

Ohio's Learning Standards for Fine Arts



Media Arts

2024



**Department of
Education &
Workforce**

Introduction to Ohio’s Learning Standards for Fine Arts: Media Arts

ORC 3301.079(B)(3): All school districts, community schools, and STEM schools may utilize the state standards and the model curriculum.

RATIONALE

The purpose of Ohio’s Learning Standards for Fine Arts: Media Arts is to provide a framework for media arts curriculum development that lays a foundation for the lifelong learning and understanding of media arts. Media arts is the interdisciplinary intersection of the arts, humanities, communications, and technology. It includes all genres and forms that use electronic media, film, and technology (analog and digital; old and new) as an expressive medium to tell a story, elicit emotion, or otherwise affect an audience. Through discovery, inquiry, analysis, and application, the standards promote:

- Critical thinking, personal expression, and creativity;
- Collaboration and communication skills;
- Interdisciplinary connections;
- The use of technology as a tool for artistic expression;
- Appreciation for diversity in media arts; and
- Understanding the value and role of visual art in society.

GUIDING PRINCIPLES

A high-quality media arts education provides a unique set of learning experiences for students. The following illustrates the guiding principles of a media arts curriculum:

Students need to:

- Exercise and develop creativity as an essential intellectual activity;
- Create and collaborate with peers to develop leadership and team-building skills;
- Engage with media art in a thoughtful, knowledgeable, and ethically responsible way;
- Explore common threads of the shared human experience; and
- Practice self-discipline, problem-solving, and innovation skills through varied art experiences.

THE 2024 MEDIA ARTS STANDARDS

The media arts standards emphasize the need for lifelong learning in media arts. The standards guide and inspire teachers to deliver high-quality instruction through the following *Artistic Processes*:

- Creating;
- Performing;
- Responding; and
- Connecting.

The new standards provide qualified educators with a framework that closely matches the unique goals of their discipline. The standards are sequential, in a grade-by-grade sequence from kindergarten through grade 8, and at three high school levels: Proficient, Accomplished, and Advanced, while being vertically and horizontally aligned.

A variety of factors contribute to the individuality of Media Arts programs throughout the state. Factors may include but are not limited to, schedule, access to various technologies, time allotted, and class size. The flexibility of standards implementation is important because not all teachers may be capable of meeting every standard in every single grade band or course. However, the best practice is to ensure that each artistic process is addressed within the curriculum and instruction.

Media arts teachers use a variety of approaches, philosophies, methods, and technologies. Media arts can be taught effectively in a multitude of ways. The standards allow flexibility for teachers to determine how to deliver the content in ways that consider their students, communities, and available resources.


The media arts standards development process mirrored that of other academic subject areas. The State of Ohio recognizes the Fine Arts are fundamentally oriented toward producing artifacts that may be collected in a portfolio for assessment. Therefore, the formatting of these standards emphasizes studio learning strategies, research of intrinsic mindset, and portfolio-based assessment.

Opportunities to use technology as a tool are embedded within all the standards. Individual teachers and school districts have the flexibility to incorporate and apply technology, based on accessibility and practical use to enhance the artist/student within the construct of their curriculum. Educators acknowledging and providing technology opportunities allow for artistic space to explore new subjects and deepen their understanding of difficult concepts.

The arts allow opportunities for students to cultivate the types of essential thinking dispositions for life today, tomorrow, and well into the future. Woven into our *Enduring Understandings*, students are encouraged to express their sense of discipline, creativity, and perseverance.

NOTE: Items in parentheses are intended as examples and are not intended to be prescriptive.

