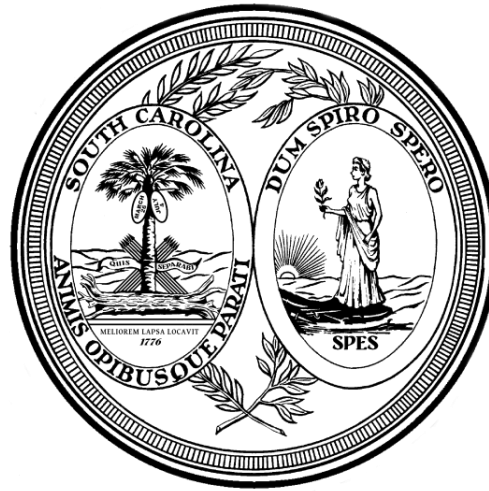# South Carolina
College- and Career-Ready Standards for
Visual Arts Proficiency

South Carolina Department of Education
Columbia, South Carolina
2017

Visual Arts

Introduction

Students who participate in the South Carolina standards-based education in the visual and performing arts are heirs to excellent arts opportunities and programs because of the vision and tenacity of generations of devoted arts educators in our state and throughout the nation.

It is important that all communities have visual art specialists with the knowledge and skills they need to teach art in a manner that will best enable students to learn. Organized lists of standards, benchmarks, indicators, and student learning targets help teachers to reach a high level of quality art instruction in a comprehensive arts education program for improved student growth. The South Carolina Department of Education recognizes the visual art standards as an essential resource for assisting and supporting excellent art teachers in schools. This visual-art teacher document presents the expectations for student growth and learning for Pre-kindergarten through twelfth grade.

This South Carolina Visual Arts document is designed to meet local and state and national visual arts standards and create individualized instruction for students. In addition, to align with the South Carolina Read to Succeed Act(Section 59-155-120 "Discipline-specific literacy"), we recognize that literacy is taught through the arts and have developed a statement explaining how administrators may support their teachers in all content areas in order to reinforce strong literacy-based classrooms. The purpose of this Visual Arts Literacy Policy Statement is to help administrators, principals, and teachers integrate literacy through the arts as effectively as possible. Referring to a wealth of information and research from leaders in the fields of arts disciplines, we will summarize our literacy statement position clearly and concisely. As arts educators, we believe in a broad definition of literacy by encouraging a multi literacy perspective for our students to make meaning. Expanding the clarity of literacy promotes broader understanding for our students, communication, individualized instruction, and inclusive learning environments. An extended curriculum includes visual literacy, musical literacy, the language of dance, literacy development through theatre, traditional print concepts to digital ones, and aligning reading comprehension strategies through the arts (Riddle, 2016).

Students are immersed cognitively when involved in the artistic process. The use of skills such as communication, creativity, critical thinking, and problem solving are truly embodied in their work. The visual and performing arts fall into all three 21St century thinking

skills categories: learning and innovation skills, life and career skills, and technology skills. (21st Century Skills, 2009) These 21st century skills will contribute to student success in a global economy and culturally diverse environments.

New visual arts standards are written to be applicable across all content areas. Effective practices will be employed in all student work as a result of studying the South Carolina Academic Standards for the Visual and Performing Arts. The standards have been developed to support the key artistic processes of Creating, Responding, Performing, and Connecting taken from the National Core Arts Standards developed by the National Coalition for Core Arts Standards in 2014.The new 2016 South Carolina Academic Standards for the Visual and Performing Arts align with the National Standards and maintain the essential content of the 2010 South Carolina Academic Standards for the Visual and Performing Arts. However, there are changes to the layout and language in an effort to create standards that are centered around the student. The new standards provide proficiency levels for student expectations. The continuum permits flexibility in acknowledging that students will demonstrate growth through the artistic processes at varying degrees over time.

South Carolina Department of Education professional staff, in collaboration with members of the South Carolina Academic Standards Visual and Performing Arts Development Team, created this series of arts-standards documents. The 2017 South Carolina Academic Standards for the Visual and Performing Arts draws on the expertise of K–12 arts teachers and administrators who were nominated by district superintendents and the professional arts education organizations for dance, music, theatre, and visual arts. We are grateful to all who those contributed to this effort.

The 2017 South Carolina Academic Standards for the Visual and Performing Arts will serve as the basis for the continuation of the comprehensive sequential arts education system offered in our state. In addition, these standards provide guaranteed experiences for our students to grow, perform, and produce in the arts.

Visual Arts Standards

Artistic Processes: Creating- *I can make artwork using a variety of materials, techniques, and processes.*								
Anchor Standard 1: *I can use the elements and principles of art to create artwork.*								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark VA.CR NL.1	Benchmark VA.CR NM.1	Benchmark VA.CR NH.1	Benchmark VA.CR IL.1	Benchmark VA.CR IM.1	Benchmark VA.CR IH.1	Benchmark VA.CR AL.1	Benchmark VA.CR AM.1	Benchmark VA.CR AH.1
I can name and use some of the **elements of art** to express ideas.	I can combine several elements of art to express ideas.	I can select and arrange the elements to demonstrate **principles of art**.	I can apply some elements and principles of art to revise my artwork.	I can analyze and apply the elements and principles of art to solve a given **artistic challenge**.	I can analyze art through a **critique** and refine my artwork based on given criteria.	I can create, refine, and communicate ideas based on the elements and principles of design and other **composition**al strategies and structures.	I can document and justify the planning and development of an artwork from the inception of the idea to completion.	I can create a body of work in a specific **medium** that explores a personal theme, idea, or concept.

Indicator VA.CR NL.1.1	Indicator VA.CR NM.1.1	Indicator VA.CR NH.1.1	Indicator VA.CR IL.1.1	Indicator VA.CR IM.1.1	Indicator VA.CR IH.1.1	Indicator VA.CR AL.1.1	Indicator VA.CR AM.1.1	Indicator VA.CR AH.1.1
I can use some elements of art to communicate a story about a familiar place or object.	I can combine several elements of art to express ideas, feelings, and stories in my artwork.	I can select and arrange elements of art to create principles of design.	I can identify improvements needed in my artwork and explore multiple strategies to apply elements and principles of art.	I can explore solutions to an assigned **artistic challenge**.	I can participate in a formal **critique** to revise my artwork.	I can apply **organizational strategies** that communicate a personal meaning, theme, idea, or concept.	I can create a **process folio** to relate the structure of my **composition** to the idea communi-cated.	I can explain and defend the choices I made to communicate my artistic ideas across multiples artworks.
Indicator VA.CR NL.1.2	Indicator VA.CR NM.1.2	Indicator VA.CR NH.1.2	Indicator VA.CR IL.1.2	Indicator VA.CR IM.1.2	Indicator VA.CR IH.1.2	Indicator VA.CR AL.1.2	Indicator VA.CR AM.1.2	Indicator VA.CR AH.1.2
I can select some elements of art to construct 2D or 3D artwork.	I can combine several elements of art to construct 2D or 3D artwork.	I can use principles of design to convey intended meaning in my artwork.	I can select and use strategies that apply the elements and principles of design to improve my artwork.	I can work through the artistic **process** to improve my artwork through experiment-tation.	I can make revisions based on suggestions given.	I can justify my artistic choices in the **composition** of my artwork.	I can create a reflection statement comparing the final product with the original concept.	I can create artwork in a specific **medium** that conveys a theme to develop a **portfolio**.

Anchor Standard 2: *I can use different materials, techniques, and processes to make art.*

Benchmark VA.CR NL.2	Benchmark VA.CR NM.2	Benchmark VA.CR NH.2	Benchmark VA.CR IL.2	Benchmark VA.CR IM.2	Benchmark VA.CR IH.2	Benchmark VA.CR AL.2	Benchmark VA.CR AM.2	Benchmark VA.CR AH.2
I can share and use art materials and tools in a safe and responsible manner.	I can use some materials, **techniques**, and tools to create artwork.	I can use and combine materials, **techniques**, and processes to make art.	I can research a specific technique, style, or artist to explore new ways of making art.	I can research and use multiple art-making **techniques** and approaches by other artists and apply them to my work.	I can select, and use a variety of art materials, **techniques** and processes to solve an artistic problem.	I can choose from a range of materials, **techniques** and processes to communicate an idea.	I can invent different ways to combine materials to develop a personal style.	I can create a body of work that represents my personal style through a range of approaches, materials, **techniques**, and processes.
Indicator VA.CR NL.2.1	Indicator VA.CR NM.2.1	Indicator VA.CR NH.2.1	Indicator VA.CR IL.2.1	Indicator VA.CR IM.2.1	Indicator VA.CR IH.2.1	Indicator VA.CR AL.2.1	Indicator VA.CR AM.2.1	Indicator VA.CR AH.2.1
I can demonstrate care for my artwork and materials.	I can use two-dimensional art materials to explore ways to make art.	I can demonstrate various **techniques** in a specific **medium**.	I can identify and use art materials and **techniques** based on my research from a variety of sources.	I can use a variety of art media, **techniques**, and processes in my artwork.	I can use a variety of materials, **techniques**, or processes in response to an artistic problem.	I can apply **techniques** with a variety of media and processes to evoke different responses in the viewer.	I can research and use **techniques** and processes that illustrate my personal style.	I can apply a range of approaches using materials and methods to plan a series of artworks.

