

National Coalition for Core Arts Standards

Model Cornerstone Assessment

Media Arts

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: An Animated Moment

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Assessment Task Description: Each student will generate a short 2 dimensional digital animation based on a moment from their own lives that illustrates something distinctive about them. The animation will demonstrate the Principles of Animation through a character moving within an environment in a sequence that illustrates a defining moment for that character.

Grade: 9-12

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: 10.5 hours- seven 90 minute blocks
(number of weeks of instruction, number of sessions each week, length of each session)

Strategies for Embedding Assessment within Instruction (sequences of tasks)

Part I (early instruction)

Task 1 - each task produces student work that is documented and assessed. - including what students will know and do (including new concepts/ vocabulary)

Students will be asked to identify a defining moment in their lives- either an experience that influenced who they have grown to be or a moment that demonstrates a characteristic that defines them (sets them apart from peers- the kind of story their parents might tell when they talk about them to new people). Brain mapping or idea web strategies will be introduced to help them organize their initial thinking with prompting questions before they make a final selection. They will plan a short animation based on that selection with the option of fictionalizing characters and context (referencing Andrew Stanton's personal connection to Finding Nemo through his Ted Talk and analyzing other contemporary animated shorts speculating what personal experiences they might be connected to for the writer).

Performance Standards connecting to the task:

MA:Cn10.1.HSII

a.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 meeting standard? How will you evaluate student work/learning for this task?

Students will show use of a brainstorming tool, write a synopsis of their selected introspection and how they plan to share that through a fictionalized moment. The brief description should contain a concise but specific description of their real life story seed and the final artist statement should include imaginative representations for their planned animation and reference any external influences.

Next Task - Students will select existing visual models in animation to decide on an appropriate look that supports the feel of their own message. This will require analysis of visual aspects of the film and consciously defining them in a process journal document. They will design a character and environment(s) that utilize the visual elements they have identified from the model and also utilize several of the 12 Principles of Animation to design when drawing and moving the scene. This will require instruction of an animation tool. In this case, Adobe Animate will be used and several hours of instruction will be required as it will be a newly introduced tool.

Performance Standards connected to this task

MA:Cr2.1.1.HSII

a.Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.

What are the criteria for meeting the standard?

Students will produce a short animation with a visual design that supports the intended meaning.

OPTIONAL

Part II (later instruction)

Next task- Students will engage in peer reviews of the draft animations to determine if the intended message is being communicated. They will consider and implement ways to improve the draft prior to full-class screening at the conclusion of the assessment.

Performance Standards connected to this task

MA:Pr6.1.HSII

b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation.

What are the criteria for meeting the standard of Part II - Revision?

Students will submit an artist's statement on their process that includes evidence of revisions made between draft and final animation.

Required Prior Knowledge, Skills and Vocabulary

Principles of Animation

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

For students who may struggle with the technical aspects of Adobe Animate or the selected animator, a template can be constructed for them to work within or a different tool for animation can be offered.

Resource:

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

Peer support gives students working at an accelerated level a teaching opportunity to deepen their understanding while also offering close up one-on-one guidance for students struggling with the tasks. .

Resource:

Resources and materials needed *[for task implementation]*

Access to online videos (youtube, Ted.com, vimeo, etc.)

Access to an animation software (computer or tablet based)

Assessment Tools (rubrics or other measures used to score evidence of student's progress toward meeting the standards documented within the instructional tasks) – Final Animation Rubric & Artist Concept Statement

	Above Standard	At Standard	Approaching Standard	Below Standard
Concept MA:Cn10.1.HSII a. Synthesize internal and external resources to enhance the creation of persuasive media artworks, such as cultural connections, introspection, research, and exemplary works.	The artist statement describes in detail how their real story and external influences were synthesized into the fictionalized characters and story.	The artist statement describes how their real story and external influences were synthesized into the fictionalized characters and story.	The artist statement somewhat describes how their real story and external influences were synthesized into the fictionalized characters and story.	The artist statement gives limited description of how their real story and external influences were synthesized into the fictionalized characters and story.
Draft and Final Animation MA:Cr2.1.1.HSII a. Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.	Design choices of visuals, audio and pacing enhance and extend the original character moment communicate a clear personal aesthetic.	Design choices of visuals, audio and pacing communicate an original character moment and a clear personal aesthetic.	Design choices of visuals, audio and pacing partially communicate an original character moment and personal aesthetic.	Design choices of visuals, audio and pacing vaguely communicate an original character moment and personal aesthetic.

If continuing to Part II – Revisions:

Revisions MA:Pr6.1.HSII b. Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation.	Student reflection indicates in depth analysis of feedback; understanding synthesis and application of feedback to the work.	Student reflection indicates understanding and application of feedback from peers to inform revisions.	Student reflection indicates some understanding and application of feedback from peers to inform revisions.	Student reflection indicates little or no understanding and/or application of feedback from peers to inform revisions.
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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.	MA:Cn10.1.HSII	Pitch rubric *This is from the first task, identifying a personal experience that became a defining moment or a story that is indicative of a personal characteristic and turning it into a short fictionalized animation.
Creating: 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.	MA:Cr2.1.1.HSII	product rubric *This will culminate the second task,
Producing: 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? 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.	MA:Pr6.1.HSII	Product rubric

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