

National Coalition for Core Arts Standards

Media Arts Model Cornerstone Assessment: High School- Proficient

Discipline: Media Arts

Artistic Processes: All Processes – Key Processes: *Perceiving, Constructing, Synthesizing*

Title: Moving Image Documentary

Description: Each student, or small group, will produce a 2 to 3 minute video documentary about a moving image artist of their choice. The documentary will convey how the artist’s style, expressive structure and media creation techniques are used to communicate the artist’s message. They will also convey what the work means to the student(s) and shape the documentary for a defined audience.

Grade: High School- Proficient

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Estimated Time for Teaching and Assessment:

Students should be provided ample time for the project for research, focus and revision - approx. 10-12 hours (not including historical review).

(Note: This task will be piloted during the 2014-2015 school year. Once piloted, the estimated time may be revised. If a time is entered above, 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: Knowledge of moving image production processes (pre-production and idea generation, basic video production, composition and camera operation, lighting, interview techniques, capturing audio, editing, etc.), experience responding to media artworks at various points of completion, analyzing student and professional moving image artworks. Student should have basic moving image (film) theory and historical knowledge of a basic range of film genres, styles and techniques, and have examined a variety of works in order to support the independent investigation.

This assessment provides experience in examining, utilizing and innovating established techniques in documentary video production. Students should be versed in standard video production processes, as well as basic methods for innovation and expression. They must understand and describe the chosen moving image (film) artist's style of working, and how that style can be synthesized within the student's analysis and personal response. This assessment model is particularly focused on the student's ability to experiment, innovate, and synthesize content and processes, and whether they are able to convey their own ideas through the assembly and editing process. **The video should display an understanding of the style and techniques of the artist, as well as demonstrate their personal connection to the artist.** Additionally, the student must consider the influence of the audience for the video product by responding to audience feedback at various points in the process.

Suggested Sequence:

1. Investigate and analyze the work of multiple moving image artists, describing methods, techniques and styles and audience reactions. (Relate)
2. **Select an artist, analyze components of their work, and articulate what the works mean to the student and how the construction of the works influence the student's response to them. (Perceive, Synthesize)**
3. Define audience and explain how expected audience may influence final project, establishing where it will be viewed. (Perceive)
4. Students present several ideas on how to communicate information on artist and personal voice in final project. (Synthesize)
5. Research and gather assets. (Develop)
6. Begin to write a script, create storyboards as necessary. (Develop, Synthesize)
7. Explain the challenges of the project and develop several ideas to address the challenges. (Evaluate, Conceive)
8. **Revise and refine project based on peer evaluation. Evaluate for effective demonstration of artist's style, techniques and intent. (Construct, Evaluate)**
9. Capture media and edit project as per plans. (Construct)
10. Present for peer and instructor evaluation. **Evaluate for effectiveness in communicating style, idea, and personal voice.** (Present, Evaluate)
11. **Refine documentary as per feedback. (Construct)**
12. Present work to class peers and to additional audience and determine effectiveness of improvements. (Present)
13. Present works in public format – e.g. web, festival (Present)
14. Student reflection on what was experienced and learned in viewing others and refining and presenting own work. (Synthesize)

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, particularly regarding what they know about the documentary production process and how well they can apply that knowledge by creating a short, expressive documentary. This first level high school experience, together with similar experiences at grades 2, 5, and 8 and the Accomplished and Advanced levels at the high school, create a vital record of the student's development of a central component of learning in media arts': "Moving Image" category.

Assessment Set-up: This assessment model begins with the **Connecting** process and a limited inquiry into the basic variety of historical film genres and formats and significant artists, possibly including students' own chosen examples. Students should view and compare films for content, style and techniques,

as well as historical context. In considering their own documentaries, they may examine and analyze completed student project examples, if available, for possible approaches to project completion. They should discuss and determine who they think the intended audience is and ways they might update the format to make it more relevant to current young people. **Key to this analysis is examining how narrative structure and storytelling devices, and camera and editing techniques expressively communicate meaning to the viewer. This becomes a critical factor in this assessment at achieving the standard above**, and an important part of the student’s continuing repertoire of aesthetic expression capacities. It also exhibits their mastery and transferred application of several other standards – Perceive, Construct, Synthesize.

Materials: A Project Assessment Form is used throughout the assessment to evaluate student achievement of standard. It is broken down into two sections with accompanying rubrics (one example below)

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 product, including: script, shot list, assets, production, sequencing, timing, narration, technical quality, expressive intent, creativity, etc.