Indicator VA.CR NL.2.2	Indicator VA.CR NM.2.2	Indicator VA.CR NH.2.2	Indicator VA.CR IL.2.2	Indicator VA.CR IM.2.2	Indicator VA.CR IH.2.2	Indicator VA.CR AL.2.2	Indicator VA.CR AM.2.2	Indicator VA.CR AH.2.2
I can show safe procedures for using tools and equipment while making art.	I can use three-dimensional art materials and techniques to make art.	I can make art by combining two or more art materials.	I can choose art materials and tools to produce a desired result.	I can use processes and techniques by other artists in my artwork.	I can explore art making techniques to solve and identify problems.	I can apply traditional and contemporary artistic processes to my artwork.	I can use and describe the artistic processes as I develop my artistic style.	I can produce a body of work in a specific media to illustrate meaning with breadth and depth.

Artistic Processes: Presenting - *I can choose and organize work that demonstrates related concepts, skills, and/or media.*

Anchor Standard 3: *I can improve and complete artistic work using elements and principles.*

Benchmark VA.P NL.3	Benchmark VA.P NM.3	Benchmark VA.P NH.3	Benchmark VA.P IL.3	Benchmark VA.P IM.3	Benchmark VA.P IH.3	Benchmark VA.P AL.3	Benchmark VA.P AM.3	Benchmark VA.P AH.3
I can share and talk about my artwork	I can explain the elements and principles of art used to make my artwork.	I can describe my artistic choices using art vocabulary.	I can revise my artwork in progress using the elements and principles of art.	I can use given criteria to complete my artwork.	I can use the artistic process of planning, reflecting, and revising to develop my artwork.	I can form criteria to evaluate my artwork and the works of others.	I can reflect, revise, and refine my work considering relevant criteria and my **artistic voice.**	I can justify revisions made to my work based on relevant criteria and intended purpose.

Indicator VA.P NL.3.1	Indicator VA.P NM.3.1	Indicator VA.P NH.3.1	Indicator VA.P IL.3.1	Indicator VA.P IM.3.1	Indicator VA.P IH.3.1	Indicator VA.P AL.3.1	Indicator VA.P AM.3.1	Indicator VA.P AH.3.1
I can name and use some of the elements of art.	I can describe some elements in my work.	I can describe the subject of my work using art vocabulary.	I can identify and describe the changes needed to improve my work.	I can use informal **assess**ments to complete my work.	I can reflect on my choices in my **composition**.	I can create an evaluation based on established criteria and not personal criteria.	I can apply changes determined to improve and complete my artwork	I can justify my artwork in terms of **composition**, process, technique, and meaning.
Indicator VA.P NL.3.2	Indicator VA.P NM.3.2	Indicator VA.P NH.3.2	Indicator VA.P IL.3.2	Indicator VA.P IM.3.2	Indicator VA.P IH.3.2	Indicator VA.P AL.3.2	Indicator VA.P AM.3.2	Indicator VA.P AH.3.2
I can identify and describe subject matter in my work.	I can identify some principles of art in my work.	I can describe the process I used to make my artwork.	I can select and use elements to complete and improve my artwork.	I can use the elements and principles of art to complete my artwork.	I can make revisions based on given criteria using elements and principles of art.	I can describe how criteria can differ between artworks.	I can refine my artwork to represent my artistic **voice**.	I can justify the choices I made and how they support the intended purpose of the artwork.

Anchor Standard 4: *I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.*

Benchmark VA.P NL.4	Benchmark VA.P NM.4	Benchmark VA.P NH.4	Benchmark VA.P IL.4	Benchmark VA.P IM.4	Benchmark VA.P IH.4	Benchmark VA.P AL.4	Benchmark VA.P AM.4	Benchmark VA.P AH.4
I can show and describe the idea of my artwork.	I can identify ways artworks are presented.	I can choose artwork that shows a common theme or technique.	I can select and explain my artwork for a **portfolio**.	I can organize a **portfolio** and explain intended meaning in my work to develop my skills and understand-ing of art.	I can develop an artist statement and edit my **portfolio** to show exemplary work.	I can select and organize artwork that demonstrates and describes skill, variety of media, and an artistic theme.	I can examine various presentation formats and choose the best method for my **portfolio**.	I can evaluate and justify the format and selection of artwork that represents my artistic **voice**.
Indicator VA.P NL.4.1	Indicator VA.P NM.4.1	Indicator VA.P NH.4.1	Indicator VA.P IL.4.1	Indicator VA.P IM.4.1	Indicator VA.P IH.4.1	Indicator VA.P AL.4.1	Indicator VA.P AM.4.1	Indicator VA.P AH.4.1
I can share my artwork.	I can identify formal and informal places to display my art.	I can select artwork that has common ideas or media.	I can document my artwork through the use of a **portfolio**.	I can organize my artworks by media or idea.	I can choose and describe pieces of artwork that best illustrate my skills in specific media or **techniques**.	I can develop a series of artworks that demonstrates my skill with media and **techniques**.	I can choose from a variety of physical and digital presentation options.	I can evaluate the quality and presentation of my artwork to meet the criteria for a specific purpose.

Indicator VA.P NL.4.2	Indicator VA.P NM.4.2	Indicator VA.P NH.4.2	Indicator VA.P IL.4.2	Indicator VA.P IM.4.2	Indicator VA.P IH.4.2	Indicator VA.P AL.4.2	Indicator VA.P AM.4.2	Indicator VA.P AH.4.2
I can describe my artwork.	I can make a statement about my artwork.	I can describe the theme and media of my artwork.	I can explain how I used the elements and principles of art in my work.	I can describe the intended meaning of my work.	I can develop an artist's statement that describes criteria, influences, and intent of my artwork.	I can develop an artist's statement that merges personal influences with intent and meaning in my artwork.	I can develop an artist's statement that identifies common themes in personal influences, intent and criteria for my artwork.	I can justify my choices of criteria, cultural influences, personal experiences, to create my own **voice** in my artist statement.

Artistic Processes: Responding - *I can evaluate and communicate about the meaning in my artwork and the artwork of others.*

Anchor Standard 5: *I can interpret and evaluate the meaning of an artwork.*

Benchmark VA.R NL.5	Benchmark VA.R NM.5	Benchmark VA.R NH.5	Benchmark VA.R IL.5	Benchmark VA.R IM.5	Benchmark VA.R IH.5	Benchmark VA.R AL.5	Benchmark VA.R AM.5	Benchmark VA.R AH.5
I can identify the main idea or subject of an artwork.	I can talk about how an artwork tells a story or has a message.	I can explain how the objects and elements within an artwork represent ideas.	I can analyze the elements and principles of art and explain the components of an artwork that represent ideas.	I can analyze and compare various purposes for creating artwork.	I can analyze the intention of the artist and explore how the artwork relates to other ideas.	I can interpret the meaning of artwork using contextual clues and describe influences that affected the artist.	I can research and interpret the meaning of an artwork or a group of artworks and infer the purpose or intent.	I can research and defend a critical analysis of an artwork or collection of artwork.

Indicator VA.R NL.5.1	Indicator VA.R NM.5.1	Indicator VA.R NH.5.1	Indicator VA.R IL.5.1	Indicator VA.R IM.5.1	Indicator VA.R IH.5.1	Indicator VA.R AL.5.1	Indicator VA.R AM.5.1	Indicator VA.R AH.5.1
I can identify an object that is the subject or main idea an artwork.	I can identify details to determine the mood or theme of an artwork.	I can identify ideas or themes presented in an artwork.	I can explain how artists use the principles to communicate ideas.	I can analyze the subject and content in an artwork and explore the artist's intent.	I can analyze and describe the symbols, styles, or **techniques** in an artwork to suggest possible messages from a culture or group.	I can examine the symbols, subject, and media in artwork to infer the meaning.	I can research and interpret the message or meaning of works within a genre or by a group.	I can justify my interpretation or intent of an artwork and how they fit into the world.
Indicator VA.R.5 NL.2	Indicator VA.R NM.5.2	Indicator VA.R NH.5.2	Indicator VA.R IL.5.2	Indicator VA.R IM.5.2	Indicator VA.R IH.5.2	Indicator VA.R AL.5.2	Indicator VA.R AM.5.2	Indicator VA.R AH.5.2
I can identify some parts of artwork.	I can recognize that the elements of art cause different responses.	I can describe the organization of an artwork using art vocabulary.	I can explain the organization of an artwork using the elements and principles of art.	I can analyze and compare how artistic choices affect the meaning of an artwork.	I can interpret the artist's intent in the organization of an artwork using the elements and principles of art.	I can examine and explain the impact of the artist's **composition**al choices on the message of the artwork.	I can evaluate the organization of an artwork using elements and principles.	I can research and defend the artist's choices using elements and principles.

Artistic Processes: Connecting - *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 6: *I can identify and examine the role of visual arts through history and world cultures.*

Benchmark VA.C NL.6	Benchmark VA.C NM.6	Benchmark VA.C NH.6	Benchmark VA.C IL.6	Benchmark V.C IM.6	Benchmark VA.C IH.6	Benchmark VA.C AL.6	Benchmark VA.C AM.6	Benchmark VA.C AH.6
I can recognize differences in artworks from some cultures and time periods.	I can recognize some artistic styles, from various cultures and time periods.	I can identify and use different artistic styles, from various cultures and time periods.	I can examine the role of visual art within a specific culture or historical time period and present what I discovered.	I can research and examine the relationships between visual art from multiple cultures and time periods.	I can research and revise my work by applying visual arts concepts and characteristics from a cultural or historical time period.	I can analyze the function and meaning of artworks from various cultures and time periods.	I can analyze artworks in a variety of societal, cultural, and historical contexts and describe their influence on contemporary artists.	I can analyze the beliefs, values, and behaviors of a society and how they impact an artist's' work.

