Discipline: Media Arts

Artistic Processes: All Processes – Key Process: Responding

Title: Moving Image – Describing Art Documentary

Description: Students in groups of two or three will produce a 1-minute video about a media artwork of their choice, explaining basic information about it (e.g. source, elements, ideas, and opinions). This assessment model is particularly focused on the student’s verbal response to the work.

Grade: Grade 2

In this Model Cornerstone Assessment task you will find:

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Anchor examples to be collected and scored as MCA is piloted

Estimated Time for Teaching and Assessment: Approximate time 3-5 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: Basic ability to use media arts vocabulary to describe and explain media artwork. Basic abilities in video camera usage and production steps, writing, speaking, camera set-up, shooting, reviewing, etc.

This process provides experience in basic artistic research, description and production. Students describe a media artwork’s background or origin and explain its parts or elements, and meaning and opinion, while exhibiting it in the camera or recording.

Suggested Sequence:
1. Examine and discuss student and/or professional example media artworks. (Perceive, Synthesize)
2. Present project with examples of choices of professional and/or local artists.
3. Students examine various artists, determine their interest, practice describing and analyzing. (Synthesize)
4. Study and discuss the chosen media artwork. (Develop)
5. Begin to write a script. (Develop, Synthesize)
6. Revise script and plan based on adult and peer evaluation. Rehearse. (Refine, Evaluate)
7. Narrate script and shoot and/or edit images to produce documentary. (Construct)
8. Discuss possible changes and revise.
9. Present works in public format – e.g. class, open house, web, festival (Present)
10. Student reflection on what was experienced and learned in viewing others and refining and presenting own work. (Synthesize)

Suggested Questions:
• What kind of media artwork is it?
• What do you see, hear and experience in the media artwork?
• What do you notice about it?
• What is it about?
• What is it for?
• Who is it for?
• What do you like or dislike about it?
• Is there anything you might change in it?

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 a variety of evidence about a student’s learning; what they know about the video production process and how well they can apply the knowledge by creating a short, explanatory video. This second grade experience together with similar experiences at grade 5, 8, and three levels at the high school create a vital record of the student’s development of a central component of learning in media arts.

Assessment Set-up: This assessment model begins with the viewing of example works that exhibit the product results. Students should view and compare the example videos for verbal descriptions and explanations.
Materials: Teacher designed process (formative) assessments during instruction. Final summative project assessment.
1. Process Assessment – to monitor ongoing activity, behavior and the learning process itself, including: participation, collaboration, effort, research, organization, revision, etc.
2. Project Assessment – to evaluate the final product, including: script, production, narration, technical skill, etc. informed by student planning documents and student reflection.

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
- Research and choose a media artwork.
- Write a script about the media artwork, explaining its origin, elements and meaning.
- Record the narration of the script.
- Edit images to match the narration.
- Or: Students shoot a video of the media artwork, while reading from the script into the microphone.
- Assist in presenting the video.
- Reflect on the experience and what was learned

Key Vocabulary
- Describe
- Collaborate
- Explain
- Opinion
- Research
- Information
- Plan
- Organize
- Rehearse
- Shoot/record
- Camera
- Microphone
- Narrate
- Zoom
- Pan
- Artist
- Media Arts Vocabulary – picture, movie, animation, game, shot, color, movement, sound, action, etc

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


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]
• Video camera with microphone
• Or: Computer or Multimedia Mobile Device for each student or team (2-3 recommended)
• Desktop or online editing software – e.g. Windows Moviemaker, Mac iMovie, Popcorn.com, etc.
• Media artworks (Internet access helpful) – e.g. photos, web pages, applications, movies, animations, video games
• Note: This project may also be adapted to investigate a visual or other artwork of choice, either from online digital assets, or from printed texts.
• Limited Resources Versions – Record directly from monitor or projection screen, narrating into mic; in-camera editing
• Projector or TV

Suggested Scoring Devices
[rubrics, checklists, rating scales, etc. based on the Traits]
1. Student Project Rubrics
   a. Formative Rubrics: Teacher designed process rubrics - Dimensions: knowledge, productivity, participation, collaboration, effort, etc
   b. Summative Rubric: Dimensions: script, production, planning tool, reflection, etc. (example attached)
<table>
<thead>
<tr>
<th>Process Components</th>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
<th>Anchor Standards</th>
<th>Key Traits</th>
<th>Performance Standards (Grade 2)</th>
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</thead>
<tbody>
<tr>
<td><strong>Creating</strong></td>
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</tbody>
</table>
| • Develop          | Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea. | How do media artists organize and develop ideas and models into process structures to achieve the desired end product? | Organize and develop artistic ideas and work. | • Chooses image  
• Researches subject  
• Determines order of presentation  
• Writes script w/images  
  o Artist  
  o Describes  
  o Ideas, feelings  
  o Opinion | Choose ideas to create plans and models for media arts productions. |
| • Construct        | The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks. | What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? | Refine and complete artistic work. | • Records narrative  
• Edits sequence, effects  
or:  
• shoots video and narrates from script | a. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention. |

