Legality

Introduction:

1. Begin with a brief discussion about the different careers in media arts, such as animators, filmmakers, graphic designers, audio engineers, project managers, and marketing professionals. Explain the roles and responsibilities of each career.
2. Show short video clips of professionals working in media arts and related fields to illustrate the variety of careers.
3. Discuss the importance of safety, ethical, and legal guidelines when using media art tools, such as handling tablets or computers carefully, taking breaks to avoid eye strain, and appropriate use of other people's images/products.

Activity 1: Proposing Media Arts Design Projects:

1. Divide the students into small groups and give each group a journal or notebook.
2. Ask each group to brainstorm and write a proposal for a media arts design project they would like to create. The proposal should include the theme, type of media (audio, visual, or both), and a brief description of the project.
3. Encourage students to use generative methods to formulate multiple ideas, refine their artistic goals, and increase the originality of their approaches.

Activity 2: Project Management and Planning:

1. Have each group create a project plan that outlines the tasks, timeline, and responsibilities for each team member. This plan should include milestones and deadlines for different stages of the project.
2. Discuss the importance of project management in media arts and how it helps ensure that projects are completed on time and within budget.
3. Encourage students to analyze the qualities of and relationships between the components, styles, and preferences communicated in their media art projects. Have them interpret and justify the use of those components

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Activity 3: Collaboratively Producing Project Deliverables:

1. Once the project plans are complete, have each group start working on their media arts project. Provide guidance and support as needed.
2. Encourage students to collaborate and divide tasks based on their strengths and interests. For example, some students can work on the visual elements while others focus on the audio components.
3. Use the rubrics to provide feedback during the production process and help students improve their projects.
4. Emphasize the importance of consistently applying safety, ethical, and legal guidelines when creating and interacting with media art tools and environments.

Activity 4: Curating and Designing Productions:

1. Have each group curate and design the presentation and distribution of their media art collections through various contexts and channels. This can include creating posters, social media posts, and trailers.
2. Discuss the importance of presentation and distribution in media arts and how it helps reach a wider audience and generate interest in the project.
3. Provide materials and resources for creating promotional materials and guide students in designing their marketing campaigns.

Activity 5: Presenting Media Arts Productions:

1. Have each group present their media arts production to the class. This can include showing a video, playing an audio recording, or displaying graphic designs.
2. After each presentation, lead a discussion about what they liked about the project and how it made them feel. Encourage positive feedback and reflections on the creative process.
3. Analyze the qualities of and relationships between the components, styles, and preferences communicated in the media art projects. Have students interpret and justify the use of those components.

Conclusion:

1. Summarize the lesson by highlighting the importance of creativity, collaboration, project management, and marketing in media arts.
2. Encourage students to think about how they can use media arts to tell stories, express their feelings, and reach a wider audience.
3. Reinforce the importance of safety, ethical, and legal guidelines when creating and interacting with media art tools and environments.

Assessment:

- Observe students' participation and engagement during the activities.
- Assess their ability to propose media arts design projects, create project plans, collaborate to produce project deliverables, curate and design presentations, and present their media arts productions.
- Provide feedback on their creativity, technique, teamwork, project management, and marketing skills.
- Use a variety of assessments (self-checks, peer assessment, peer coaching, reflection journals, criteria for success) to assess and reflect on choices made in the media art-making process.

Arts Integrated Ideas

Arts integration is:

- an approach to teaching and learning that involves students learning and demonstrating understanding through an art form of another subject while meeting evolving objectives in both.

Arts integration is distinctly different from arts as curriculum (traditional arts courses and programs) and arts-enhanced curriculum (including arts projects in other subject areas) and is recognized as an evidence-based approach to teaching and learning.

This table outlines sample lesson activity ideas which integrate learning standards from the arts and other grade-level subject standards. The matrix of ideas is intended as a collection of ideas to spark innovation and the imagination about how to integrate the arts and other content areas. The matrix is not exhaustive and intended to describe rather than prescribe how to create arts integrated lessons.

Media Arts

K-2 Animal Story Slides (Science, Technology)
Students create a story slide show of digital images (and sounds) about their favorite animal. Students consider which images to include and why, considering how images communicate their animal's characteristics and habitat. Students present their short story slide show of images to their peers. Students will compare and contrast similarities in characteristics and habitat of the various animals.

3-5 Menu of the World (World Languages and Cultures, Social Studies, Financial Literacy, Technology)
Students design a digital menu for a chosen country using digital media. They research the country to select suitable images and representations, consider the currency, and adhere to budget limits. The menu should attract customers with reasonable prices and engaging media, featuring items in the local language with English translations. Finally, students use a given budget to "buy lunch" from various menus and discuss their choices.

3-5 Sound Mapping (Social Studies, Science, and Literacy)
Students create a sound map by recording sounds from different areas of the school or community. They record 30-second sounds, room tones, and other audio from various locations. The sounds are then uploaded onto an interactive map, accurately plotting where each was recorded. Students mix their recorded sounds to create an original audio composition. They listen to classmates' recordings, use context clues to guess the recording's location, and consider how sounds influence the recorded areas. Students write a short paragraph explaining why they chose certain sounds and their artistic intent with the mix. They also explore the science of acoustics and consider how acoustics impact the experience of places and the role of sound in situating themselves in the world.

9-12 Immersive History (Literacy, Social Studies)
Students view Dorothea Lange's "Migrant Mother" and reflect using the "See Think Wonder" strategy. They listen to top 100 songs from 1936 and reflect with the "Hear Think Wonder" method. This can be paired with reading John Steinbeck's "Grapes of Wrath". Students analyze primary sources and create original visual and aural representations of the Great Depression, culminating in an immersive exhibition. They select documents, images, and films, and provide peer feedback for gallery preparation. Students establish evaluation criteria from their research and write a multi-paragraph artistic statement explaining three artistic choices, along with a descriptive label including the title, basic information, and historical context.

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