

# 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

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*[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

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*[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 5<sup>th</sup> 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:** 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. 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.
3. Project Assessment – to evaluate 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**

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*[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]*

Rubrics for scoring student product and process Student Project Rubrics

1. Rubrics for scoring :
  - a. Formative Rubrics: Teacher designed process rubrics - Dimensions: productivity, participation, collaboration, effort, etc
  - b. Summative Rubric: Dimensions: script, production, planning tools, reflection, etc. (example attached)
2. Self-Critique Form
3. Peer/Teacher Critique Forms

## Assessment Focus

| Process Components  | Enduring Understandings  | Essential Questions  | Anchor Standards   | Key Traits  | Performance Standards   |
|---|--|--|--|---|---|
| <b>Creating</b>   |  |  |  |   |   |
| <ul style="list-style-type: none"> <li>Construct</li> </ul> | 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"> <li>Carries out production processes</li> <li>Refines production for expressive intent, based on feedback</li> </ul> | <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> |
| <b>Producing</b>  |  |  |  |   |   |
| <ul style="list-style-type: none"> <li>Integrate</li> </ul> | 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"> <li>Combines existing and original work</li> <li>Combines visual and aural media content</li> </ul>                  | Create media artworks through the integration of multiple contents and forms, such as a media broadcast.  |
| <b>Responding</b>   |  |  |  |   |   |
| <ul style="list-style-type: none"> <li>Perceive</li> </ul>  | Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.                                 | <ol style="list-style-type: none"> <li>How do media artists 'read' works of media art and discern their relational components?</li> <li>How do media artworks function to convey meaning and manage experience?</li> </ol> | 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"> <li>• Interpret</li> </ul>  | <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"> <li>• Analyzes works for persuasive devices based on context</li> </ul>  | <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"> <li>• Evaluate</li> </ul>   | <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"> <li>• Determines, applies criteria</li> <li>• Evaluates own, peer and example works</li> <li>• Considers context</li> <li>• Practices constructive feedback</li> </ul> | <p>Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.</p> |
| <b>Connecting</b>  |   |  |   |   |  |
| <ul style="list-style-type: none"> <li>• Synthesize</li> </ul> | <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"> <li>• Synthesizes research to express meaning</li> <li>• Examines media artworks for expressive synthesis and culture-forming</li> </ul>                               | <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"> <li>• Relate</li> </ul> | <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> |
|--|---|--|--|---|---|

**Media Arts Grade 5 – Moving Image-Media Literacy Mash Up – Artistic Process Focus:**

|            | Standard  | Key Traits(Look Fors)   | Dimension                  | Project Assessment Rubric   |  |   |  |
|------------|---|---|----------------------------|---|--|---|--|
|            |   |   |                            | Above Standard  | At Standard  | Approaching Standard  | Below Standard   |
| Synthesize | <b>Connecting - Synthesize and relate knowledge and personal experiences to make art.</b><br>Gr 5b. Examine and show how media artworks form meanings, situations, and cultural experiences, such as news and cultural events.  | Synthesizes research to express meaning<br>Examines media artworks for expressive synthesis and culture-forming                     | Content & Message          | Displays unique connections and/or juxtapositions and contrasts using the existing works to cover the topic in depth with a strong compelling central message.                                    | Clear, direct comparisons and contrasts are made by blending two existing works to create a mash up which supports a particular argument or point of view. | Minimal comparisons are made between the two existing works; and/or comparisons are unclear.                    | Limited comparisons and/or connections between the works are unclear   |
|            | <b>Responding – Perceive and analyze artistic work.</b><br>Gr5 a. Identify, describe, and differentiate how message and meaning are created by components in media artworks.Gr5 b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience. | Identifies, describes components, methods, styles and forming of experience, message, meaning present in documentary and commercial |                            | Mash up represents a clearly unified production; visuals, narration, details and examples and any music or special effects all combine to seamlessly enhance the message.                         | Mash up conveys a clear central message is supported by details and examples..   | Central message is vague; message is weakly supported, few examples, detail is lacking                          | Limited evidence of an intent to convey a particular message or central idea; no clear central message is evident. |
|            | <b>Responding – Interpret intent and meaning in artistic work.</b> Gr 5. Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.  | Analyzes works for persuasive devices based on context  |                            |   |  |   |  |
| Construct  | <b>Creating- Refine and complete artistic work.</b><br>Gr 5 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.   | Carries out production processes  | Structure and organization | Evidence of process communicates well organized groupings producing an overall unity and coherence.   | Evidence of process includes a clear sequence.   | Evidence of process appears mostly complete, however details or organization may be minimal.                    | Evidence of process is incomplete and disorganized.  |
|            |   |   |                            | Evidence of process is detailed enough to make clear the central argument, connecting all images, graphics, narration, music and/or special effects used and clearly communicating a unique voice | Evidence of process indicates planned use of any images, graphics, narration, music or special effects to communicate a central argument.                  | Evidence of process may or may not show evidence of elements of production that communicate a central argument. | Limited or no evidence of a central idea or focus.   |