<p>| <strong>Producing</strong>      |                        |                     |                  |           |                                |
| • Practice         | Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions. | What skills are required for creating effective media artworks and how are they improved? | Develop and refine artistic techniques and work for presentation. | Uses various production skills to craft basic video presentation (e.g. writing, planning, directing, narrating, etc) | a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions. |</p>
<table>
<thead>
<tr>
<th><strong>Responding</strong></th>
<th><strong>Perceive</strong></th>
<th><strong>Interpret</strong></th>
<th><strong>Connect</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.</td>
<td><strong>How do we 'read' media artworks and discern their relational components?</strong></td>
<td><strong>How do people relate to and interpret media artworks?</strong></td>
<td><strong>Media artworks synthesize meaning and form cultural experience.</strong></td>
</tr>
<tr>
<td><strong>Perceive</strong></td>
<td>Perceive and analyze artistic work</td>
<td><strong>Interpret intent and meaning in artistic work.</strong></td>
<td>Synthesize and relate knowledge and personal experiences to understanding and making media artworks?</td>
</tr>
<tr>
<td>Identifies, describes components • Shot • Zoom • Narration • Images</td>
<td>Identifies, describes relationship of narration to image</td>
<td>States interpretation and opinion of media or artwork.</td>
<td>Assembles information to explain and express constructed meaning of media artworks</td>
</tr>
<tr>
<td>a. Identify and describe the components and messages in media artworks.</td>
<td>Determine the purposes and meanings of media artworks, considering their context.</td>
<td>a. Use personal experiences, interests, information, and models in creating media artworks.</td>
<td></td>
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<td>Assessment Focus</td>
<td>Project Assessment Rubric</td>
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<tr>
<td><strong>Responding</strong></td>
<td>Above Standard</td>
<td>At Standard</td>
<td>Approaching Standard</td>
</tr>
<tr>
<td>Interpret</td>
<td>Evidence of Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr 2</td>
<td>States interpretation and opinion of media or artwork.</td>
<td>Includes highly detailed descriptions of the work and detailed plans for matching images and narration.</td>
<td>Describes the plan for the work with some detail and includes both images and narration.</td>
</tr>
<tr>
<td></td>
<td>Key Traits/Look Fors</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creating</strong></td>
<td>Evidence of Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop</td>
<td>States interpretation and opinion of media or artwork.</td>
<td>Includes highly detailed descriptions of the work and detailed plans for matching images and narration.</td>
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<tr>
<td><strong>Connecting</strong></td>
<td>Evidence of Process</td>
<td></td>
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<tr>
<td>Synthesize</td>
<td>States interpretation and opinion of media or artwork.</td>
<td>Includes highly detailed descriptions of the work and detailed plans for matching images and narration.</td>
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**Interpret**

Interpret intent and meaning in artistic work.

**Creating**

Organize and develop artistic ideas and work.

**Develop**

Develop artistic ideas and work.

**Connecting**

Synthesize and relate knowledge and personal experiences to make art.
<table>
<thead>
<tr>
<th>Creating: Refining and completing artistic ideas and work.</th>
<th>Above Standard</th>
<th>At Standard</th>
<th>Approaching Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Construct</strong>&lt;br&gt;a. Construct and assemble content for unified media arts productions, identifying and applying basic principles such as positioning and attention.&lt;br&gt;- Records narrative&lt;br&gt;- Edits sequence, effects using images or:&lt;br&gt;  - Shoots a video&lt;br&gt;  - Narrates from a script</td>
<td>Strong use of images to enhance and highlight narration; images and narration are consistently matched. Images are consistently steady, in focus and effectively framed with varied shot composition; effects are used (zoom, pan) to enhance the presentation.&lt;br&gt;Narration is delivered in a clear, strong voice, spoken without faltering; narrator makes use of a range of vocal expression to highlight the presentation.&lt;br&gt;Sound levels are consistent and mostly easy to hear; background sounds are minimal.&lt;br&gt;Musical elements if present, subtly enhance the presentation.</td>
<td>Images match narration.</td>
<td>There are some mismatches between narration and image.</td>
<td>Narration and images or graphics are mismatched.</td>
</tr>
</tbody>
</table>

<p>| <strong>Producing Values</strong>&lt;br&gt;<strong>Producing</strong>&lt;br&gt;Develop and refine artistic techniques for presentation. | | Production Values |
|----------------------------------------------------------|----------------|-------------|----------------------|---------------|
| <strong>Practice</strong>&lt;br&gt;a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions.&lt;br&gt;Uses various production skills to craft basic video presentation (e.g. writing, planning, directing, narrating, etc) | Narration is delivered in a clear, strong voice.&lt;br&gt;Sound levels are consistent and mostly easy to hear; background sounds are minimal.&lt;br&gt;Musical elements if present, subtly enhance the presentation. | Narrator occasionally falters.&lt;br&gt;Sound levels are sometimes inconsistent, and/or may include some loud distracting background noises. | Narrating voice is most often hesitant and halting; and/or narration is missing. | Sound levels are inconsistent and/or levels of background noise make it very difficult to hear. |</p>
<table>
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<tr>
<th>Responding Perceive and analyze artistic work.</th>
<th>Key Traits/Look For</th>
<th>Above Standard</th>
<th>At Standard</th>
<th>Approaching Standard</th>
<th>Below Standard</th>
</tr>
</thead>
</table>
| a. Identify and describe the components and messages in media artworks. | Identifies, describes components  
- Shot  
- Zoom  
- Narration  
- Images  
Identifies, describes relationship of narration to image | Student reflects on their own work and/or the work of others using relevant vocabulary words to analyze the artwork’s construction. Student reflection includes details describing the composition, and the intent or message, citing evidence to support their conclusions. | Student reflects on their own work; identifies and describes choices and components of the work using relevant vocabulary words. | Student reflection includes a minimal description of their work, vocabulary words may or may not be present. | Student reflection is lacking or limited. |
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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