Ohio’s Learning Standards for Fine Arts: Media Arts

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|-------------------------------|--------------------------------|--|---|
| KINDERGARTEN – GRADE 8 | ENDURING UNDERSTANDINGS | <p>Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.</p> <p>Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.</p> <p>Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.</p> <p>Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.</p> |  |
|-------------------------------|--------------------------------|--|---|

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

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|----------------|--|---|---|---|
| GRADE 3 | <p>CONTENT STATEMENTS</p> <p>3.1CR Develop multiple ideas for media art.</p> <p>3.2CR Construct and order various content into unified, purposeful media art productions.</p> <p>3.3CR Define art elements and discuss how their applications to a media art product can have an effect on a viewer.</p> | <p>CONTENT STATEMENTS</p> <p>3.1PE Demonstrate planning and collaborating skills while creating media art.</p> <p>3.2PE Exhibit basic creative skills to invent new content and solutions in media art.</p> <p>3.3PE Demonstrate the use of tools and techniques in traditional ways when constructing media art.</p> <p>3.4PE Identify specific presentation formats and channels for media art.</p> | <p>CONTENT STATEMENTS</p> <p>3.1RE Identify and describe how messages and meaning are created by the components of media art.</p> <p>3.2RE Identify and describe how various styles and forms of media art are used to manage an audience's experience.</p> <p>3.3RE Determine the purposes and meanings of media art while describing their context.</p> <p>3.4RE Identify basic criteria for evaluating media art and recommend possible improvements to a work based on criteria.</p> | <p>CONTENT STATEMENTS</p> <p>3.1CO Create media art to convey newly learned knowledge and information.</p> <p>3.2CO Identify ways in which media art conveys purpose through meaningful experiences.</p> <p>3.3CO Use various combinations of content with media art to tell a third-person story or narration.</p> <p>3.4CO Examine rules and guidelines for interacting with media art tools and environments.</p> |
| GRADE 4 | <p>CONTENT STATEMENTS</p> <p>4.1CR Establish goals for media art.</p> <p>4.2CR Construct, order, and manipulate various content using media art elements to convey purpose and meaning.</p> <p>4.3CR Demonstrate how the application of artistic elements can refine media art.</p> | <p>CONTENT STATEMENTS</p> <p>4.1PE Compare and contrast skills important for various team roles when creating media art.</p> <p>4.2PE Practice innovative abilities, such as design thinking, to address problems in media art.</p> <p>4.3PE Demonstrate how tools and techniques can be used in traditional and experimental ways when constructing media art.</p> <p>4.4PE Identify and articulate qualities of various presentation formats and channels for media art.</p> | <p>CONTENT STATEMENTS</p> <p>4.1RE Compare and contrast the messages and meanings created by individual components of media art.</p> <p>4.2RE Explain how various forms, methods, and styles in media art manage the audience's experience.</p> <p>4.3RE Determine and explain reactions and interpretations to a variety of media art, considering their purpose and context.</p> <p>4.4RE Identify and analyze basic criteria for evaluating media art and recommend possible improvements to a work based on criteria.</p> | <p>CONTENT STATEMENTS</p> <p>4.1CO Explore given knowledge and information to create media art.</p> <p>4.2CO Identify ways in which media art can reflect and gain meaning from common cultural experiences.</p> <p>4.3CO Combine varied academic, arts, and media content in media art to evolve understanding.</p> <p>4.4CO Examine safety concerns when interacting with media art tools and environments.</p> |
| GRADE 5 | <p>CONTENT STATEMENTS</p> <p>5.1CR Select and implement original ideas for media art to achieve goals.</p> <p>5.2CR Create content and combine assembly components to convey expression, purpose, and meaning in a variety of media art.</p> <p>5.3CR Determine how elements and principles can be altered to improve clarity and purpose.</p> | <p>CONTENT STATEMENTS</p> <p>5.1PE Demonstrate skills while working in identified team roles when creating media art.</p> <p>5.2PE Practice fundamental creative and innovative skills while making media art.</p> <p>5.3PE Select and implement tools and techniques in traditional and experimental ways when constructing media art.</p> <p>5.4PE Compare qualities and purposes of various presentation formats and channels for media art.</p> | <p>CONTENT STATEMENTS</p> <p>5.1RE Compare the qualities of and the relationships between components in media art and analyze how those relationships may create meaning.</p> <p>5.2RE Differentiate how various forms, methods, and styles in media art manage audience experience.</p> <p>5.3RE Determine and compare personal and group interpretations of a variety of media art, considering their intention and context.</p> <p>5.4RE Identify, describe, and analyze basic criteria for evaluating media art and recommend possible improvements to a work.</p> | <p>CONTENT STATEMENTS</p> <p>5.1CO Explore and examine external resources based on personal interest to create media art.</p> <p>5.2CO Identify ways in which media art can influence culture by creating common cultural experiences.</p> <p>5.3CO Integrate multiple contents and forms into media art to express an idea or information.</p> <p>5.4CO Examine safety and ethical concerns when interacting with media art tools and environments.</p> |

