

# National Coalition for Core Arts Standards

## Media Arts Model Cornerstone Assessment: High School- Advanced

**Discipline:** Media Arts

**Artistic Processes:** All Processes – Key Processes: *Developing, Presenting, Evaluating, Synthesizing, Relating*

**Title:** Moving Image Documentary: “Trends in Media Arts”

**Description:** Students will independently research and produce a short-length documentary on emerging trends in media arts.

**Grade:** High School- Advanced

| In this Model Cornerstone Assessment task you will find: | PAGE  |
|--|---|
| STRATEGIES FOR EMBEDDING IN INSTRUCTION                  | 2   |
| DETAILED ASSESSMENT PROCEDURES                           | 2   |
| KNOWLEDGE, SKILLS AND VOCABULARY                         | 3   |
| DIFFERENTIATION STRATEGIES                               | 4   |
| STRATEGIES FOR INCLUSION                                 | 4   |
| RESOURCES NEEDED FOR TASK IMPLEMENTATION                 | 4   |
| SUGGESTED SCORING DEVICES                                | 4   |
| TASK SPECIFIC RUBRICS                                    | 4   |
| PRODUCT ASSESSMENT RUBRIC EXAMPLE                        | 5   |
| ASSESSMENT FOCUS CHART                                   | 6-8   |
| BENCHMARKED STUDENT WORK                                 | 8 <i>Anchor examples to be collected and scored as MCA is piloted</i> |

### Estimated Time for Teaching and Assessment:

Students should be provided ample time for the project for research, focus and revision - approx. 20-25 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 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: Students in an Advanced Moving Image course are assumed to have demonstrated Accomplished levels of Moving Image production processes. In addition, this mid-year assessment presumes attainment of independent capacity in all production processes, as well as basic knowledge of the conceptual, social, and philosophical aspects and contexts of the form. This particular assessment is intended to foster these capacities to meet the associated Advanced standards.*

This assessment process provides experience in historical documentary research and production as relates to emerging trends in media arts. Students function as historians and futurists to determine their theories on how the dynamic field of media arts is evolving. They must understand and describe the cultural context and the complex interactions of culture, technology and media. This assessment model is particularly focused on the student's insights into media formats and their ability to cinematically persuade the audience of a theoretical proposition. This assessment is optimized for mid-year summative measurement of progress towards end of year culminating, independent productions.

### **Suggested Sequence:**

- 1. Investigate and debate trends in media arts and contemporary culture. (Relate)**
2. Gather, examine and discuss various example cultural documentaries for expressive techniques, relevance, interest and engagement. (Perceive, Synthesize)
3. Begin to write a script and continue gathering appropriate assets to depict historical, cultural, geographic context, and specific media artworks, movements, technologies and artists to exemplify trends. (Develop, Synthesize)
- 4. Gather, develop and vet qualitative evidence, testimony and assets. (Develop, Synthesize)**
5. Revise and refine script and assets based on peer/mentor evaluation. (Construct, Evaluate)
6. Narrate script and edit images to produce rough draft version of documentary. (Construct)
- 7. Present, explain and defend for peer/mentor and instructor evaluation. (Present, Evaluate)**
8. Refine documentary as per feedback. (Refine)
9. Re-present and determine effectiveness of improvements and need for further refinement. (Present)
10. Present works in several public formats – e.g. web, festival (Present)
11. 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 substantive evidence of a student's learning and high-level skills and knowledge in the documentary production process through creating an independent, short-length documentary. This advanced level experience together with similar experiences at grade 2, 5, 8, and two previous 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 emerging media arts technologies and trends. The instructor will provide minimal support for student-directed discussion, debate and investigations. Students should gather, view and evaluate example documentary videos for content, style and techniques, as well as contemporary relevance. They should discuss and determine their own interests, as well as popular and emerging theories and lines of inquiry into the trends of media arts and their effects of culture, as well as processes of production. They can organize ad hoc collaborative teams in order to complete complex production components.

