

National Coalition for Core Arts Standards

Media Arts Model Cornerstone Assessment: Grade 5

Discipline: Media Arts

Artistic Processes: All Processes – Key Processes: *Perceiving, Interpreting, Relating, Synthesizing*

Title: Moving Image – Media Literacy Documentary

Description: Students will produce a 1-minute documentary video that compares and contrasts the form and content of a selected documentary or news segment (informational) with a 30-second commercial (persuasion) on a related topic by editing together images, sound and movement selections from each and adding their own interpretive text and narration.

Grade: Grade 5

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Estimated Time for Teaching and Assessment: Students should be provided ample time for the project for discussion, interpretation, constructing, refining (editing) and presenting their works (approx. 7- 8 hours).

(Note: This task will be piloted during the 2014-2015 school year. Once piloted, the estimated time may be revised; it is to assist teachers for planning purposes. If a time is not entered, the developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.)

Strategies for Embedding in Instruction

[Possible sequence & strategies to embed Model Cornerstone Assessment within a classroom unit.]

Preferred Prior Knowledge: Ability to use media arts vocabulary to describe and analyze media artwork; Foundational abilities in video camera usage and production steps, capturing video, script-writing, narrating, titling, editing etc.

This process provides experience in perceiving and interpreting messages conveyed in media presentations (Media Literacy). Students edit selections from two sources together to compare and contrast the intent of the messages (inform, persuade) and the audio and visual media techniques used to accomplish the goals. Students must understand and interpret social, cultural, and economic motivations and their impact on media and audiences. **This assessment model is particularly focused on the student's insights into media formats and their ability to persuade and/or inform an audience.**

Suggested Sequence:

1. **Study two brief media presentations for components, relationships, techniques (a 30-second commercial and a segment of a documentary on a related topic.) (Perceive)**
2. **Individually, in small groups, and as a whole group, compare and contrast the content and messages of the two pieces, considering contexts. (interpret, Relate)**
3. Review vocabulary words to help students refine and enrich the vocabulary and depth of concepts used in their interpretations.
4. **Create storyboards and scripts for a 1-minute mash-up to compare and contrast the content and form of the messages in the two sources. (Develop, Synthesize)**
5. Use the storyboard and script to create a new piece editing together selections from the two sources. (Construct, Practice)
6. Narrate and record the script and create graphics and text comparing and contrasting the two sources. (Construct, Synthesize)
7. Add the recorded narrative, text and graphics to the edited video mash-up.
8. Present and explain their presentation for peer/mentor and instructor response. (Evaluate)
9. Refine their media presentation based on feedback. (Construct)
10. Present works in a public format – e.g. web, exhibit (Practice)
11. Student reflection on what was experienced and learned in viewing others and refining and presenting own work. (Synthesize)

Suggested Questions:

- What are these media artworks about?
- What do you see, hear and experience in the two media artworks?
- What do you notice about their forms? How are they constructed?
- What are the messages communicated?
- How are they alike and different?
- What and who are they for?
- Is there a point of view taken?

Detailed Assessment Procedures

[clear outline of procedures necessary to obtain comparable work from multiple teachers - i.e., coding and file format for preservation of student work (mp3, PDF), etc.]

This assessment process will generate substantive evidence of a student's skills and knowledge in comparing and contrasting media presentations and communicating ideas by using audio and visual media. This 5th grade level experience together with similar experiences at grade 2, and built upon in grade 8, and three levels at high school, will help create a record of the student's development of a central component of learning in media arts.

Assessment Set-up: This assessment model begins with *Perceiving* and *Interpreting* two related media presentations. The instructor will provide support for student-directed discussion, debate and investigations. Students should gather, view and evaluate the two media presentations for purpose, content, style and techniques. This discussion naturally leads into the Connecting process in the consideration of context, and the purposes and meanings of the contrasted forms. They should discuss their interpretations and develop strategies to combine the two sources with their own interpretation to create a new piece that compares and contrasts the two sources. They can organize ad hoc collaborative teams in order to complete complex interpretation and production components.

Materials: A Project Assessment Form is used throughout the assessment to evaluate student achievement of standards. It is broken down into two sections with accompanying rubrics.