| GRADE LEVEL | CREATING (CR) | PERFORMING (PE) | RESPONDING (RE) | CONNECTING (CO) |
|----------------|--|---|---|---|
| GRADE 6 | <p>CONTENT STATEMENTS</p> <p>6.1CR Identify creative processes that can be used to create variations of ideas and goals.</p> <p>6.2CR Experiment with multiple media art components to produce content and assemble components for a determined purpose and meaning.</p> <p>6.3CR Examine how elements and principles can be altered purposefully to affect an audience.</p> | <p>CONTENT STATEMENTS</p> <p>6.1PE Apply various skills while performing an assigned role when producing media art.</p> <p>6.2PE Further develop a variety of creative and innovative abilities while making media art.</p> <p>6.3PE Demonstrate adaptability using tools, techniques, and content in traditional and experimental ways when constructing media art.</p> <p>6.4PE Analyze various formats, tasks, and processes for the presentation of media art.</p> | <p>CONTENT STATEMENTS</p> <p>6.1RE Describe and differentiate how the message and meaning created by the components in media art combine into a complete work.</p> <p>6.2RE Analyze how various forms, methods, and styles in media art manage audience experience.</p> <p>6.3RE Analyze the intent of a variety of media art using provided, specific contextual criteria.</p> <p>6.4RE Analyze basic criteria for evaluating media art and recommend possible improvements based on evidence and criteria from the media art.</p> | <p>CONTENT STATEMENTS</p> <p>6.1CO Explore, examine, and evaluate external resources based on personal interests to create media art.</p> <p>6.2CO Examine ways in which media art reflects, influences, and defines culture through common cultural experiences.</p> <p>6.3CO Integrate multiple contents and forms into media art to support a central or main idea.</p> <p>6.4CO Analyze safety and ethics when interacting with media art tools and environments.</p> |
| GRADE 7 | <p>CONTENT STATEMENTS</p> <p>7.1CR Experiment with creative processes to create variations of ideas and goals for media art.</p> <p>7.2CR Implement production processes to integrate content and components for a determined meaning in media art.</p> <p>7.3CR Formulate artistic elements to improve understanding of purpose for an audience.</p> | <p>CONTENT STATEMENTS</p> <p>7.1PE Apply various skills while performing a variety of roles when producing media art.</p> <p>7.2PE Exhibit an increasing set of creative and innovative abilities while making media art.</p> <p>7.3PE Demonstrate adaptability using tools, techniques, and content to achieve an assigned purpose using traditional and experimental techniques when producing media art.</p> <p>7.4PE Evaluate various formats, tasks, and processes for the presentation of media art.</p> | <p>CONTENT STATEMENTS</p> <p>7.1RE Categorize types of messages and meaning in media art. Compare and contrast how messages and meaning are demonstrated in each category.</p> <p>7.2RE Compare and analyze how various forms, methods, and styles in media art interact with personal preferences in influencing audience experience.</p> <p>7.3RE Analyze the intent and meaning of a variety of media art using self-identified contextual criteria.</p> <p>7.4RE Defend and support basic criteria for evaluating media art and recommend possible improvements based on evidence and criteria from the media art.</p> | <p>CONTENT STATEMENTS</p> <p>7.1CO Construct and communicate creative ideas based on personal and external resources.</p> <p>7.2CO Examine ways in which media art expands cultural understandings.</p> <p>7.3CO Integrate multiple contents and forms into unified media art that conveys a specific theme or idea.</p> <p>7.4CO Analyze and apply safety and ethics guidelines when interacting with media art tools and environments.</p> |
| GRADE 8 | <p>CONTENT STATEMENTS</p> <p>8.1CR Generate a variety of original ideas for media art using focused, creative processes.</p> <p>8.2CR Coordinate production processes and integrate content and components for a determined purpose and meaning in media art.</p> <p>8.3CR Modify the technical qualities of artistic elements to improve expressive and stylistic elements.</p> | <p>CONTENT STATEMENTS</p> <p>8.1PE Demonstrate and generate skills while performing a variety of roles when producing media art.</p> <p>8.2PE Demonstrate a range of creative and innovative solutions through exploration and experimentation while creating media art.</p> <p>8.3PE Demonstrate adaptability using tools, techniques, and content to communicate an intended meaning using traditional and experimental techniques.</p> <p>8.4PE Design the presentation and distribution of media art through multiple formats and/or contexts.</p> | <p>CONTENT STATEMENTS</p> <p>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.</p> <p>8.2RE Compare, contrast, and analyze how various forms, methods, and styles in media art create an intentional audience experience.</p> <p>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.</p> <p>8.4RE Generate basic criteria for evaluating media art and recommend possible improvements based on evidence and criteria from the media art.</p> | <p>CONTENT STATEMENTS</p> <p>8.1CO Construct and communicate creative ideas based on personal and external resources. Detect and justify creative choices through the process of deconstruction.</p> <p>8.2CO Examine ways in which media art influences culture.</p> <p>8.3CO Integrate multiple contents and forms into unified media art that conveys a consistent perspective and narrative.</p> <p>8.4CO Define and analyze safety, ethical, and legal guidelines when interacting with media art tools and environments.</p> |