|                  |   |   |                           |   |   |   |  |  |
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|                  |   |   |                           |   |   |   |  |  |
| <b>Construct</b> | <b>Creating- Refine and complete artistic work.</b><br>Gr 5 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.   | Carries out production processes  | <b>Production Values</b>  | Strong use of images to enhance and highlight a compelling central message; images and narration are consistently matched.<br><br>Unique ideas emerge built from skillfully editing images together to show contrast or similarities; created images demonstrate a unique voice/artistry. | Visuals selected from the existing media projects clearly display unique traits and support the central idea.<br><br>All images and graphics are clear.<br><br>Images match the narration.<br><br>Narration is delivered in a clear, strong voice.  | Limited connection between the visuals chosen and any stated ideas about the work that they were taken from.<br><br>Visual choices sometime appear random; there is limited connection to a central theme or idea. Some image quality is poor.<br><br>There are some mismatches between narration and image<br><br>Narrating voice is occasionally clear and strong; however inconsistently so.<br><br>Sound levels are sometimes inconsistent and/or difficult to hear, and may include some occasional loud distracting background noises.<br><br>Music and/or sound choices do not consistently match the tone or feel of the piece. | Visuals seem disconnected or unrelated to a clear topic.<br><br>Visual quality is poor.<br><br>Narration and visuals are mismatched<br><br>Narrating voice is often hesitant and halting rather than consistently strong and clear.<br><br>Sound levels are inconsistent and/or difficult to hear and may include distracting background noises.<br><br>Music and/or sound choices seem mismatched to the tone or feel of the piece. |  |
| <b>Integrate</b> | <b>Producing – Select, analyze and interpret artistic work for presentation.</b> Gr 5 Create media artworks through the integration of multiple contents and forms, such as a media broadcast.  | Combines existing and original work<br><br>Combines visual and aural media content  |                           |   | Narration is delivered in a clear strong voice, spoken without faltering; narrator makes use of a range of vocal expression to highlight the presentation.<br><br>Sound levels are consistent and clear without background noises. Technically complex sound, music and recordings are utilized to enhance the presentation.<br><br>All images, graphics, narration, music and/or special effects used and clearly communicating a unique voice and produce overall unity and coherence | Recording is clean with little background noise and few glitches. Sound levels are consistent and easy to hear.<br><br>Music and/or sounds consistently match the tone or feel of the piece.  |  |  |
| <b>Relate</b>    | <b>Connecting - Relate artistic ideas and works to societal, cultural and historical context to deepen understanding.</b><br>Gr 5. 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. | Compare and contrast how the intent behind the selected documentary and commercial influences' reactions                          |                           |   |   |   |  |  |
| <b>Evaluate</b>  | <b>Responding – Apply criteria to evaluate artistic work</b><br>Gr 5. Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.   | Determines, applies criteria<br>Evaluates own, peer and example works<br><br>Considers context<br>Practices constructive feedback | <b>Student Reflection</b> | Student reflects on their own work and/or the work of others using relevant vocabulary words to analyze and describe the components, the composition, messages, and intent.   | Student reflection includes arts-specific vocabulary and identifies insights into their process.  | Student reflection includes limited insights into their process.  | Student reflection is lacking or limited.  |  |
| <b>Construct</b> | <b>Creating- Refine and complete artistic work..</b><br>Gr 5 b. Determine how elements and components can be altered for clear communications and intentional effects and refine media artworks to improve clarity and purpose.   | Refines production for expressive intent, based on feedback   |                           |   | Students cite specific evidence to support the ways in which feedback and/or the work of others influenced their decisions.   |   |  |  |

|                  |  |  |  |  |  |  |  |
|------------------|--|--|--|--|--|--|--|
| <b>Interpret</b> | <b>Responding – Interpret intent and meaning in artistic work.</b> Gr 5. Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context. | Analyzes works for persuasive devices based on context |  |  |  |  |  |
|------------------|--|--|--|--|--|--|--|

## Benchmarked Student Work

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*[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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