Indicator VA.C NL.6.1	Indicator VA.C NM.6.1	Indicator VA.C NH.6.1	Indicator VA.C IL.6.1	Indicator VA.C IM.6.1	Indicator VA.C IH.6.1	Indicator VA.C AL.6.1	Indicator VA.C AM.6.1	Indicator VA.C AH.6.1
I can recognize that all cultures create art and explore elements specific to that culture/form.	I can name and use some characteristics from styles, periods, and cultures.	I can combine and use artistic **techniques** and processes from multiple cultures and time periods.	I can describe a specific culture and time period to present artistic ideas and works.	I can examine characteristics among artistic styles, periods or cultures and describe how cultures influence each other.	I can make changes to my artwork using characteristics from a culture or time period.	I can explain the use of subject matter, symbols, ideas, and technologies and how they work together to convey meaning in a particular culture.	I can justify the use of subject matter, symbols, ideas, and technologies and how they work together to influence the work of contemporary artists.	I can justify and create, artwork based on historical and cultural traditions and describe how those traditions contribute to my artistic development.

Anchor Standard 7: *I can relate visual arts ideas to other arts disciplines, content areas, and careers.*

Benchmark VA.C NL.7	Benchmark VA.C NM.7	Benchmark VA.C NH.7	Benchmark VA.C IL.7	Benchmark VA.C IM.7	Benchmark VA.C IH.7	Benchmark VA.C AL.7	Benchmark VA.C AM.7	Benchmark VA.C AH.7
I can show art concepts among arts disciplines, other content areas, and related careers.	I can describe visual art concepts among arts disciplines, other content areas, and related careers.	I can apply visual art concepts and skills among arts disciplines other content areas and related careers.	I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied to a career in visual arts.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied to a career in visual arts.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in a career in visual arts.	I can apply concepts among arts disciplines and other content areas to visual art and analyze how my interests and skills will prepare me for a career.	I can describe influences of economic conditions, cultural values and location on visual art related careers.	I can research and analyze societal, political, and cultural issues as they relate to other arts and content areas and apply to my career interests.

Indicator VA.C NL.7.1	Indicator VA.C NM.7.1	Indicator VA.C NH.7.1	Indicator VA.C IL.7.1	Indicator VA.C IM.7.1	Indicator VA.C IH.7.1	Indicator VA.C AL.7.1	Indicator VA.C AM.7.1	Indicator VA.C AH.7.1
I can show connections between visual art and other subjects in my school.	I can recognize and describe that visual arts exists in all arts disciplines and other content areas.	I can identify ways visual art concepts and skills are used in other subjects in my school.	I can use art concepts and skills with other arts disciplines and content areas.	I can analyze and describe the relationship between visual art and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my artwork.	I can describe concepts from other arts disciplines and content areas through my artwork and justify my artistic choices.	I can describe how the demo-graphics of a community can determine opportunities for arts related careers.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.
Indicator VA.C NL.7.2	Indicator VA.C NM.7.2	Indicator VA.C NH.7.2	Indicator VA.C IL.7.2	Indicator VA.C IM.7.2	Indicator VA.C IH.7.2	Indicator VA.C AL.7.2	Indicator VA.C AM.7.2	Indicator VA.C AH.7.2
I can recognize that people make different types of art.	I can identify art businesses and careers in my community.	I can identify ways visual art skills are used in other careers or vocations.	I can demonstrate and describe some skills needed for a career in visual art.	I can identify specific skills required for various careers in visual arts.	I can research various careers in visual arts that interest me.	I can identify the skills, training, and education necessary to pursue a career in visual art that interests me.	I can pursue opportunities that will lead me to a career in visual arts.	I can demonstrate skills necessary for a career in visual art.

Novice Visual Arts Standards

Artistic Processes: Creating- *I can make artwork using a variety of materials, techniques, and processes.*	
Anchor Standard 1: *I can use the elements and principles of art to create artwork.*	

Novice Low	Novice Mid	Novice High
Benchmark VA.CR NL.1	Benchmark VA.CR NM.1	Benchmark VA.CR NH.1
I can name and use some of the **elements of art** to express ideas.	I can combine several elements of art to express ideas.	I can select and arrange the elements to demonstrate **principles of art**.

Indicator VA.CR NL.1.1	Indicator VA.CR NM.1.1	Indicator VA.CR NH.1.1
I can use some elements of art to communicate a story about a familiar place or object.	I can combine several elements of art to express ideas, feelings, and stories in my artwork.	I can select and arrange elements of art to create principles of design.
Sample Learning Targets • I can use geometric and organic shapes in my artwork. • I can mix colors to create a painting of my favorite place. • I can...	***Sample Learning Targets*** • I can use color, line, shape, and pattern to express personal ideas in my artwork. • I can use color and line to show feelings in my artwork. • I can...	***Sample Learning Targets*** • I can arrange line, shape, color, or space to create asymmetry or symmetry in my artwork. • I can select and arrange line, shape, or color to create rhythm, pattern, or repetition in my artwork. • I can use texture, value, or space to create emphasis or variety in my artwork. • I can...

Indicator VA.CR NL.1.2	Indicator VA.CR NM.1.2	Indicator VA.CR NH.1.2
I can select some elements of art to construct 2D or 3D artwork.	I can combine several elements of art to construct 2D or 3Dartwork.	I can use principles of design to convey intended meaning in my artwork.
Sample Learning Targets ● I can tear, curl, and fold paper(paper sculpture **techniques**) to show form, line, shape, or texture. ● I can use basic clay **techniques** to create shape and form. ● I can...	*Sample Learning Targets* ● I can use line, shape, form, and space to create a sculpture. ● I can use line, color, shape, and texture, to create a piece of art using different art **medium**s. ● I can...	*Sample Learning Targets* ● I can create mood in my artwork using emphasis of color and line. ● I can listen to a piece of music and represent the sounds in my artwork using the principle of movement. ● I can...

Anchor Standard 2: *I can use different materials, techniques, and processes to make art.*

Novice Low	**Novice Mid**	**Novice High**
Benchmark VA.CR NL.2	Benchmark VA.CR NM.2	Benchmark VA.CR NH.2
I can share and use art materials and tools in a safe and responsible manner.	I can use some materials, **techniques**, and tools to create artwork.	I can use and combine materials, **techniques**, and processes to make art.

Indicator VA.CR NL.2.1	Indicator VA.CR NM.2.1	Indicator VA.CR NH.2.1
I can demonstrate care for my artwork and materials.	I can use art materials to explore ways to make art.	I can demonstrate various **techniques** in a specific **medium**.
Sample Learning Targets • I can wash paint out of my brush. • I can store my artwork in a safe place. • I can clean and put away my materials. • I can...	***Sample Learning Targets*** • I can weave with paper or yarn. • I can use watercolor to create a painting. • I can print using ink and a brayer. • I can...	***Sample Learning Targets*** • I can use wet-on-wet, drybrush, and salt to make a watercolor painting. • I can create a clay bowl using coils, slabs, or pinch **techniques**. • I can...
Indicator VA.CR NL.2.2	Indicator VA.CR NM.2.2	Indicator VA.CR NH.2.2
I can show safe procedures for using tools and equipment while making art.	I can use three-dimensional art materials and **techniques** to make art.	I can make art by combining two or more art materials.
Sample Learning Targets • I can cut with scissors in a safe way. • I can follow steps to use paint or glue without waste. • I can use art materials for their purpose. • I can...	***Sample Learning Targets*** • I can use tools for hand building with clay. • I can use papier-mâché to create a 3D form. • I can use found objects to make a sculpture. • I can...	***Sample Learning Targets*** • I can make a landscape with collage and colored pencil **techniques**. • I can make a relief sculpture by combining cardboard and found objects. • I can...

Artistic Processes: Presenting- *I can choose and organize work that demonstrates related concepts, skills, and/or media.*		
Anchor Standard 3: *I can improve and complete artistic work using elements and principles.*		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark VA.P NL.3	Benchmark VA.P NM.3	Benchmark VA.P NH.3
I can share and talk about my artwork	I can explain the elements and principles of art used to make my artwork.	I can describe my artistic choices using art vocabulary.
Indicator VA.P NL.3.1	Indicator VA.P NM.3.1	Indicator VA.P NH.3.1
I can name and use some of the elements of art.	I can describe some elements in my work.	I can describe the subject of my work using art vocabulary.
Sample Learning Targets • I can use primary colors to make secondary colors. • I can identify and use warm and cool colors in my artwork. • I can...	*Sample Learning Targets* • I can describe color, line, shapes, and patterns in artwork. • I can identify organic and geometric shapes in my artwork. • I can...	*Sample Learning Targets* • I can describe my art as realistic, abstract, or nonobjective. • I can describe the difference between a landscape, cityscape, or seascape. • I can...

Indicator VA.P NL.3.2	Indicator VA.P NM.3.2	Indicator VA.P NH.3.2
I can identify and describe subject matter in my work.	I can identify some principles of art in my work.	I can describe the process I used to make my artwork.
Sample Learning Targets • I can use my own ideas to draw a story about me and my family. • I can use modeling clay to create the animals found in a zoo. • I can...	*Sample Learning Targets* • I can find pattern in my artwork. • I can identify the balance in my work as symmetrical or asymmetrical. • I can...	*Sample Learning Targets* • I can arrange lines and shapes to create patterns. • I can describe the steps I used to make a pinch pot. • I can ...