**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.

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. (rubric 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

- Investigate and debate trends in media arts
- Research emerging trend(s)
- Gather and vet qualitative evidence, testimony and assets
- Write a script about the emerging trend, historical and cultural context, various evidential artists, technologies, etc.
- Pre-produce and produce, forming collaborative teams as necessary
- Revise and refine the script and edited work for expressive intent based on independently solicited feedback
- Distribute and present the completed work in appropriate and multiple formats and venues
- Evaluate their own and others work
- Reflect on the experience and what was learned

### Key Vocabulary

- |   |                  |                              |
|---|------------------|------------------------------|
| ▪ Automaticity  | ▪ Exhibit        | ▪ Participatory              |
| ▪ Catalyst  | ▪ Founding       | ▪ Portend; Project; Foretell |
| ▪ Contexts – historical, geographic, cultural, presentation | ▪ Generational   | ▪ Society                    |
| ▪ Cognizance; consciousness                                 | ▪ Groundbreaking | ▪ Technological              |
| ▪ Culture   | ▪ Impact         | ▪ Transformative             |
| ▪ Demonstrate   | ▪ Immersive      | ▪ Cybernetic; cyborg         |
| ▪ Dominate  | ▪ Influence      | ▪ Trends                     |
| ▪ Diminishing; Emerging                                     | ▪ Intention      | ▪ Viral                      |
| ▪ Embodied  | ▪ Interactive    | ▪ Virtuality                 |
| ▪ Evolution; Co-evolution                                   | ▪ Mediation      | 3D-5D                        |
|   | ▪ Network        |                              |

## 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](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. Professional level preferred (e.g. Avid, Final Cut, Premiere), iMovie, Moviemaker, etc.
- Internet access
- Projector

## Suggested Scoring Devices

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

### Students

1. Documentary Assignment Rubrics
2. Self-Critique Form
3. Peer/Teacher Critique Forms
4. Final Reflection

## Task-specific Rubrics

### Student Project Rubrics

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

**MEDIA ARTS High School Advanced Final Product Rubric**

**Task:** Students will independently research and produce a short-length documentary on emerging trends in media arts. **NOTE:** The key factor is independence at this Advanced level. That is to say that the student project is self-conceived, directed and executed. Evidence of original thought, style and technical means and independent work should be present in the student’s reflection on their process submitted with the video.

| Dimension  | Above Standard   | At Standard   | Approaching Standard  | Below Standard   |
|--|--|---|---|--|
| <p><b>STRUCTURE &amp; ORGANIZATION</b><br/> <b>Key traits:</b><br/> <ul style="list-style-type: none"> <li>•Forms personal insights and creative approaches in product and processes</li> <li>•Researches, develops, and tests theory</li> <li>•Organizes effective script, evidential assets, and systems processes</li> <li>•Identifies constraints, limitations and strategies</li> </ul> <b>Evidence of learning:</b> final video and storyboard, script or other process documentation</p> <p><b>Standards:</b><br/> MA:Cr1.1.III.a<br/> MA:Cr2.1.III.a<br/> MA:Cr3.1.III.a</p> | <ul style="list-style-type: none"> <li>•All created and gathered elements (images, sounds, graphics, video, and narration) are exceptionally well chosen and organized into a logical, coherent sequence that are exceptionally fluent, coherent, and complex.</li> <li>• Thematically strong, original and consistent, including numerous rich details conveying a compelling and unique insight into trends in media arts.</li> <li>• Design, aesthetic and tone are highly refined and considered in storyboard, and script.</li> </ul> | <ul style="list-style-type: none"> <li>•All created and gathered elements (images, sounds, graphics, video, and narration) are well chosen, organized into a logical, coherent sequence.</li> <li>• Theme and point of view are established, coherent and fluent conveying complex trends in media arts.</li> <li>• Design, aesthetic and tone are well established in storyboard, and script.</li> </ul> | <ul style="list-style-type: none"> <li>•All created and gathered elements (images, sounds, graphics, video, and narration) are well chosen, organized into a logical, coherent sequence.</li> <li>• Theme and point of view are established, coherent conveying trends in media arts.</li> <li>• Design, aesthetic and tone are established in storyboard, and script.</li> <li>•Limited level of original analysis, insight and complexity.</li> </ul> | <ul style="list-style-type: none"> <li>•Created and gathered elements (images, sounds, graphics, video, and narration) are inconsistently chosen, or inconsistently organized into a logical, coherent sequence.</li> <li>• Theme and point of view are inconsistent and weakly developed with some assertions about the subject unsupported by evidence.</li> <li>• Design, aesthetic and tone are somewhat developed.</li> </ul> |

