

# **National Coalition for Core Arts Standards**

## **Model Cornerstone Assessment**

### **Theatre/Visual Arts/Media Arts/Music/Dance- (HS Accomplished)**

**Model Cornerstone Assessments focus on performance tasks linked to examples of student work and guidance for replicating the assessment in your own classroom.**

**Discipline: Media Arts**

**Artistic Processes: Connecting (Synthesize), Creating (Construct), Producing (Integrate), Producing (Present)**

**Title: Digital Environment**

**Assessment Task Description:** Students will create digital scenery to demonstrate connections between culture, emotion, and location. The media will be presented as a digital background, installation, or other self-curated medium. Each digital environment will be connected to a scene from a theater production, poem, or song or the artist's choice. Student learning is assessed through final presentations and student reflections.

**Grade: High School Accomplished**

**In this MCA you will find:**

- Guidelines for instruction prior to the assessment
- Related knowledge, skills and suggested vocabulary
- Suggested formative assessments
- Summative assessment rubrics specific to the assessment task
- Strategies for differentiation and inclusion
- List of materials and resources needed to carry out the assessment
- Assessment focus chart

**Estimate Time for Teaching and Assessment: This MCA is designed for fifteen 45 minute class periods.**  
(number of weeks of instruction, number of sessions each week, length of each session)

**Strategies for Embedding Assessment within Instruction (sequences of tasks)**

**Task - each task produces student work that is documented and assessed. - including what students will know and do (including new concepts/ vocabulary)**

**Below please find:**

**Performance Standards connecting to each task**

**Criteria for meeting standard**

**Suggestions for evaluating student work/learning for the task**

### **Part I (early instruction)**

Students will explore and analyze examples of still and moving image works. Through the investigation, students will describe trends in the methods, techniques and styles that they see within the examples that they have found. Students will select a work, analyze components of the work, and describe the construction and presentation. Finally, students will elaborate on how the project defines an environment.

#### **Performance Standards connecting to the task:**

**MA:Cn10.1.HSII** - Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.

#### **What are the criteria for the meeting standard? How will you evaluate student work/learning for this task?**

Students will demonstrate their understanding of how a digital environment creates connections made between culture, emotion, and location by writing a journal entry. The journal entry is an aesthetic response that is concise but specific to analyze components of the work, and describe the construction and presentation.

### **Next Task -**

Students will be asked to identify and relate to a scene from a theater production, poem, or song that sparks an emotional moment in their lives. Each artist will create and present several ideas on a specific digital environment based on each artist's chosen setting and genre.

#### **Performance Standards connecting to the task:**

**MA:Cr3.1.HSII** - Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.

#### **What are the criteria for meeting the standard? How will you evaluate student work/learning for this task?**

Students will demonstrate deliberate choices in organizing and integrating content and stylistic conventions by creating a storyboard of their selected digital environment. The digital environment should demonstrate an understanding of associated principles, such as continuity and juxtaposition.

### **Part II (later instruction)**

Students will research the location, context, mood, and overall tone of the selected storyline. This research will be needed to help each artist define the components needed to establish the digital environment (i.e.: How much and what kinds of still imagery and moving imagery will need to be developed?).

Artists will then gather needed assets and capture media for each component. Based on the visual elements they have identified from the early investigation and the location, context, mood, and overall tone of the selected storyline. Students will create still and moving imagery in various software packages. These components will be unified into a medium that retains thematic integrity and stylistic continuity.

#### **Performance Standards connecting to the task:**

**MA:Pr4.1.HSII** - Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.

#### **What are the criteria for meeting the standard? How will you evaluate student work/learning for this task?**

Students will create a digital environment based on a storyline that provides a visual connection between culture, emotion, and location.

### **Next Task -**

Students will present work to peers, the instructor, and to additional audiences.

#### **Performance Standards connecting to the task:**

**MA:Pr6.1.HSII** - Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences, and physical and virtual channels.

#### **What are the criteria for meeting the standard? How will you evaluate student work/learning for this task?**

Students will curate and present their digital environment through a variety of contexts, such as mass audiences, and physical and virtual channels.

## Required Prior Knowledge, Skills and Vocabulary

### **Knowledge and Skills**

The students should know how to:

- Relate to and identify works (e.g. story structures, visual metaphors, camera and editing techniques).
- Define style and communication goals.
- Define audience and location.
- Evaluate options for the project including ideas, look, processes, and resources needed.
- Relate ideas and develop revisions.
- Define the challenges and constraints that exist when creating the project.
- Develop, capture, and collect required media for the project.
- Edit project using techniques and processes needed to develop the environment.
- Share the work with multiple audiences.
- Evaluate their own and others work.
- Reflect on the experience and what was learned.

### **Key Vocabulary**

- Who is the intended **audience**?
- To use a **camera**, students need to understand: **Distance, Angle, Focus, and Movement (pan, tilt, tracking, handheld)**
- **Cinematography**
- **Composition**
- **Continuity**
- What is the **context** – **historical, geographic, cultural, and presentation**?
- Basic **video editing (cut, dissolve, wipe, fade)**
- **Evoke, Express**
- **Genre, Period**
- **Historical/Contemporary**
- **Perspective**
- **Story Arc and Structure**
- **Style, Technique**

**Strategies for Inclusion** *(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities.)*

Resource:

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

Resource:

**Resources and materials needed** *[for task implementation]*

- Computer for each student

- Image, video, and animation software - e.g. Adobe Premiere, Adobe Photoshop, Adobe Animate, Final Cut Pro, etc.
- Internet Access
- Projector(s)
- A variety of contextual references for exploration - e.g. poems, theater productions, songs, musicals, etc...

**Assessment Tools** (rubrics or other measures used to score evidence of student's progress toward meeting the standards documented within the instructional tasks)

- The project rubric
- Teacher observation
- Student aesthetic response

## Assessment Focus

(complete one row for each performance standard aligned to this MCA)

Artistic Process (and process components)	Enduring Understanding	Essential Question	Anchor Standard	Grade Level Performance Standard	Type of Assessment Tool (e.g. checklist, teacher observation, rubric)
Connecting - Synthesize	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.	<b>MA:Cn10.1.II</b>  a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works  b. Explain and demonstrate the use of media artworks to synthesize new meaning and	The project rubric, teacher observation, and student aesthetic response will be used to assess this standard and artistic process.

				knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence.	
<b>Creating - Construct</b>	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	<b>MA:Cr3.1.II</b>  a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.  b. Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific	The project rubric, teacher observation, and student aesthetic response will be used to assess this standard and artistic process.

				purposes, intentions, audiences and contexts.	
<b>Producing - Integrate</b>	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. <small>SEP</small>	MA:Pr4.1.II  Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.	The project rubric, teacher observation, and student aesthetic response will be used to assess this standard and artistic process.
<b>Producing - Present</b>	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 artistic work. <small>SEP</small>	MA:Pr6.1.II  a. Curate and design the presentation and distribution of collections of media artworks through a variety of contexts, such as mass audiences, and physical and virtual channels.	The project rubric, teacher observation, and student aesthetic response will be used to assess this standard and artistic process.

**Benchmarked Student Work: Click on the links below to view benchmarked student work assessed using the summative rubrics contained in this MCA**

**ABOVE STANDARD STUDENT WORK**

**AT STANDARD STUDENT WORK**

**NOTE:** This MCA format represents an update to the [National Coalition for Core Arts Standards Model Cornerstone Assessment template](#)  
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