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

- Identify components, (e.g. story structures, visual metaphors, camera and editing techniques) in an existing media artwork
- Research an artist and style
- Articulate personal reaction to selected artist and work, explore how to communicate reactions and insights
- Define audience considering location
- Evaluate options for approaching the project, select and justify ideas, look, and processes
- Create pre-production documents (script, storyboard, shot list, schedule, breakdown)
- Pitch ideas to peers, consider revisions and refinement based on feedback
- Define the challenges or constraints that exist to creating the project, explore multiple ways to overcome the obstacles
- Capture, collect required media for the project using tools and processes similar to selected artist
- Edit project using techniques and processes similar to selected artist
- Share the work with multiple audiences during the post-production process
- Determine and analyze reactions from various audiences
- Explain how responses can influence completion of the work
- Share the completed work in the appropriate format for presentation
- Evaluate their own and others work
- Reflect on the experience and what was learned

Key Vocabulary

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|---|--|---|
| ▪ Audience | ▪ Context – historical, geographic, cultural, presentation | ▪ Invention / Innovation |
| ▪ B-Roll | ▪ Editing (cut, dissolve, wipe, fade) | ▪ Identified Moving Image/Art Vocabulary – (e.g. mise-en-scene, angle, montage, metaphor, balance, unity, emphasis) |
| ▪ Camera Distance and Angle | ▪ Effective | ▪ Perspective |
| ▪ Camera Movement (pan, tilt, tracking, handheld) | ▪ Evoke, Express | ▪ Story Arc and Structure |
| ▪ Cinematography | ▪ Focus, lenses (e.g. wide-angle) | ▪ Style, Technique |
| ▪ Composition | ▪ Genre, Period | |
| ▪ Continuity | ▪ Historical/ Contemporary | |

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 or online editing software – e.g. Windows Moviemaker, Mac iMovie, Popcorn.com, Wevideo.com, Adobe Premiere, etc.
- Internet access
- Projector or Monitor
- A variety of historical film resources. Note: This project may also be adapted to investigate 1. A visual artist of choice, either from online digital assets, or from printed texts. 2. Any moving image category (e.g. animation, TV, etc.). 3. Any arts or media arts category (e.g. video game, web site, music artist)
- 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]

Students

1. Documentary Assignment Rubrics – Process, Product
2. Self-Critique Form
3. Peer/Teacher Critique Forms
4. Final Reflection – written, verbal and/or produced

Task-specific Rubrics

Student Project Rubrics

1. Process – Dimensions: productivity, participation, organization, collaboration, effort, etc
2. Product – Dimensions: script, shot list, storyboard, assets, production coherence, etc. (example attached)

Media Arts HS Proficient - Final Project Rubric

TASK: Each student, or small group, will produce a 2 to 3 minute video documentary about a moving image artist of their choice. The documentary will convey how the artist’s style, expressive structure and media creation techniques are used to communicate the artist’s message. They will also convey what the work means to the student(s) and shape the documentary for a defined audience.

Dimension	Above Standard	At Standard	Approaching Standard	Below Standard
<p>STRUCTURE & ORGANIZATION</p> <p>KEY TRAITS:</p> <ul style="list-style-type: none"> • Proposes several ideas regarding form and content of project • Researches subject • Defines artistic and aesthetic goals of the final project • Skillfully applies artistic, design, technical and soft skills in a media arts production. • Gathers and organizes assets and materials <p>STANDARDS: MA:Cr2.1.1a, MA:Pr6.1.1a.</p> <p>EVIDENCE OF LEARNING : final video, storyboard, script or other process documentation</p>	<ul style="list-style-type: none"> • All created and gathered elements (images, sounds, graphics, video, and narration) are exceptionally well chosen and organized into a logical, coherent sequence. • Thematically strong and consistent, including numerous rich details sharing a compelling story about the artist and their work. • Design, aesthetic and tone are highly refined and considered in storyboard, and script. 	<ul style="list-style-type: none"> • All created and gathered elements (images, sounds, graphics, video, and narration) are well chosen and organized into a logical, coherent sequence. • Theme and point of view are established, clear and convey the subject artist and their work, supported by evidence. • Design, aesthetic and tone are well established in storyboard, and script. 	<ul style="list-style-type: none"> • Created and gathered elements (images, sounds, graphics, video, and narration) are inconsistently chosen, or inconsistently organized into a logical, coherent sequence. • Theme and point of view are inconsistent and weakly developed with some components relating to artists and their work, supported by evidence. • Design, aesthetic and tone are somewhat developed. 	<ul style="list-style-type: none"> • Relies on a given or conventional solution for the form and content • Structure is not considered or is not evident. • Organization of content is lacking or not present. • Thematically unclear or unfocused incoherent, incomprehensible, off-topic, or undeveloped. • Design, aesthetic and tone are not considered.