1. Process Assessment –to monitor ongoing activity, behavior and the learning process itself, including: productivity, participation, collaboration, effort, research, organization, revision, self-direction, self-evaluation, creativity, iteration, timeliness, etc.
2. Product Assessment –to evaluate stages of work from pre to post-production, and the final presented product, including: Content Assessment – to determine the level of insight and understanding of the key issues involved; script, shot list, assets, production, sequencing, timing, narration, technical quality, expressive intent, creativity, etc. (example attached)

Technical Specifications: The final video for upload must be in one these formats: .mp4, .mov, .avi, .wmv; standard aspect ratios 4:3 or 16:9; frame rates >24fps; sound – mp3 or aac > 44.1kHz (YouTube standard)

Knowledge, Skills and Vocabulary

[focusing on concepts required to successfully complete the task]

Knowledge and Skills

- Compare and contrast the form and content of informative and persuasive media.
- Construct media messages by editing from sources.
- Interpret messages conveyed by the form and content of media.
- Edit sound (voice, effects, music), images, and pacing,
- Perceive the media techniques used to inform and persuade viewers.
- Create text, motion graphics, and audio tracks for the media presentation.
- Evaluate their own and others work
- Reflect on the experience and what was learned

Key Vocabulary

- Advertisement
- Audience
- Authorship
- Constructed messages
- Content
- Form
- Format
- Informative
- Journalism
- Mash-up
- Motion Graphics
- Narration
- News
- Persuasive
- Purpose
- Representation
- Technique
- Text
- Values - Embedded
- Voice-over
- Point-of-View

Differentiation Strategies

(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)

Resource: (sample)

<http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

Strategies for Inclusion

(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities. This may be filled in by individual teachers based on their own students' needs.)

Resource: (sample)

<http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/1229>

Resources Needed for Task Implementation

[For task implementation]

- Computer or Multimedia Mobile Device for each student or team (2-3 recommended)
- Desktop, device or online editing software – e.g. Moviemaker, iMovie, Popcorn.com, etc.
- Projector or TV
- Media artworks (Internet access helpful) Note: This project may also be adapted to compare a variety of mediums, forms, and genres, such as various cross-cultural comparisons.
- Limited Resources Versions – Record directly from monitor or projection screen, narrating into mic; in-camera editing

Suggested Scoring Devices

[rubrics, checklists, rating scales, etc. based on the Traits]

1. Rubrics for scoring student product and process
2. Self-Critique Form
3. Peer/Teacher Critique Forms
4. Final Student Reflection Form

Task-specific Rubrics

Student Project Rubrics

- a. Process – Dimensions: productivity, participation, collaboration, effort, etc
- b. Product – Dimensions: script, shot list, storyboard, assets, production, etc. (example attached)

Moving Image: Documentary		Product Assessment Rubric		Grade: 5
Production Components	Below Standard	Approaching Standard	At Standard	Above Standard
Content/ Message	<ul style="list-style-type: none"> • Lacking a clear focus • No central idea or focus • No stance taken in comparing work 	<ul style="list-style-type: none"> • Comparisons made, but not clear at times • Ideas sometimes unfocused • Arguments made, but support is lacking 	<ul style="list-style-type: none"> • Clear, direct comparisons and contrasts between the existing works • Ideas focused • Arguments are well supported 	<ul style="list-style-type: none"> • Displays creative connections and thinking • Unified production • Uses outside research to support arguments
Structure/ Script	<ul style="list-style-type: none"> • Script is incomplete and disorganized 	<ul style="list-style-type: none"> • Script is mostly complete but with gaps in narration • Weak or confusing intro or conclusion • Argument is not clear at times 	<ul style="list-style-type: none"> • Script is complete and well organized • Strong intro and conclusion • Communicates central arguments 	<ul style="list-style-type: none"> • Script utilizes unique voice or perspective
Visuals	<ul style="list-style-type: none"> • Poorly chosen visuals • Poor quality in visuals • No connection between script and visuals 	<ul style="list-style-type: none"> • Some visuals do not communicate ideas about the work they are from • Some created images not clear • Visuals do not match narration at times 	<ul style="list-style-type: none"> • Visuals well selected to show unique traits from the existing media projects • Created images and graphics are clear • Editing matches script 	<ul style="list-style-type: none"> • Created images demonstrate artistry • Unique ideas built from editing images together to show contrast or similarities
Sound • Narration • Music	<ul style="list-style-type: none"> • Narration unrehearsed • Sound is difficult to hear • Sound choices inconsistent with feeling of the piece 	<ul style="list-style-type: none"> • Narration has some errors • Sound levels are sometimes inconsistent, or difficult to hear • Sound choices do not support mood of the work at times 	<ul style="list-style-type: none"> • Narration is well rehearsed and spoken clearly • Recording is clean, little background noise and no glitches • Sound supports mood of original and existing work 	<ul style="list-style-type: none"> • Technically complex sound; music, effects, and multi-track recordings used