Anchor Standard 4: *I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.*

Novice **Low**	Novice **Mid**	Novice **High**
Benchmark VA.P NL.4	Benchmark VA.P NM.4	Benchmark VA.P NH.4
I can show and describe the idea of my artwork.	I can identify ways artworks are presented.	I can choose artwork that shows a common theme or technique.

Indicator VA.P NL.4.1	Indicator VA.P NM.4.1	Indicator VA.P NH.4.1
I can share my artwork.	I can identify formal and informal places to display my art.	I can select artwork that has common ideas or media.
Sample Learning Targets • I can share my artwork. • I can explain the idea in my artwork. • I can...	***Sample Learning Targets*** • I can describe places where artwork is found in my community. • I can participate in community art exhibits. • I can...	***Sample Learning Targets*** • I can identify artwork by subject matter. • I can describe how several pieces of my work has a common theme. • I can...
Indicator VA.P NL.4.2	Indicator VA.P NM.4.2	Indicator VA.P NH.4.2
I can describe my artwork.	I can make a statement about my artwork.	I can describe the theme and media of my artwork.
Sample Learning Targets • I can describe the subject of my work. • I can select a title for my artwork. • I can…	***Sample Learning Targets*** • I can describe and title my artwork. • I can talk about the colors I selected for my artwork. • I can...	***Sample Learning Targets*** • I can describe my ideas in my artwork. • I can identify the material used in my artwork. • I can...

Artistic Processes: Responding- *I can evaluate and communicate about the meaning in my artwork and the artwork of others.*		
Anchor Standard 5: *I can interpret (read) and evaluate the meaning of an artwork.*		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark VA.R NL.5	Benchmark VA.R NM.5	Benchmark VA.R NH.5
I can identify the main idea or subject of an artwork.	I can talk about how an artwork tells a story or has a message.	I can explain how the objects and elements of art within an artwork represent ideas.
Indicator VA.R NL.5.1	Indicator VA.R NM.5.1	Indicator VA.R NH.5.1
I can identify an object that is the subject or main idea an artwork.	I can identify relevant details to determine the mood or theme of an artwork.	I can identify ideas or issues presented in an artwork.
Sample Learning Targets • I can identify the subject of an artwork as a portrait, landscape, or still life. • I can create a self-portrait and describe where I am or who I am with. • I can...	*Sample Learning Targets* • I can tell the story in my artwork. • I can tell the feeling of a painting as sad, happy, or calm. • I can discuss how artists use elements, objects, or symbols to show an idea or theme. • I can...	*Sample Learning Targets* • I can explain how artists use symbols to give meaning in an artwork. • I can explain the story in an artwork. • I can...

Indicator VA.R.5 NL.2	Indicator VA.R NM.5.2	Indicator VA.R NH.5.2
I can identify some parts of artwork.	I can recognize that the elements cause different responses.	I can describe the organization of an artwork using art vocabulary.
Sample Learning Targets • I can talk about the elements in my artwork. • I can identify the use of line in artwork. • I can...	*Sample Learning Targets* • I can identify how color of an artwork creates a mood. • I can describe different kinds of lines. • I can...	*Sample Learning Targets* • I can talk about the negative and positive space in artwork. • I can find the horizon line, foreground, middle ground and background in a landscape. • I can recognize that the elements work together to create emphasis on the subject or theme of an artwork. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 6: *I can identify and examine the role of visual arts through history and world cultures*.

Novice Low	Novice Mid	Novice High
Benchmark VA.C NL.6	Benchmark VA.C NM.6	Benchmark VA.C NH.6
I can recognize differences in artworks from some cultures and time periods.	I can recognize some artistic styles, from various cultures and time periods.	I can identify and use different artistic styles, from various cultures and time periods.

Indicator VA.C NL.6.1	Indicator VA.C NM.6.1	Indicator VA.C NH.6.1
I can recognize that all cultures create art and explore elements specific to that culture/form.	I can name and use some characteristics from styles, periods, and cultures.	I can combine use artistic **techniques** and **process**es from multiple cultures and time periods.
Sample Learning Targets • I can identify an art **medium** used by a particular culture. • I can recognize that people from different cultures make different types of art. • I can...	*Sample Learning Targets* • I can select and use painting **techniques** that are characteristic of a specific period. • I can identify artwork that is from my state. • I can identify and use themes and styles from South Carolina artists. • I can...	*Sample Learning Targets* • I can create an artwork that uses characteristics from two cultures. • I can create artwork that uses characteristics from two time periods. • I can...

Anchor Standard 7: *I can relate visual arts ideas to other arts disciplines, content areas, and careers.*

Novice Low	Novice Mid	Novice High
Benchmark VA.C NL.7	Benchmark VA.C NM.7	Benchmark VA.C NH.7
I can show art concepts among arts disciplines, other content areas, and related careers.	I can compare visual art concepts among arts disciplines, other content areas, and related careers.	I can apply visual art concepts and skills among arts disciplines other content areas and related careers.

Indicator VA.C NL.7.1	Indicator VA.C NM.7.1	Indicator VA.C NH.7.1
I can show connections between visual art and other subjects in my school.	I can recognize and describe that visual arts exists in all arts disciplines and other content areas.	I can identify ways visual art concepts and skills are used in other subjects in my school.
Sample Learning Targets • I can create art to show repeating patterns. • I can illustrate and explain the details in my work. • I can...	**_Sample Learning Targets_** • I can identify common vocabulary among arts disciplines and content areas. • I can identify how shapes and forms are used in both math and visual art. • I can...	**_Sample Learning Targets_** • I can identify how color mixing and the scientific study of light are directly related. • I can identify how rhythm in a piece of jazz music is related to rhythm in visual art. • I can...

Indicator VA.C NL.7.2	Indicator VA.C NM.7.2	Indicator VA.C NH.7.2
I can recognize that people make different types of art.	I can identify art businesses and careers in my community.	I can identify ways visual art skills are used in other careers or vocations.
Sample Learning Targets • I can name different types of visual artists and some of the different materials they work with. • I can recognize that musicians are artists. • I can recognize that dancers are artists. • I can...	***Sample Learning Targets*** • I can identity businesses in my community that hire artists. • I can identify how art is related business contribute to special events in my community. • I can locate museums, galleries, studios, etc. that are found in my community. • I can...	***Sample Learning Targets*** • I can identify visual art skills that are used in business and industry. • I can identify visual art skills that are used in education and service organizations. • I can...

Intermediate Visual Arts Standards

Artistic Processes: Creating- *I can make artwork using a variety of materials, techniques, and processes.*		
Anchor Standard 1: *I can use the elements and principles of art to create artwork.*		
Intermediate **Low**	Intermediate **Mid**	Intermediate **High**
Benchmark VA.CR IL.1	Benchmark VA.CR IM.1	Benchmark VA.CR IH.1
I can apply some elements and principles of art to revise my artwork.	I can analyze and apply the elements and principles of art to solve a given **artistic problem**.	I can analyze art through a **critique** and refine my artwork based on given criteria.
Indicator VA.CR IL.1.1	Indicator VA.CR IM.1.1	Indicator VA.CR IH.1.1
I can identify improvements needed in my artwork and explore multiple strategies to apply elements and principles of art.	I can explore solutions to an assigned artistic problem.	I can participate in a formal **critique** to revise my artwork.
Sample Learning Targets • I can explore balance created by arrangement of objects and elements within an artwork. • I can explore ways to strengthen my composition using emphasis. • I can…	*Sample Learning Targets* • I can work with a group to design a kinetic sculpture. • I can use value and color to create atmospheric perspective. • I can...	*Sample Learning Targets* • I can explain the choices in my **composition**. • I can describe and make suggestions about an artwork free of personal judgment based on the elements and principles of art. • I can...

Indicator VA.CR IL.1.2	Indicator VA.CR IM.1.2	Indicator VA.CR IH.1.2
I can select and use strategies that apply the elements and principles of design to improve my artwork.	I can work through the artistic **process** to improve my artwork through experimentation.	I can make revisions based on suggestions given.
Sample Learning Targets • I can make thumbnail sketches and choose the strongest **composition**. • I can choose line, space, or texture to create unity/harmony in my artwork. • I can use digital photography to see my artwork in a new way and explore **composition**. • I can ...	*Sample Learning Targets* • I can identify structural challenges in my sculpture and make adjustments. • I can experiment with different media to solve an artistic challenge. • I can...	*Sample Learning Targets* • I can revise my work based on oral and written responses. • I can use a rubric to evaluate my artwork. • I can use collaborative strategies to **critique** and improve my artwork. • I can...

Anchor Standard 2: *I can use different materials, techniques, and processes to make art.*

Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark VA.CR IL.2	Benchmark VA.CR IM.2	Benchmark VA.CR IH.2
I can research a specific technique, style, or artist to explore new ways of making art.	I can research and use multiple art-making **techniques** and approaches by other artists and apply them to my work.	I can select, and use a variety of art materials, **techniques** and **process**es to solve an artistic challenge.

