National Coalition for Core Arts Standards
Media Arts Model Cornerstone Assessment: Grade 8

Discipline: **Media Arts**

Artistic Processes: **All Processes –** *Key Process:* **Constructing, Practicing, Evaluating**

Title: **Moving Image – Producing an Art History Documentary**

Description: Each student will produce a short, 2 minute video documentary about a visual artist of their choice, using expressive narrative and editing techniques to evoke and exhibit the artist's particular intention, style and genre.

Grade: **Grade 8**

Estimated Time for Teaching and Assessment:

Students should be provided ample time for the project for focus and revision (approx. 8-10 hours).

(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 below, 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.]

This process provides experience in historical documentary research and production. Students function as historians to describe an artist's background. They must understand and describe the artist's cultural context and describe their style of working, exhibiting a range of images. **This assessment model is particularly focused on the student's insights into a visual artist's expressive style and message, whether the student can verbally analyze and describe that using visual evidence, and whether they are able to convey that through the assembly and editing process.** The video should evoke this expressive intent of the artist by how the student modulates their voice, the descriptive terms they use, the specificity of design vocabulary (line, color, shape, balance, rhythm, etc.), focus of the camera, editing qualities, use of panning and zooming into the image(s) and synchronicity of word and image.

Suggested Sequence:

1. Investigate the status and role of documentaries in contemporary culture. (Relate)
2. Examine and discuss various example art history documentaries for expressive techniques, relevance, interest and engagement. (Perceive, Synthesize)
3. Present challenge and criteria with examples of choices of historical, contemporary and/or local visual artists.
4. Students investigate various artists and determine their interest. (Synthesize)
5. Research and gather assets about the chosen artist. (Develop)
6. Begin to write a script and continue gathering appropriate assets to depict historical, cultural, geographic context, and specific artworks to exemplify artist's style and intent. (Develop, Synthesize)
7. **Revise and refine script and assets based on peer evaluation. Evaluate for effective description of artist's style, genre and intent. (Construct, Evaluate)**
8. Narrate script and edit images to produce rough draft version of documentary. (Construct)
9. **Present for peer and instructor evaluation. Evaluate for effectiveness in narration, compositions, angles, focus, timing, movement and sound to explain and express artist style, genre and intent. (Practice, Evaluate)**
10. Refine documentary as per feedback. (Construct)
11. Re-present and determine effectiveness of improvements and need for further refinement. (Construct)
12. Present works in public format – e.g. web, festival (Practice)
13. 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; what they know about the documentary production process and how well they can apply the knowledge by creating a short, expressive documentary. This eighth grade experience together with similar experiences at grade 2, grade 5, 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: "moving image" category.

Assessment Set-up: This assessment model begins with the *Connecting* process and an inquiry into this particular genre and format. The instructor will provide background and contextual information in the art history documentary genre. Students should view and compare the example videos for content, style and techniques, as well as contemporary relevance. 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 editing and narrative, camera and editing techniques expressively communicate meaning to the viewer. This becomes a critical factor in this assessment at achieving the Construct/refine standard above, and an important part of the student's continuing repertoire of aesthetic design capacities. It also exhibits their mastery and transferred application of several other standards – Perceive, Construct, Synthesize.

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. self-direction, self-evaluation, creativity, iteration, timeliness, etc.
2. Project Assessment –to the final product, including: script, shot list, assets, production, sequencing, timing, narration, technical quality, expressive intent, creativity, reflection, 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
- Explain role and nature of documentaries; note expressive documentary techniques
- Research an artist
- Gather historical assets about the artist
- Write a script about the artist, explaining historical and cultural context, artist's work, genre, style and intent
- Use visual evidence to support their description
- Record the narration of the script
- Edit sequences and add effects, sound to accompany the script and evoke the expressive description of the artist's work
- Share the completed work in the appropriate format for presentation
- Revise and refine the script and edited work for expressive intent
- Evaluate their own and others work
- Reflect on the experience and what was learned

Key Vocabulary
- Transition
- Segue
- Sequence
- Montage
- Synchronous ("synch up", "out of synch")
- Timing
- Style
- Genre
- Intent
- Movement
- Focus
- Complement
- Enhance
- Effects – zoom, pan, tilt, dissolve, cut
- Effective
- Evoke
- Express
- Art and Design Vocabulary – line, color, shape, form, balance, unity, emphasis, etc.
- Contemporary
- Context – historical, geographic, cultural, presentation

Differentiation Strategies	**Strategies for Inclusion** *(Specially designed instruction and support for students with*

(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/Understandin g-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx](http://www.ascd.org/publications/books/100216/chapters/Understandin)	*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, etc.
- Internet access
- Projector
- LIMITED RESOURCES ALTERNATIVES: Students may use books as visual resources, and any video recording device to record and focus on elements within imagery. With proper planning and rehearsal, it is also possible to edit within the camera, narrating into the internal microphone while shooting. This style of production could take much less time (approx. 4-5 hours) to accomplish.

Suggested Scoring Devices

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

Rubric for scoring student work Student Project Rubrics

- a. Teacher created process rubrics – Dimensions: productivity, participation, collaboration, effort, etc
- b. Summative Assessment Rubric – Dimensions: evidence of process, production, reflection, etc. (example attached)

1. Self-Critique Form
2. Peer/Teacher Critique Forms

Assessment Focus

Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards (Grade 8)
Creating					

• Developing	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.	• Gathers and organizes assets and materials
				• Writes script w/ images
				  ○ Artist
				  ○ Context
				  ○ Work, style, design descriptions
					Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.