HIGH SCHOOL

ENDURING UNDERSTANDINGS

Creating: Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
Performing: Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts.
Responding: Artists/students engage in analysis and interpretation to understand and evaluate artistic works.
Connecting: Artists/students understand and communicate the value of creative expressions in internal and external contexts.



| ACHIEVEMENT LEVEL | CREATING (CR) | PERFORMING (PE) | RESPONDING (RE) | CONNECTING (CO) |
|---------------------|---|---|--|---|
| PROFICIENT | <p>CONTENT STATEMENTS 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.</p> | <p>CONTENT STATEMENTS 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.</p> | <p>CONTENT STATEMENTS 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.</p> | <p>CONTENT STATEMENTS 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.</p> |
| ACCOMPLISHED | <p>CONTENT STATEMENTS 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.</p> | <p>CONTENT STATEMENTS 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.</p> | <p>CONTENT STATEMENTS 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.</p> | <p>CONTENT STATEMENTS 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.</p> |

| ACHIEVEMENT LEVEL | CREATING (CR) | PERFORMING (PE) | RESPONDING (RE) | CONNECTING (CO) |
|-------------------|---|--|--|--|
| ADVANCED | <p>CONTENT STATEMENTS</p> <p>HSAD.1CR Consistently integrate with a variety of generative methods to fluently form original solutions in the creation of media art.</p> <p>HSAD.2CR Synthesize content, processes, and assembly components to express compelling purpose, story, emotion, or ideas in complex media art productions.</p> <p>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.</p> | <p>CONTENT STATEMENTS</p> <p>HSAD.1PE Masterfully demonstrate skills while purposefully selecting and fulfilling specific roles in the production of media art.</p> <p>HSAD.2PE Employ mastered creative and innovative skills to address complex challenges within and through media art.</p> <p>HSAD.3PE Independently use and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media art.</p> <p>HSAD.4PE Curate, design, and promote the presentation and distribution of media art for intentional impacts through a variety of contexts and channels.</p> | <p>CONTENT STATEMENTS</p> <p>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.</p> <p>HSAD.2RE Survey an exemplary range of media art, analyzing methods for managing audience experience, creating intention, and persuasion through multisensory perception and communications.</p> <p>HSAD.3RE Compose intent, meanings, and impacts of diverse media art considering the complex factors of context and perception.</p> <p>HSAD.4RE Independently develop rigorous evaluations of media art considering project goals, design, and production factors and feedback.</p> | <p>CONTENT STATEMENTS</p> <p>HSAD.1CO Independently and proactively access relevant, quality resources to inform the creation of cogent media art.</p> <p>HSAD.2CO Synthesize media art with an intent to advocate for positive change.</p> <p>HSAD.3CO Synthesize content from various art forms with academic content into unified media art.</p> <p>HSAD.4CO Produce safe, ethical, and legal guidelines when creating and interacting with media arts tools and recognizing various environments and audiences.</p> |