Indicator VA.CR IL.2.1	Indicator VA.CR IM.2.1	Indicator VA.CR IH.2.1
I can identify and use art materials and **techniques** based on my research from a variety of sources.	I can use a variety of art media, **techniques**, and **process**es in my artwork.	I can use a variety of materials, **techniques**, or **process**es in response to anartistic challenge.
Sample Learning Targets • I can identify a variety of ways materials and **techniques** are used in creating artworks. • I can identify contemporary and traditional **techniques**. • I can…	***Sample Learning Targets*** • I can .combine multi-media techniques in my artwork. • I can combine art media to create an assemblage. • I can...	***Sample Learning Targets*** • I can create multiple solutions to a challenge with experimentation of materials. • I can create samples using various types of painting **techniques.** • I can use various collage **techniques** to make a self-portrait and explore identity. • I can...

Indicator VA.CR IL.2.2	Indicator VA.CR IM.2.2	Indicator VA.CR IH.2.2
I can choose art materials and tools to produce a desired result.	I can use **process**es and **techniques** by other artists in my artwork.	I can explore various artmaking **techniques** to solve an identified problem.
Sample Learning Targets • I can use charcoal to create smooth value changes in a still life. • I can mix and blend colors to show tints and shades in my painting. • I can...	*Sample Learning Targets* • I can make a plaster sculpture in the style of a contemporary artist. • I can use stippling, cross hatching, and hatching to show value. • I can...	*Sample Learning Targets* • I can experiment with drawing media to represent texture. • I can create a kinetic sculpture that moves in the wind. • I can...

Artistic Processes: Presenting- *I can choose and organize work that demonstrates related concepts, skills, and/or media.*

Anchor Standard 3: *I can improve and complete artistic work using elements and principles.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark VA.P IL.3	Benchmark VA.P IM.3	Benchmark VA.P IH.3
I can revise my artwork in progress using the elements and principles of art.	I can use given criteria to complete my artwork.	I can use the artistic **process** of planning, reflecting, and revising.to develop my artwork.

Indicator VA.P IL.3.1	Indicator VA.P IM.3.1	Indicator VA.P IH.3.1
I can identify and describe the changes needed to improve my work.	I can use informal **assess**ments to complete my work.	I can reflect on choices in my **composition**.
Sample Learning Targets ● I can use art vocabulary to describe the changes I need to make to my artwork. ● I can document how I used elements and principles of design to improve my work. ● I can...	***Sample Learning Targets*** ● I can use a rubric or a checklist as a guide to complete my artwork. ● I can participate in a peer **critique** to get suggestions to improve my work. ● I can self-**assess** my work. ● I can...	***Sample Learning Targets*** ● I can **critique** my work with my peers to discuss my **composition** and my message. ● I can document changes that I made in producing my artwork. ● I can...
Indicator VA.P IL.3.2	Indicator VA.P IM.3.2	Indicator VA.P IH.3.2
I can select and use elements to complete and improve my artwork.	I can use the elements and principles of art to complete my artwork.	I can make revisions based on given criteria using elements and principles of art.
Sample Learning Targets ● I can use value to improve my composition. ● I can create space in my composition with color and value. . ● I can...	***Sample Learning Targets*** ● I can use elements to create balance in my composition. ● I can use elements to create emphasis in my composition. ● I can…	***Sample Learning Targets*** ● I can revise my work using a rubric. ● I can identify my strengths and weaknesses from a critique to plan my next steps in my artwork. ● I can...

Anchor Standard 4: *I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark VA.P IL.4	Benchmark VA.P IM.4	Benchmark VA.P IH.4
I can select and explain my artwork for a **portfolio**.	I can organize a **portfolio** and explain intended meaning in my work to develop my skills and understanding of art.	I can develop an artist statement and edit my **portfolio** to show exemplary work.
Indicator VA.P IL.4.1	Indicator VA.P IM.4.1	Indicator VA.P IH.4.1
I can document my artwork through the use of a **portfolio**.	I can organize my artworks by media or idea.	I can choose and describe pieces of artwork that best illustrate my skills in specific media or **techniques**.
Sample Learning Targets • I can select examples from my sketchbook, notes from peer critiques, and research samples used to develop my work. • I can digitally document the process of my work. • I can ...	*Sample Learning Targets* • I can select work that represents theme or technique. • I can arrange my work to show growth • I can ...	*Sample Learning Targets* • I can choose work samples and artworks that that represents my skills with a specific **medium**. • I can describe why I chose specific pieces for my portfolio. . • I can...

Indicator VA.P IL.4.2	Indicator VA.P IM.4.2	Indicator VA.P IH.4.2
I can explain how I used the elements and principles of art in my work.	I can describe the intended meaning of my work.	I can develop an artist's statement that describes criteria, influences, and intent of my artwork.
Sample Learning Targets • I can use art vocabulary to describe how I created my work. • I can explain why I used certain colors in my painting. • I can...	*Sample Learning Targets* • I can explain what inspired the theme in my artwork. • I can explain how the elements of art are used to create intended meaning in my work. • I can...	*Sample Learning Targets* • I can explain the influences that led to the development of a series of artworks. • I can document the **process** and purpose of creating artwork. • I can...

Artistic Processes: Responding- *I can evaluate and communicate about the meaning in my artwork and the artwork of others.*

Anchor Standard 5: *I can interpret (read) and evaluate the meaning of an artwork.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark VA.R IL.5	Benchmark VA.R IM.5	Benchmark VA.R IH.5
I can analyze the elements and principles of art and explain the components of an artwork that represent ideas.	I can analyze and compare various purposes for creating artwork.	I can analyze the intention of the artist and explore how the artwork relates to other ideas.

Indicator VA.R IL.5.1	Indicator VA.R IM.5.1	Indicator VA.R IH.5.1
I can explain how artists use the principles to communicate ideas.	I can analyze the subject and content in an artwork and explore the artist's intent.	I can use the symbols, styles, or **techniques** in an artwork to determine the message from a culture or group.
Sample Learning Targets • I can describe how balance affects the feeling of an artwork. • I can describe how repetition of elements can create unity and variety. • I can describe how the use of symbols used in an artwork to express meaning. • I can...	***Sample Learning Targets*** • I can explain how an artist represents in his/her community. • I can identify artists that use the same theme in their artwork and discuss why they choose that theme. • I can analyze abstracted artwork for its intent. • I can...	***Sample Learning Targets*** • I can explain how artwork romanticized life in the early development of the American west. • I can examine and describe similarities among art and artifacts created by tribal cultures. • I can...

Indicator VA.R IL.5.2	Indicator VA.R IM.5.2	Indicator VA.R IH.5.2
I can explain the organization of an artwork using the elements and principles of art.	I can analyze and compare how artistic choices affect the meaning of an artwork.	I can interpret the artist's intent in the organization of an artwork using the elements and principles of art.
Sample Learning Targets • I can explain how principles such as balance or unity are used to organize the space within an artwork. • I can explain how emphasis can be created. • I can...	*Sample Learning Targets* • I can analyze the relationship between subject and the **composition** in artwork. • I can analyze how choices in composition can create mood. • I can...	*Sample Learning Targets* • I can infer the purpose of art or artifacts by the symbols used. • I can interpret the artist's use of elements and principles to represent social issues. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 6: *I can identify and examine the role of visual arts through history and world cultures.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark VA.C IL.6	Benchmark V.C IM.6	Benchmark VA.C IH.6
I can examine the role of visual art within a specific culture or historical time period and present what I discovered.	I can research and examine the relationships between visual art from multiple cultures and time periods.	I can research and revise my work by applying visual arts concepts and characteristics from a cultural or historical time period.

Indicator VA.C IL.6.1	Indicator VA.C IM.6.1	Indicator VA.C IH.6.1
I can describe a specific culture and time period to present artistic ideas and works.	I can examine characteristics among artistic styles, periods or cultures and describe how cultures influence each other.	I can make changes to my artwork using characteristics from a culture or time period.
Sample Learning Targets • I can describe the use of symbols by indigenous people to communicate ideas. • I can compare documentary photography from different time periods. • I can...	***Sample Learning Targets*** • I can compare artworks from various cultures and time periods. • I can discuss differences among artworks from the same period. • I can compare similar themes among various cultures. • I can…	***Sample Learning Targets*** • I can research the meaning of symbols used by ancient cultures and apply these symbols to improve the intended meaning of my work. • I can research a specific media **technique** from various time periods to make needed revisions to my work. • I can...

Anchor Standard 7: *I can relate visual arts ideas to other arts disciplines, content areas, and careers.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark VA.C IL.7	Benchmark VA.C IM.7	Benchmark VA.C IH.7
I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied to a career in visual arts.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied to a career in visual arts.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in a career in visual arts.

Indicator VA.C IL.7.1	Indicator VA.C IM.7.1	Indicator VA.C IH.7.1
I can use art concepts and skill with other arts disciplines and content areas.	I can analyze and describe the relationship between visual art and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my artwork.
Sample Learning Targets • I can create a painting based on a piece of literature. • I can create a sculpture using the scientific method: hypothesis, prediction, experiment, analyze and discuss the results. • I can...	***Sample Learning Targets*** • I can compare and contrast how visual arts and theatre communicate a story. • I can compare and contrast visual art and written language as both a text. • I can...	***Sample Learning Targets*** • I can apply geometry concepts to my environmental sculpture. • I can use concepts in science to refine my sculpture. • I can...
Indicator VA.C IL.7.2	Indicator VA.C IM.7.2	Indicator VA.C IH.7.2
I can demonstrate and describe some skills needed for a career in visual art.	I can identify specific skills required for various careers in visual arts.	I can research careers in visual arts that interest me.
Sample Learning Targets • I can describe what a professional artist does in a particular career. • I can describe the workspace and tools needed for specific careers in visual arts. • I can...	***Sample Learning Targets*** • I can determine various pathways to prepare myself for a career in art. • I can compare and contrast skills needed to become an art therapist versus an art teacher. • I can...	***Sample Learning Targets*** • I can research and identify schools that offer a degree in the art field I want to study. • I can research and describe the qualifications of particular visual art career. • I can...