Assessment Focus

Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards
Creating					
<ul style="list-style-type: none"> Construct 	The organization, forming and integration of aesthetic elements, principles and processes creates purpose, meaning, expression and artistic quality.	How do media artists utilize the stylistic conventions and technical parameters of the media to express meaning?	Refine and complete artistic work.	<ul style="list-style-type: none"> Carries out production processes Refines production for expressive intent, based on feedback 	<p>a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.</p> <p>b. Test and describe expressive effects in altering, refining, and completing media artworks.</p>
Producing					
<ul style="list-style-type: none"> Integrate 	Media artists integrate various forms and contents to develop complex, unified artworks.	How are complex media arts experiences constructed?	Select, analyze, and interpret artistic work for presentation.	<ul style="list-style-type: none"> Combines existing and original work Combines visual and aural media content 	Create media artworks through the integration of multiple contents and forms, such as a media broadcast.
Responding					
<ul style="list-style-type: none"> Perceive 	Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	<ol style="list-style-type: none"> How do media artists 'read' works of media art and discern their relational components? How do media artworks function to convey meaning and manage experience? 	Perceive and analyze artistic work	Identifies, describes components, methods, styles and forming of experience, message, meaning present in documentary and commercial	<p>a. Identify, describe, and differentiate how message and meaning are created by components in media artworks.</p> <p>b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.</p>

<ul style="list-style-type: none"> • Interpret 	<p>Interpretation and appreciation require consideration of the intent, form and context of the media artwork.</p>	<p>1. How do people relate to and interpret media artworks?</p>	<p>Interpret intent and meaning in artistic work.</p>	<ul style="list-style-type: none"> • Analyzes works for persuasive devices based on context 	<p>Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.</p>
<ul style="list-style-type: none"> • Evaluate 	<p>Skillful evaluation and critique are critical components of experiencing, appreciating and producing media artworks.</p>	<p>1. How and why do media artists value and judge media artworks?</p>	<p>Apply criteria to evaluate artistic work.</p>	<ul style="list-style-type: none"> • Determines, applies criteria • Evaluates own, peer and example works • Considers context • Practices constructive feedback 	<p>Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.</p>
Connecting					
<ul style="list-style-type: none"> • Synthesize 	<p>Media artworks synthesize meaning and form cultural experience.</p>	<p>How do we synthesize and relate knowledge and experiences to understanding and making media artworks?</p>	<p>Synthesize and relate knowledge and personal experiences to make art</p>	<ul style="list-style-type: none"> • Synthesizes research to express meaning • Examines media artworks for expressive synthesis and culture-forming 	<p>b. Examine and show how media artworks form meanings, situations, and cultural experiences, such as news and cultural events.</p>

<ul style="list-style-type: none"> • Relate 	<p>Media artworks and ideas are better understood and produced by relating them to their purposes, values and various contexts.</p>	<p>1. How does media arts relate to its various contexts, purposes and values?</p>	<p>Relate artistic ideas and works to societal, cultural and historical context to deepen understanding.</p>	<p>Compare and contrast how the intent behind the selected documentary and commercial influence students' reactions</p>	<p>a. Research and show how media artworks and ideas relate to personal, social and community life, such as exploring commercial and information purposes, history, and ethics.</p>
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Benchmarked Student Work

[Above Standard, At Standard, Near Standard and Below Standard work to illustrate expectations on web site]

(Anchor examples to be collected and scored as MCA is piloted)

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