| Dimension  | Above Standard  | At Standard  | Approaching Standard   | Below Standard   |
|--|---|--|--|--|
| <p><b>PRODUCTION QUALITIES</b></p> <p><b>Key Traits:</b></p> <ul style="list-style-type: none"> <li>•Independently executes all production processes, and/or self-supports in new skills acquisition</li> <li>•Conveys cogent content</li> <li>•Refines production for expressive intent, based on feedback</li> <li>•Practices and refines aesthetic and design choices to produce media artworks.</li> <li>• Exhibits skillful use of chosen tools and techniques.</li> </ul> <p><b>Evidence of learning:</b> final video, student reflection showing clear evidence of independent student work</p> <p><b>Standards:</b><br/> MA:Cr3.1.III.a<br/> MA:Cr3.1.III.b<br/> MA:Pr5.1.III.b<br/> MA:Pr6.1.III.a.<br/> MA:Pr6.1.III.b</p> | <ul style="list-style-type: none"> <li>•Exceptional, original and highly expressive application of 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.</li> <li>•Evidence of effective and persistent independent edits and refinement. Novel, compelling 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.</li> </ul> | <ul style="list-style-type: none"> <li>•Effectively and originally 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.</li> <li>•Evidence of effective and persistent independent 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.</li> </ul> | <ul style="list-style-type: none"> <li>• Effectively applies production processes that focus, support and <b>integrate the style</b> and content of the piece. This includes choices of shot, recorded and gathered content, lighting, shot composition.</li> <li>• Evidence of independent attempts to edit and elaborate the style and content of the piece. This includes consideration of sound qualities, effects, graphics, animations, color timing, pacing, juxtaposition and continuity that support insight on the topic.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>•Evidence of 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.</li> </ul> |

| Dimension  | Above Standard  | At Standard   | Approaching Standard  | Below Standard   |
|--|---|---|---|--|
| <p><b>CONTENT /MESSAGE</b><br/> <b>Key traits:</b><br/> - Analyzes works for persuasive devices based on intent and context<br/> •Analyzes work for evidential inclusion based on cultural relevance and impact<br/> -Develops, applies criteria<br/> •Evaluates and defends<br/> •Considers complex intentions/contexts<br/> •Independently solicits feedback – peers/mentors<br/> •Synthesizes knowledge, experience, and research to express meaning.<br/> •Relates media arts trends to various cultural/global contexts.<br/> •Examines media artworks for expressive synthesis and cultural impact</p> <p><b>Evidence of learning:</b> final video, student reflection showing clear evidence of independent student work</p> <p><b>Standards:</b><br/> MA:Re9.1.III.a<br/> MA:Cn10.1.III.a<br/> MA:Cn10.1.III.b<br/> MA:Cn11.1.III.a.</p> | <ul style="list-style-type: none"> <li>•The work and supporting documents present compelling evidence of unique, astute understanding and analysis of the significance of a wide range of emerging media arts trends; with evidence of independent self-directed work</li> <li>•Draws novel connections to the broader cultural impact of trends in media arts.</li> <li>•Detailed, focused, vivid examples illustrating significant media arts trends.</li> <li>•Clear and compelling tone and point of view.</li> </ul> | <ul style="list-style-type: none"> <li>•The work and supporting documents present evidence of insightful understanding and analysis of the significance of a wide range of emerging media arts trends; with evidence of independent self-directed work.</li> <li>•Detailed, focused, vivid examples illustrating significant media arts trends.</li> <li>•Clear and compelling tone and point of view.</li> </ul> | <ul style="list-style-type: none"> <li>•The work and supporting documents present evidence of some understanding and analysis of the significance of a range of emerging media arts trends; with some evidence of independent self-directed work.</li> <li>•Detailed, focused, vivid examples illustrating significant media arts trends.</li> <li>•Clear and compelling tone and point of view.</li> </ul> | <ul style="list-style-type: none"> <li>• The work and supporting documents exhibits limited analysis and grasp of the significance of identified trends in media arts; evidence of independent self-directed work is lacking.</li> <li>• Media arts examples lack variety and depth and may not support a thematic trend.</li> <li>•Inconsistent or tone and viewpoint.</li> </ul> |