Advanced Visual Arts Standards

Artistic Processes: Creating- *I can make artwork using a variety of materials, techniques, and processes.*		
Anchor Standard 1: *I can use the elements and principles of art to create artwork.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark VA.CR AL.1	Benchmark VA.CR AM.1	Benchmark VA.CR AH.1
I can create, refine, and communicate ideas based on the elements and principles of design and other **composition**al strategies and structures.	I can document and justify the planning and development of an artwork from the inception of the idea to completion.	I can create a body of work in a specific **medium** that explores a personal theme, idea, or concept.
Indicator VA.CR AL.1.1	Indicator VA.CR AM.1.1	Indicator VA.CR AH.1.1
I can apply **organizational strategies** that communicate a personal meaning, theme, idea, or concept.	I can create a **process folio** to relate the structure of my **composition** to the idea communicated.	I can explain and defend the choices I made to communicate my artistic ideas across multiples artworks.
Sample Learning Targets • I can use perspective to direct attention to the focal point or subject of my artwork. • I can use the rule of thirds to emphasize the main idea of my artwork. • I can...	*Sample Learning Targets* • I can explain my organizational choices from exploring **composition** options in thumbnails to the completed artwork. • I can maintain a sketchbook that includes notes, sketches, and revisions of my artwork. • I can...	*Sample Learning Targets* • I can defend the selection of my artwork and **strategies** to show a commonality in my **portfolio**. • I can explain and defend my choices in using or adapting conventional **strategies** and **process**es. • I can...

Indicator VA.CR AL.1.2	Indicator VA.CR AM.1.2	Indicator VA.CR AH.1.2
I can justify my artistic choices in the **composition** of my artwork.	I can create a reflection statement comparing the final product with the original concept.	I can create artwork in a specific **medium** that conveys a theme to development a **portfolio**.
Sample Learning Targets • I can explain the placement and subject matter in my artwork and how it pertains to the meaning. • I can communicate a specific idea or theme and explain my compositional choices. • I can…	*Sample Learning Targets* • I can document my artistic **process and reflect on my intended choices**. • I can write an artist statement that describes and explains my concept. • I can...	*Sample Learning Targets* • I can create a series of paintings exploring a social theme. • I can create a variety of 3D artworks that examine identity. • I can...

Anchor Standard 2: *I can use different materials, techniques, and processes to make art.*

Advanced Low	Advanced Mid	Advanced High
Benchmark VA.CR AL.2	Benchmark VA.CR AM.2	Benchmark VA.CR AH.2
I can choose from a range of materials, **techniques** and **process**es to communicate an idea.	I can invent different ways to combine materials to develop a personal style.	I can create a body of work that represents my personal style through a range of approaches, use of materials, **techniques**, and **process**es.

Indicator VA.CR AL.2.1	Indicator VA.CR AM.2.1	Indicator VA.CR AH.2.1
I can apply **techniques** with a variety of media and **process**es to evoke different responses in the viewer.	I can research and use **techniques** and **process**es that illustrate my personal style.	I can apply a range of approaches using materials and methods to plan a series of artworks.
Sample Learning Targets • I can select paint media and techniques to illustrate mood within my **composition**. • I can illustrate my political viewpoints through the selection of specific media. • I can...	***Sample Learning Targets*** • I can select media and processes that reflect my artistic choices. • I can research traditional and contemporary methods for using selected art media. • I can...	***Sample Learning Targets*** • I can create a series art works demonstrating multiple hand building approaches in ceramics. • I can demonstrate a variety of drawing **techniques** in a series of expressive self-portraits. • I can...
Indicator VA.CR AL.2.2	Indicator VA.CR AM.2.2	Indicator VA.CR AH.2.2
I can apply traditional and contemporary artistic **process**es to my artwork.	I can use and describe the artistic processes as I develop my artistic style.	I can produce a body of work in a specific media to illustrate meaning with breadth and depth.
Sample Learning Targets • I can use pit fire and kiln firing processes to select the desired result for my intended purpose. • I can use film and digital photography to capture light and shadow. • I can...	***Sample Learning Targets*** • I can record my preferences of materials and **techniques** in a journal to develop my personal style. • I can record my **process** and progress with drawing media in my sketchbook. • I can...	***Sample Learning Targets*** • I can use a selected theme using multiple media and techniques. • I can use one art medium to illustrate multiple ideas in a series of work. • I can...

Artistic Processes: Presenting- *I can choose and organize work that demonstrates related concepts, skills, and/or media.*		
Anchor Standard 3: *I can improve and complete artistic work using elements and principles.*		
Advanced **Low**	Advanced **Mid**	Advanced **High**
Benchmark VA.P AL.3	Benchmark VA.P AM.3	Benchmark VA.P AH.3
I can form criteria to evaluate my artwork and the works of others.	I can reflect, revise, and refine my work considering relevant criteria and my **artistic voice.**	I can justify revisions made to my work based on relevant criteria and intended purpose.
Indicator VA.P AL.3.1	Indicator VA.P AM.3.1	Indicator VA.P AH.3.1
I can create an evaluation based on established criteria and not personal criteria.	I can apply changes determined to improve and complete my artwork.	I can justify my artwork in terms of **composition**, **process**, technique, and meaning.
Sample Learning Targets • I can use the elements and principles to create an evaluation for critique. • I can evaluate the use of media, techniques, and tools. • I can...	*Sample Learning Targets* • I can record feedback from group critique and informal rubrics to plan improvements in my artwork. • I can revise my artwork in response to self-evaluation. • I can...	*Sample Learning Targets* • I can independently evaluate my **process** and completed work. • I can write an artist statement that describes my success related to elements within my work and artistic **process**. • I can…

Indicator VA.P AL.3.2	Indicator VA.P AM.3.2	Indicator VA.P AH.3.2
I can describe how criteria can differ between artworks.	I can refine my artwork to represent my artistic **voice**.	I can justify the choices I made and how they support the intended purpose of the artwork.
Sample Learning Targets • I can determine what criteria is relevant in evaluating an artwork. • I can determine the difference in criteria needed for a relief sculpture versus a kinetic sculpture. • I can...	*Sample Learning Targets* • I can revise my artwork by adding or editing details that are specific to my style. • I can refine my work by using different **techniques** and media. • I can...	*Sample Learning Targets* • I can document my media choices and how they support the intended purpose of my work. • I can describe my artistic choices in the development of my artwork. • I can...

Anchor Standard 4: *I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.*

Advanced Low	Advanced Mid	Advanced High
Benchmark VA.P AL.4	Benchmark VA.P AM.4	Benchmark VA.P AH.4
I can select and organize artwork that demonstrates and describes skill, variety of media, and an artistic theme.	I can examine various presentation formats and choose the best method for my **portfolio**.	I can evaluate and justify the format and selection of artwork that represents my artistic **voice**.

Indicator VA.P AL.4.1	Indicator VA.P AM.4.1	Indicator VA.P AH.4.1
I can develop a series of artworks that demonstrates my skill with media and **techniques**.	I can choose from a variety of physical and digital presentation options.	I can evaluate the quality and presentation of my artwork to meet the criteria for a specific purpose.
Sample Learning Targets • I can create and organize artwork to show my skills and growth with graphite and portraiture. • I can represent one theme or idea using multiple media. • I can...	***Sample Learning Targets*** • I can digitally document my artwork. • I can prepare my work for exhibit including mounting, matting, and labeling. • I can organize my artwork to represent different processes and themes. • I can…	***Sample Learning Targets*** • I can **assess** and describe the **presentation** choices as they relate to specific criteria for exhibition or scholarship opportunities. • I can prepare and defend a portfolio for post-graduate opportunities. • I can...

Indicator VA.P AL.4.2	Indicator VA.P AM.4.2	Indicator VA.P AH.4.2
I can develop an artist's statement that merges personal influences with intent and meaning in my artwork.	I can develop an artist's statement that identifies common themes in personal influences, intent and criteria for my artwork.	I can justify my choices of criteria, cultural influences, personal experiences, to create my own voice in my artist statement.
Sample Learning Targets • I can describe the intent of my work. • I can describe how past experiences have emerged into themes in my artwork. • I can...	***Sample Learning Targets*** • I can describe the content in my tin work. • I describe the artistic **process** that lead to the development of my work. • I can describe why I chose this medium to express myself. • I can…	***Sample Learning Targets*** • I can write an artist statement to describe the content, media, and artistic choices used to develop my work. • I can explain how the content and **process**es of my work are unique to me as an artist. • I can examine and explain the development of my artistic skills and style. • I can...

