

An Introduction to the Media Arts Standards

Media arts standards are intended to address the diverse forms and categories of media arts, including: imaging, sound, moving image, virtual and interactive. Media arts standards do not dictate what or how to teach, but define age-appropriate outcomes for students, towards the achievement of Enduring Understandings and Artistic Literacy. They are therefore quite generalized, not specifying particular technologies or techniques, and containing very few examples of terminology and activities. The standards allow for a great diversity of instruction, methodology and circumstance. They are adaptive to the wide range of conditions that exist currently for the form across the country. State and district standards may offer greater specificity as they are developed, and Model Cornerstone Assessments will provide more specific examples of projects, lessons and activities.

The standards are normally presented in a linear, sequential format, which does provide a representation of the creative production process. But the standards are designed for access in a non-linear manner as well, whereby one can address any particular process, process component, or standard on an as needed basis. For example, lessons and units can easily begin within Connecting by considering a given context, move next into Responding to analyze particular examples of media arts, and then into Creating to begin production. Also, the standards represent portions of holistic creative process, and may be addressed in rapid-fire succession, as one is creating work. Therefore, a brainstorming session that is contained within Creating is also constantly accessing Responding and even Connecting. One well-structured class, lesson or unit can address many, if not all standards. This interactive web site offers versatility in accessing the standards for flexibility in lesson planning, instruction, and assessment. For example, process components may be selected as a primary organizational tool for some teachers.

Enduring Understandings and Essential Questions are written at one grade-level, and are to be adapted by the instructor to their specific grade-level. It is advisable to view standards at lower and higher grade levels in order to view a progression of proficiency. Nevertheless, it is assumed that students may have little or no formal media arts instruction at a particular grade level. Based on best practice, collaboration is assumed throughout the media arts standards.

For more information please access the resources link.