• Constructing	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? How do media artists improve/refine their work?	Refine and complete artistic work.	• Records narrative • Edits sequence, effects • Refines production for expressive intent, based on feedback • Exports format	a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity. b. Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.

Responding					
• Perceiving	Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?	Perceive and analyze artistic work	• Researches subject • Participates in and contributes to analysis.	a. Compare, contrast, and analyze the qua components and style in media artworks. b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.
Connecting					
• Synthesizing	Media artworks synthesize meaning and form cultural experience.	How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?	Synthesize and relate knowledge and personal experiences to make art	• Synthesizes research to express meaning. • Examines media artworks for expressive synthesis and culture-forming.	a. Access, evaluate, and use internal and media artworks, such as cultural and socie b. Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.

	Standard	Key Traits(Look Fors)	Dimension	Summative Assessment Rubric			
				Above Standard	**At Standard**	**Approaching Standard**	**Below Standard**
Develop	**Creating- Organize and develop artistic ideas and work.** Gr. 8 Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.	Gathers and organizes assets and materials Writes script w/ images - Artist - Context - Work, style, design descriptions	**Process and Structure**	Communicates well organized groupings, representing a clearly unified and cohesive production evoking the artist's life and work. Narration includes numerous rich details sharing a compelling story about the artist and their work.	Organizes all gathered images, graphics, sounds, narration into a logical sequence, including a strong introduction and conclusion. Narration includes details about the artist and their work supported by evidence.	Appears mostly complete, however details or organization may be minimal. Clear strong introduction and/or conclusion may be lacking.	Lacks evidence of clear structure and organization; content is limited.
Construct	**Creating- Refine and complete artistic work.** Gr. 8 a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity. b. Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.	Records narrative Edits sequence, effects	**Production Values**	Composition combines detailed narration with skillful editing, impactful visuals, music and/or special effects to create an atmosphere and communicate a unique and distinctive voice with no technical errors. Skillfully utilizes expressive elements to maintain interest and engage the audience; images and sounds create a distinct atmosphere or tone that illumines the style of the chosen artist.	Composition combines narration, editing, visuals, music and simple effects cohesively to tell a story with minimal technical errors. Editing and effects (such as pan, zoom, etc.) are smooth, no glitches.	Composition is attempted, somewhat cohesive and moderately successful; obvious technical errors may exist. Editing is occasionally disruptive; effects sometimes detract from the narration or story line. Narration may occasionally be mismatched or misaligned with visuals.	Composition is weak; with many technical errors. Editing is limited or disruptive and distracts from the story. Narration and images may or may not align; pacing seems off.
Perceive	**Responding – Perceive and analyze artistic work.** Gr 8 a. Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks. b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.	Researches subject Participates in and contributes to analysis.	**Content/ Message**	Skillfully uses pacing along with narration, visual and aural elements to describe the artist and the artist's work. Narration is richly detailed and supported by evidence. Establishes a clear focus and purpose for telling the story	Uses narration, pacing, visual and aural elements to describe the artist and the artist's work including essential details supported by evidence; simple but complete. Establishes a purpose and point of view and maintains	Attempts to use narration and visual and aural elements to describe the artist and their work, however lacks enough detail or details are thinly supported by evidence. Purpose and point of view are not consistent throughout,	Narration and visual and aural elements are overly simple and underdeveloped. Narration lacks detail and supporting evidence. Production lacks a clear point of view and focus.

	Standard		Reflection	Exceeds	Meets	Approaching	Below
Synthesize	**Connecting – Synthesize and relate knowledge and personal experiences to make art.** Gr 8 a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works. b. Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.	Synthesizes research to express meaning. Examines media artworks for expressive synthesis and culture-forming.		and includes original ideas or conclusions supported by evidence. Evidence of deep and insightful understanding of the forms, methods and style of the subject artist in forming meaning and addressing audience. Evidence of careful, in depth analysis of the relation of the subject artist's work and cultural context and meaning.	that focus throughout the production. Clear evidence of understanding of the forms, methods and style of the subject artist in forming meaning and addressing audience. Clear evidence of analysis of the relation of the subject artist's work and cultural context and meaning.	points are not clear. Minimal evidence of understanding of the forms, methods and style of the subject artist in forming meaning and addressing audience. Minimal evidence of analysis of the relation of the subject artist's work and cultural context and meaning.	Limited or no evidence of understanding of the forms, methods and style of the subject artist in forming meaning and addressing audience. Limited or no evidence of analysis of the relation of the subject artist's work and cultural context and meaning.
Construct	**Creating- Refine and complete artistic work.** Gr. 8 b. Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.	Refines production for expressive intent, based on feedback Exports format	**Reflection**	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. Students cite clear evidence to support the ways in which feedback and/or the work of others influenced their decisions to create and refine their work, including detailed examples.	Student reflections include insights into their process using arts specific vocabulary. Student describes ways in which feedback and viewing the work of others helped to evaluate and refine their own work.	Student reflections include limited insights into their process and may or may not describe the ways in which their work was influenced by feedback. Arts specific vocabulary may or may not be present.	Student reflection is lacking or limited; minimal evidence of connecting feedback and product.

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)