Artistic Processes: Responding- *I can evaluate and communicate about the meaning in my artwork and the artwork of others.*

Anchor Standard 5: *I can interpret (read) and evaluate the meaning of an artwork.*

Advanced Low	Advanced Mid	Advanced High
Benchmark VA.R AL.5	Benchmark VA.R AM.5	Benchmark VA.R AH.5
I can interpret the meaning of artwork using contextual clues and describe influences that affected the artist.	I can research and interpret the meaning of an artwork or a group of artworks and infer the purpose or intent.	I can research and defend a critical analysis of an artwork or collection of artwork.
Indicator VA.R AL.5.1	Indicator VA.R AM.5.1	Indicator VA.R AH.5.1
I can examine the symbols, subject, and media in artwork to infer meaning.	I can research and interpret the message or meaning of works within a genre or by a group.	I can justify my interpretation of the purpose or intent of an artwork.
Sample Learning Targets • I can compare two ancient cultures for their intended artistic meaning and purpose. • I can compare and contrast artist use of different media to communicate similar purposes. • I can...	*Sample Learning Targets* • I can describe the meaning, importance, and influence of Fauvism. • I can interpret the message or meaning in a painting and research to confirm or disprove my assumptions. • I can...	*Sample Learning Targets* • I can research and describe the characteristics that influenced the Pop Art movement. • I can defend present ways in which political, cultural, social, and religious concepts and themes influence Contemporary Art. • I can...

Indicator VA.R AL.5.2	Indicator VA.R AM.5.2	Indicator VA.R AH.5.2
I can examine and explain the impact of the artist's **composition**al choices on the message of the artwork.	I can evaluate the organization of an artwork using elements and principles.	I can research and defend the artist's choices using elements and principles.
Sample Learning Targets • I can examine a series of political cartoons to determine the intent of the message. • I can examine a series of photographs to determine compositional choices and the impact on the viewer. • I can...	***Sample Learning Targets*** • I can deconstruct orally or in writing how the elements of an artwork support the intended meaning. • I can compare the artist use of similar elements to evoke different moods. • I can...	***Sample Learning Targets*** • I can research and defend my interpretation of the artist's message. • I can research to explain the artist's compositional choices. • I can…

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 6: *I can identify and examine the role of visual arts through history and world cultures.*

Advanced Low	Advanced Mid	Advanced High
Benchmark VA.C AL.6	Benchmark VA.C AM.6	Benchmark VA.C AH.6
I can analyze the function and meaning of artworks from various cultures and time periods.	I can analyze artworks in a variety of societal, cultural, and historical contexts and describe their influence on contemporary artists.	I can analyze the beliefs, values, and behaviors of a society and how they impact an artist's' work.

Indicator VA.C AL.6.1	Indicator VA.C AM.6.1	Indicator VA.C AH.6.1
I can examine the use of subject matter, symbols, ideas, and technologies and how they work together to convey meaning in a particular culture.	I can justify the use of subject matter, symbols, ideas, and technologies and how they work together to influence the work of contemporary artists.	I can justify and create artwork based on historical and cultural traditions, and describe how those traditions contribute to my artistic development.
Sample Learning Targets • I can record in my journal how artists' works reflect their culture or time through symbols or images. • I can use historical information about a culture to identify purpose and meaning in works of art. • I can...	***Sample Learning Targets*** • I can research a contemporary artist to identify cultural influences in the theme of their work. • I can examine works by contemporary artists to determine how new and emerging technologies have influenced the message of artwork over time. • I can...	***Sample Learning Targets*** • I can explain the subject matter, symbols, ideas, and technologies used in my work as they relate to my cultural traditions. • I can document how specific cultural influences of my family and country have shaped my artistic thinking. • I can...

Anchor Standard 7: *I can relate visual arts ideas to other arts disciplines, content areas, and careers.*

Advanced Low	Advanced Mid	Advanced High
Benchmark VA.C AL.7	Benchmark VA.C AM.7	Benchmark VA.C AH.7
I can apply concepts among arts disciplines and other content areas to visual art and analyze how my interests and skills will prepare me for a career.	I can describe influences of economic conditions, cultural values and location on visual arts related careers.	I can research and analyze societal, political, and cultural issues as they relate to other arts and content areas and apply to my career interests.

Indicator VA.C AL.7.1	Indicator VA.C AM.7.1	Indicator VA.C AH.7.1
I can describe concepts from other arts disciplines and content areas through my artwork and justify my artistic choices.	I can describe how the demographic of a community can determine opportunities in arts related careers.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.
Sample Learning Targets • I can create a painting to explain the meaning of a literary work. • I can create a sequence of photographs to record change over time for my chemistry or physics class. • I can...	***Sample Learning Targets*** • I can research arts opportunities in rural, suburban, and urban communities. • I can research the impact of the economic climate on the availability of arts related careers. • I can...	***Sample Learning Targets*** • I can use chemistry concepts in mixing and applying glazes to my ceramic artwork and analyze the effect of my choices to the finished product. • I can research and create a painting about the 1920's and analyze how the music, political, and social events of that time affected the choices I made in my work. • I can...

Indicator VA.C AL.7.2	Indicator VA.C AM.7.2	Indicator VA.C AH.7.2
I can identify the skills, training, and education necessary to pursue a career in visual art that interests me.	I can pursue opportunities that will lead me to a career in visual arts.	I can demonstrate skills necessary for a career in visual art.
Sample Learning Targets • I can write a job description for a specific visual art career that includes the education, training, and experiences required. • I can interview a professional artist to determine how he/she pursued his/her career. • I can...	***Sample Learning Targets*** • I can interview professionals in an arts related business that interests me. • I can job shadow a teacher, artist or graphic designer to gain experience for a potential career in art. • I can tour campuses or job sites related to an arts career that interests me. • I can...	***Sample Learning Targets*** • I can create a cover letter and resume. • I can create a **portfolio** to submit for college admission or scholarship opportunities. • I can build and organize a **portfolio** to pursue a specific art career. • I can apply to a college that has the art major I want to pursue. • I can...

Visual Arts Glossary

Aesthetics The branch of philosophy that deals with the nature and value of art objects and experiences. It is concerned with identifying the clues within works that can be used to understand, judge, and defend judgments about those works.

Artistic Literacy Knowledge and understanding required to participate authentically in the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts. (National Core Arts Standards: A Conceptual Framework for Arts Learning, 2016.)

Artistic Problem The question or problem presented to an artist that is meaningful and challenging for his or her level, to be solved through the artistic process. High quality artistic problems are developmentally appropriate and open-ended,   supported by skill-building instruction, and designed to offer both challenge and opportunity for success.

Assess Analyzing and determining the nature and quality of students' growth through means appropriate to the subject.In art education there are many instruments used in assessment: rubrics, checklists, and reflection are among them.

Brainstorm Technique for the initial production of ideas or ways of solving a problem by an individual or group in which ideas are spontaneously contributed without critical comment or judgment. https://gallery.mailchimp.com/048ec2c9ab2aa5a1fedc0ea91/files/Standards_8x11_Visual_Arts_1.pdf

Composition/Organizational Strategies An artist's arrangement or organization of the objects within a work of visual art. Adjective form: compositional.

Craftsmanship Evidence of performance with skill or dexterity, especially in the manual arts.

Creativity The process by which something new and somehow valuable is conceived and/or made, as in art and design problem-solving.

Creative Practices A student engaged in creative practices creates a mental image or concept, investigates and studies through exploration or examination, constructs a product by combining or arranging a series of elements, and reflects and thinks deeply about his/her work. http://www.nationalartsstandards.org/sites/default/files/Conceptual%20Framework%2007-21-16_0.pdf

Critique A critique is an oral or written discussion strategy used to analyze, describe, and interpret works of art.

Dance Elements The foundational concepts of movement that are body, action, space, time, energy.

Deconstructing The process of separating and examining the parts in a work of visual art in order to better understand that work as a whole.

Elements and Principles of Art/Design The basic design structural components of art and design including line, color, texture, shape, form, space, and value. Art principles include variety, unity, contrast, emphasis, movement, rhythm, pattern, and balance.

Intent Purpose behind making a visual artwork whether personal or analyzed through the work made by others. Purposes include storytelling, advocacy or activism (propaganda), expression through symbol, decoration, beauty, investigation of a theme,   and function (such as in design fields).

Learner Outcomes in the Arts selected from the *21st Century Skills Map: The Arts*.
http://www.p21.org/storage/documents/P21_arts_map_final.pdf

Critical Thinking and Problem-solving Outcome: Students will use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways.

Communication Outcome: Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

Creativity Outcome: Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products

Innovation Outcome: Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.

Medium (Materials) The material or technique used by an artist to produce a work of art. Medium can also refer to what carries a paint's pigments, and is also called a vehicle or a base. The medium is what determines what kind of paint is produced.

College- and Career-Ready Standards for
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Portfolio A portable case for holding material, such as loose drawings, photographs, or other images. It may also be the materials collected in such a case, especially when they are representative of an artist's work. By extension, a portfolio might be a portable collection of originals or reproductions of an artist's work in a format other than the traditional case — as a set of digital images online or on a disc for example.

Process (Artistic) A complex operation involving a number of steps to complete any method or technique of art-making, such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, constructing processes, or drawing and painting processes.

Processfolio A collection or documentation of an artwork/s throughout the stages of the artistic development. A processfolio shows the progression of artwork from conception to completion.

Subject Matter The content that the artist has chosen to represent in a work of visual art. Traditional subject matter in painting, for example, includes landscapes, buildings and street scenes, still lives, and the human face and figure.

Techniques The use of tools and materials in unique ways that are specific to the artist, the medium, or the art form. Abstract expressionist painters, for example, often use palette knives or tools intended for the application of cement or putty to apply thick layers of paint to canvas.