| Assessment Focus   |   |   |   |  |   |
|--------------------|---|---|---|--|---|
| Process Components | Enduring Understandings   | Essential Questions   | Anchor Standards                                    | Key Traits   | Performance Standards (Advanced)  |
| <b>Creating</b>    |   |   |   |  |   |
| Conceive           | Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.            | How do media artists generate ideas?<br>How can ideas for media arts productions be formed and developed to be effective and original?                  | Generate and conceptualize artistic ideas and work. | Forms personal insights and creative approaches in product and processes.  | MA:Cr1.1.III.<br><br>a. Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.   |
| 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.       | Researches, develops, and tests theory.<br><br>Organizes effective script, evidential assets, and systems processes.<br><br>Identifies constraints, limitations and Strategies.                    | MA:Cr2.1.III.<br><br>a. Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.   |
| 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?<br><br>How do media artists improve/refine their work? | Refine and complete artistic work.                  | Independently executes all production processes, and/or self-supports in new skills acquisition<br><br>Conveys cogent content.<br><br>Refines production for expressive intent, based on feedback. | MA:Cr3.1.III.<br><br>a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles, such as hybridization.<br><br>b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts. |



| Producing  |  |   |  |  |  |
|------------|--|---|--|--|--|
| Practice   | Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions | How are creativity and innovation developed within and through media arts productions?  | Develop and refine artistic techniques and work for presentation | Practices and refines aesthetic and design choices to produce media artworks.<br><br>Forms unique line of inquiry, and independent solutions to creative presentation of theories. | MA:Pr5.1.III<br><br>b. Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.   |
| 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?<br><br>How can presenting or sharing media artworks in a public format help a media artist learn and grow? | Convey meaning through the presentation of artistic work.        | Exhibits skillful use of chosen tools and techniques.  | MA:Pr6.1.III<br><br>a. Curate, design and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts, such as markets and venues.<br><br>b. Independently evaluate, compare and integrate improvements in presenting media artworks, considering personal to global impacts, such as new understandings that were gained by artist and audience. |
| Responding |  |   |  |  |  |
| Interpret  | Interpretation and appreciation require consideration of the intent, form, and context of the media artwork.                 | How do people relate to and interpret media artworks?   | Interpret intent and meaning in artistic work.                   | Analyzes works for persuasive devices based on intent and context.<br><br>Analyzes work for evidential inclusion based on cultural relevance and impact.                           | MA:Re8.1.III<br><br>a. Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.  |

|                   |   |  |  |   |   |
|-------------------|---|--|--|---|---|
| Evaluate          | Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.         | When and how should we evaluate and critique media artworks to improve them?   | Apply criteria to evaluate artistic work.  | Develops, applies criteria.<br><br>Evaluates and defends.<br><br>Considers complex intentions/contexts<br>Independently solicits feedback from peers/mentors.                   | MA:Re9.1.III.<br><br>a. Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.  |
| <b>Connecting</b> |   |  |  |   |   |
| Synthesize        | Media artworks synthesize meaning and form cultural experience.   | How do we relate knowledge and experiences to understanding and making media artworks?<br>How do we learn about and create meaning through producing media artworks?                 | Synthesize and relate knowledge and personal experiences to make art.                                    | Synthesizes knowledge, experience, and research to express meaning.<br><br>Examines media artworks for expressive synthesis and cultural impact.                                | MA:Cn10.1.III<br><br>a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.<br><br>b. Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.   |
| Relate            | Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts. | How does media arts relate to its various contexts, purposes, and values?<br>How does investigating these relationships inform and deepen the media artist's understanding and work? | Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. | Relates media arts trends to various cultural/global contexts.<br><br>Investigates and strategically interacts with contexts<br><br>Reflects on learning gained from production | MA:Cn11.1.III<br><br>a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.<br><br>b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts. |

## **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)**

Copyright © 2013 State Education Agency Directors of Arts Education (SEADAE) on behalf of NCCAS. All rights reserved. <http://nccas.wikispaces.com>