

National Coalition for Core Arts Standards Model Cornerstone Assessment Media Arts (Proficient)

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: Creating, Producing, Connecting

Title: Rotoscoping the World (One World) Author: Robin Brewer

Assessment Task Description:

Each student will create a short film using the rotoscoping technique to convey a message to inspire others to improve their world. Students will be assessed on their idea generation, production quality, and presentation using a rubric.

Grade: High School Proficient

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:

Ten 50-minute classes

Strategies for Embedding Assessment within Instruction (sequences of tasks)

Part I (early instruction)

Task #1 - Idea Generation

Students will research, storyboard, and propose an idea that conveys a message about improving their world.

- Investigate and analyze various examples of rotoscoping
- Select and explain a topic of importance that you wish to convey to others
- Storyboard and propose (pitch) your idea and peer share to improve concept

Performance Standards for Task #1 - Project Proposal Rubric

MA:Cr1.1.1.HSI

Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

Part II (later instruction)

Task #2 - Production Qualities - Rotoscoping technique and editing

Students will complete a film that integrates drawings layered over video along with sound to produce a film that has a clear message.

- Shoot video for source material for rotoscoping
- Investigate software options
- Rotoscope (draw) over source video using software that has rotoscoping abilities
- Finish editing their film with titles and sound

Performance Standards for Task #2

MA:Pr5.1. HS.I

Integrate various arts, media arts forms and content into unified media arts productions considering the reaction and interaction of the audience, such as experiential design.

Task #3 - Presentation - Sharing & responding to feedback

Students will complete a film that integrates drawings layered over video along with sound to produce a film that has a clear message.

- Save work to a shared platform
- Watch classmates' films and give feedback on the message
- Write a reflection on your intended message and the perceived message.

Performance Standards for Task #3

MA:Pr4.1. HS.I

Students will share their film with classmates and write a reflection about the conveyed meaning of their film while considering responses from their peers.

Required Prior Knowledge, Skills and Vocabulary

Though not required, it may be helpful for students to have basic filming and editing skills. Footage can be shot with a DSLR camera or with student phones or iPads.

Vocabulary

Rotoscope

Storyboard

Pitch

Source footage

Contour line

Intended message

Perceived message

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

Within the classroom setting, students will have equal access to equipment and software. In a virtual setting, flexibility with software will allow students to create while using what is available and familiar. SDI accommodations can be made on a case-by-case basis.

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

Variations on the rotoscoping concept that emphasize constructing a message can be used to meet the standard. For example a sequence of manipulated images, such as a drawing over still photos can also communicate and inform.

Resources and materials needed *[for task implementation]*

Examples of rotoscoping:

Sean Charmatz is a good artist to look at. He has many compilations on YouTube.

Students' animations depict how COVID-19 impacts daily life: <https://den.mercer.edu/students-animations-depict-how-covid-19-impacts-daily-routines/>

Software options will vary school to school. Various levels of rotoscoping can be done in (but not limited to):

- Adobe Photoshop
- Pencil 2D - Free, open source for mac or pc
- Photopea (as a GIF over a static image) - free and web-based for mac, pc, or chromebook

Assessment Tools

Project Rubric

Rotoscoping Project Rubric

	Above Standard	At Standard	Approaching Standard	Below Standard
IDEA GENERATION Research, storyboard, and propose an idea that conveys a message about improving their world. MA:Cr1.1.1.HSI Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.	Student has formulated multiple ideas through extensive research and prepared a storyboard. Student has pitched a proposal relating to their real world problem.	Student has formulated an idea through research and prepared a storyboard. Student has pitched a proposal relating to their real world problem.	Student has formulated an idea and prepared a storyboard; however the proposal may or may not be relating to a real world problem.	Student has partially formulated an idea; proposal is weak or unclear and/or may not be relating to a real world problem.
PRODUCTION QUALITIES Rotoscope technique Editing MA:Pr4.1. HS.I Integrate various arts, media arts forms and content into unified media arts productions considering the reaction and interaction of the audience, such as experiential design.	Student has completed an appealing and relevant rotoscoped animation that seamlessly integrates drawings layered over video along with sound and titles to produce a film that strongly and clearly shares a message.	Student has completed a rotoscoped animation that integrates drawings layered over video along with sound and titles to produce a film that shares a message.	Student has completed a rotoscoped film that inconsistently integrates drawings layered over video along with some editing to produce a film that attempts to share a message.	Student has partially layered drawings over video with little to no editing; message is unclear.

<p>PRESENTATION</p> <p>Sharing and responding to feedback.</p> <p>MA:Re9.1.I.a.</p> <p>Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.</p>	<p>Student shared their film and analyzed the responses, demonstrating an in-depth reflection; with insightful and well supported interpretations and plans for refinement.</p>	<p>Student shared their film and collected responses; reflecting and comparing their choices to their peers' advice to assess the need for refinements.</p>	<p>Student shared their film with classmates and wrote a brief reflection.</p>	<p>Student shared their film with classmates; however failed to connect classmate responses to any needed refinements.</p>
--	---	---	--	--

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)
Creating (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? How can ideas for media arts productions be formed and developed to be effective and original?	Generate and conceptualize artistic ideas and work.	MA:Cr1.1.1.HSI a.identify generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.	Project Rubric
Producing (Practice)	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. ^[SEP]	MA:Pr4.1. HS.I Integrate various arts, media arts forms and content into unified media arts productions considering the reaction and interaction of the audience, such as experiential design.	Project Rubric
Responding (Evaluate)	Skillful evaluation and critique are critical components of experiencing, appreciating and producing media artworks.	How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?	Perceive and analyze artistic work.	MA: Re9.1.1.a. Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.	Project Rubric

NOTE: This MCA format represents an update to the [National Coalition for Core Arts Standards Model Cornerstone Assessment template](#)
Copyright © 2013 State Education Agency Directors of Arts Education (SEADAE) on behalf of NCCAS. All rights reserved.