Dimension	Above Standard	At Standard	Approaching Standard	Below Standard
<p>PRODUCTION QUALITIES</p> <p>KEY TRAITS</p> <ul style="list-style-type: none"> • Skillfully applies artistic, design, technical, and soft skills in a media production. <p>STANDARDS: MA:Pr6.1.I.a. MA:Pr6.1.I.b</p> <p>EVIDENCE OF LEARNING: final video, storyboard, script or other process documentation, student reflection</p>	<ul style="list-style-type: none"> • Extremely effective use of production processes to focus, support and integrate the style and content of the piece. This includes choices of shot, recorded and gathered content, lighting, shot composition. • Evidence of effective and persistent edits and refinement. Novel, compelling choices and insightful choices elaborate the style and content of the piece. This includes consideration of any sound qualities, effects, graphics, animations, color timing, pacing, juxtaposition and continuity that compellingly support deep insight on the topic 	<ul style="list-style-type: none"> • Effectively applies production processes that focus, support and integrate the style and content of the piece. This includes choices of shot, recorded and gathered content, lighting, shot composition. • Evidence of effective and persistent edits and refinement supporting the style and content of the piece. This includes consideration of any sound qualities, effects, graphics, animations, color timing, pacing, juxtaposition and continuity that support insight on the topic. 	<ul style="list-style-type: none"> • Inconsistently applies production processes that may lack focus, support and integration of style and content of the piece. This includes inadequate choices of shot, recorded and gathered content, lighting, shot composition. • Inconsistent refinement in editing and lack of elaboration of the style and content of the piece. This includes inadequate consideration of elements like sound qualities, effects, graphics, animations, color timing, pacing, juxtaposition and continuity. 	<ul style="list-style-type: none"> • Weak application of production processes that lack focus, supporting detail or integration of style and content of the piece. This includes inadequate choices or omission of shot, recorded and gathered content, or inattention to lighting and shot composition. • Weakness in refinement in editing and little elaboration of the style and content of the piece. This includes neglecting consideration of elements like sound qualities, effects, graphics, animations, color timing, pacing, juxtaposition and continuity.

Dimension	Above Standard	At Standard	Approaching Standard	Below Standard
<p>CONTENT & MESSAGE</p> <p>KEY TRAITS:</p> <ul style="list-style-type: none"> •Synthesizes research and personal contexts to express meaning Evaluates how personal understanding works in concert with the approaches of an established moving image artist in the creation of the documentary Responds to media artworks created by a number of established moving image artists. Analyzes intentions of and responses to methods and techniques <p>STANDARDS:</p> <p>MA:Cn10.1.1.a MA:Re7.1.1.a MA:Re7.1.1.b</p> <p>EVIDENCE OF LEARNING: final video, evidence of process, student reflection</p>	<ul style="list-style-type: none"> •The composition of shot and gathered material, narration and design/aesthetic choices provides an insightful and in depth evocation of the artist and their work. •The work evidences a deep comprehension and analysis of the significance of the subject artist’s style, methods, and cultural significance. •There is a unique, focused and complex viewpoint elaborately expressed and supported by originally executed content and tone. 	<ul style="list-style-type: none"> •The composition of shot and gathered material, narration and design/aesthetic choices provides an accurate and complete description of the artist and their work. •The work evidences and understanding of the subject artist’s style, methods, and cultural significance. •There is an established focus and viewpoint supported by content and tone. 	<ul style="list-style-type: none"> •The composition of shot and gathered material, narration and design/aesthetic choices provides thin and incomplete description of the artist and their work. •The work evidences a vague and incomplete understanding of the subject artist’s style, methods, and cultural significance. •There is little evidence of a viewpoint about the subject and/or lack of support by content or tone. 	<ul style="list-style-type: none"> •The composition of shot and gathered material, narration and design/aesthetic choices are lacking coherence and are incomplete. •The work rarely addresses the subject artist’s style, methods, or cultural significance. •There is no expressed viewpoint about the subject.

Assessment Focus					
Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards (Proficient)
Creating					
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.	<ul style="list-style-type: none"> • Researches subject • Defines artistic goals of the final project • Gathers and organizes assets and materials • Proposes several ideas regarding form and content of project 	MA:Cr2.1.I. a. Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.
Construct	The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	How do media artists improve/refine their work? What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?	Refine and complete artistic work.	<ul style="list-style-type: none"> • Defines audience and purpose of final project • Selects and justifies artistic choices • Demonstrates expressive intent • Examines how media forms can be integrated and unified 	MA:Cr3.1.I. a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone. b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

Producing					
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	<ul style="list-style-type: none"> • Fulfills selected roles; improves various skills • Defines challenges or limitations that exist in completing the project • Collaborates to develop possible solutions to challenges. • Modifies approach based on failures that happen during the process. 	MA:Pr5.1.I a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks. c. Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks.
Present	Media artists purposefully present, share and distribute media artworks for various contexts.	How does time, place, audience and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?	Convey meaning through the presentation of an artistic work	<ul style="list-style-type: none"> • Skillfully applies artistic design and soft skills in a media production. 	MA:Pr6.1.I a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats and audiences. b. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts such as the benefits for self and others.

Responding					
Perceive	Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	<p>How do we 'read' media artworks and discern their relational components?</p> <p>How do media artworks function to convey meaning and manage audience experience?</p>	Perceive and analyze artistic work	<ul style="list-style-type: none"> • Responds to media artworks created by a number of established moving image artists • Analyzes intentions of and responses to methods and techniques 	<p>MA:Re7.1.1</p> <p>a. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.</p> <p>b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.</p>

Connecting					
Synthesize	Media artworks synthesize meaning and form cultural experience.	How do we relate knowledge and experiences to understanding and making media artworks?	Synthesize and relate knowledge and personal experiences to make art.	<ul style="list-style-type: none"> • Synthesizes research and personal contexts to express meaning • Evaluates how personal understanding works in concert with the approaches of an established moving image artist in the creation of the documentary 	MA:Cn10.1.I. a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.

Benchmarked Student Work

[Above Standard, At Standard, Approaching 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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