Theme Broad central idea. Examples include "identity," "mankind's relationship to nature," and "change." In the **arts**, a **theme** is a broad idea or a message conveyed by a work, such as a performance, a painting, a motion picture, or a video game. This message is usually about issues of life, society or human nature. **Themes** are the fundamental and often universal ideas explored in a work. https://en.wikipedia.org/wiki/Theme_(arts)

Visual Literacy The ability to interpret and make meaning from information presented in the form of an image.

Voice (Artistic) A particular opinion, attitude, or style expressed in artistic form (2D, 3D) or to visualize; to create a mental image of.

College- and Career-Ready Standards for
Visual and Performing Arts Proficiency

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South Carolina
College- and Career-Ready Standards for Design Proficiency
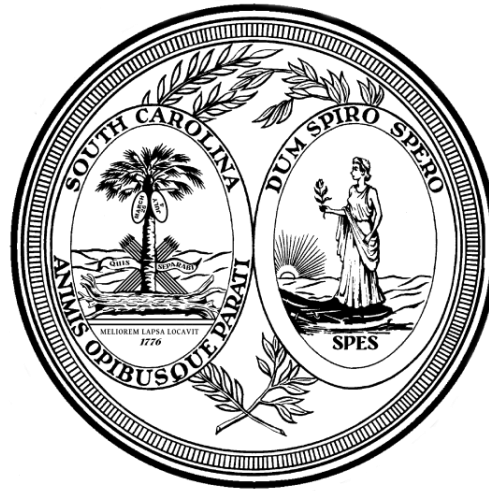
South Carolina Department of Education
Columbia, South Carolina
2017

Design

Introduction

Design is all around us and permeates every aspect of our lives. From waking up and deciding what to wear to making choices about our environment, purchases, and recreation, we interact with the work of designers. The design fields include, but are not limited to, Communication Design, Environmental Design, Experiential Design, and Object Design.

Functionality and aesthetics are two concepts that determine how we use a design and what we see in a design. For example, the science of a bridge (function) must also be aesthetically pleasing for its environment. The design process guides students to experience this interface by proceeding through a sequence of steps to find solutions for a design challenge. These steps include the following: defining the design challenge, conducting research, brainstorming solutions, constructing a prototype, presenting a design solution to a sample target group, receiving feedback, reflecting on the feedback, and making improvements on the prototype.

Students are guided through the design process to make creative and considerate decisions concerning the interaction of function and aesthetics toward constructing a well-crafted prototype. The process requires that students present their design solution/prototype, explain their thought processes, and receive feedback from stakeholders. This feedback allows students to analyze and reflect upon their work in order to make thoughtful revisions toward improvement.

The design standards are organized in steps that parallel the design process. Students move through the standards, as shaped by the design process, by working independently and collaboratively with others in order to reach an aesthetically-effective and functional outcome.

Students are immersed cognitively when involved in the design process. The use of skills such as communication, creativity, critical thinking, and problem solving are truly embodied in their work. Teaching through design reaches diverse learners who are able to approach design thinking from their own personal perspectives and abilities.

These design standards are written to be applicable across all content areas. Traditionally considered under visual arts, problem solving through design thinking may be applied to their artistic work but, just as importantly, it also may be used for project work in other disciplines. Effective practices will be employed in all student work as a result of studying the *South Carolina College and Career Ready Standards for Design Proficiency*.

Design Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*								
Anchor Standard 1: *I can conceive and develop a design challenge.*								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark De.CR NL.1	Benchmark De.CR NM.1	Benchmark De.CR NH.1	Benchmark De.CR IL.1	Benchmark De.CR IM.1	Benchmark De.CR IH.1	Benchmark De.CR AL.1	Benchmark De.CR AM.1	Benchmark De.CR AH.1
I can recognize **design questions**.	I can recognize how **design questions** are used to solve problems.	I can answer **design challenge questions**.	I can work with a **team** to answer **design challenge questions**.	I can work with a **team** from a given list to identify and describe a **design challenge** to develop.	I can work with a **team** from a given list of **design challenges** and select one to describe.	I can work with a **team** to conceive many **design challenge** possibilities relating to a certain topic.	I can work with a **team** to conceive many **design challenge** possibilities.	I can work on my own to conceive many **design challenge** possibilities.

Indicator De.CR NL.1.1	Indicator De.CR NM.1.1	Indicator De.CR NH.1.1	Indicator De.CR IL.1.1	Indicator De.CR IM.1.1	Indicator De.CR IH.1.1	Indicator De.CR AL.1.1	Indicator De.CR AM.1.1	Indicator De.CR AH.1.1
I can answer the **design challenge questions** who, what, and where, in order to **define** the **design challenge**.	I can answer the **design challenge questions** who, what, when, and where in order to **define** the **design challenge**.	I can answer the **design challenge questions** who, what, when, where, why, and how in order to **define** the **design challenge**.	I can work with a **team** to answer the **design challenge questions** who, what, when, where, why, and how to **define** the **design challenge**.	I can work with a **team** to select a **design challenge** from a given list using criteria to answer the **design challenge questions** and **define** the challenge.	I can work in a **team** to discuss **design challenges** from a given list and select one to **define** from answers to the design challenge questions.	I can work with a **team** using **design thinking strategies** to list several **design challenge** options about a topic and select one to **define**.	I can work with a **team** using **design thinking strategies** to list many **design challenge** possibilities and prioritize to select one to **define**.	I can use **design thinking strategies** to list many **design challenge** possibilities and prioritize to select one to **define**.

Anchor Standard 2: *I can research to explore and identify aspects of the design challenge.*

Benchmark De.CR NL.2	Benchmark De.CR NM.2	Benchmark De.CR NH.2	Benchmark De.CR IL.2	Benchmark De.CR IM.2	Benchmark De.CR IH.2	Benchmark De.CR AL.2	Benchmark De.CR AM.2	Benchmark De.CR AH.2
I can recognize **research** methods.	I can recognize how **research** is used to solve a **design problem.**	I can apply **research** methods.	I can work with a **team** to **research aspects** of the **design challenge**.	I can work with a **team** to **research** and describe **aspects** of the **design challenge.**	I can work with a **team** to explain why researched **aspects** of the **design challenge** are needed.	I can work with a **team** to analyze the **aspects** of the **design challenge.**	I can work independently or with a **team** to evaluate the parts of the **design challenge.**	I can lead a discussion to evaluate the parts of the **design challenge.**

Indicator De.CR NL.2.1	Indicator De.CR NM.2.1	Indicator De.CR NH.2.1	Indicator De.CR IL.2.1	Indicator De.CR IM.2.1	Indicator De.CR IH.2.1	Indicator De.CR AL.2.1	Indicator De.CR AM.2.1	Indicator De.CR AH.2.1
I can use a **research** method to investigate the **design challenge.**	I can use **research** methods to investigate the **design challenge**.	I can use a variety of methods to investigate the **design challenge**.	I can work with a **team** to identify necessary information for the **design challenge**.	I can communicate my **research** to the **team**.	I can work with a **team** to prioritize **research** from the individual **team** members.	I can examine my **research** and report the connections of that information with the **team**.	I can work with a **team** to determine the importance of the **research** from the **team** members.	I can guide my **team** in determining the importance of the **research** from the **team** members.

Anchor Standard 3: *I can select and create possible solutions to the design challenge.*

Benchmark De.CR NL.3	Benchmark De.CR NM.3	Benchmark De.CR NH.3	Benchmark De.CR IL.3	Benchmark De.CR IM.3	Benchmark De.CR IH.3	Benchmark De.CR AL.3	Benchmark De.CR AM.3	Benchmark De.CR AH.3
I can recognize **design thinking**.	I can recognize how **design thinking** is used to solve a **design** problem.	I can apply **design thinking strategies.**	I can work with a **team** using **design thinking strategies** to generate ideas for **design solutions** to the challenge.	I can work with a **team** using **design thinking strategies** to generate some usable **design solutions** to the challenge.	I can work with a **team** using **design thinking strategies** to generate many usable **design solutions** to the challenge.	I can work with a **team** to analyze usable **design solutions** to the challenge.	I can work independently or with a **team** to evaluate the usable **design solutions** to the challenge.	I can lead a discussion to evaluate the usable **design solutions** to the challenge.

Indicator De.CR NL.3.1	Indicator De.CR NM.3.1	Indicator De.CR NH.3.1	Indicator De.CR IL.3.1	Indicator De.CR IM.3.1	Indicator De.CR IH.3.1	Indicator De.CR AL.3.1	Indicator De.CR AM.3.1	Indicator De.CR AH.3.1
I can use a **design thinking strategy** to list possible **design solutions** to the challenge.	I can use more than one **design thinking strategy** to list possible **design solutions** to the challenge.	I can use a variety of **design thinking strategies** to list possible **design solutions** to the challenge.	I can work with a **team** using a variety of **design thinking strategies** to list possible **design solutions** without judgement.	I can work with a **team** to turn ideas into possible **design solution** concepts.	I can work with a **team** to determine which **design solutions** effectively meet the challenge criteria.	I can examine, discuss, and select possible **design solutions** to best address the challenge.	I can work with a **team** to develop criteria to determine the value of the usable **design solutions** to the challenge.	I can guide my **team** in determining the value of the usable **design solutions** to the challenge.

Anchor Standard 4: *I can create an original prototype.*

Benchmark De.CR NL.4	Benchmark De.CR NM.4	Benchmark De.CR NH.4	Benchmark De.CR IL.4	Benchmark De.CR IM.4	Benchmark De.CR IH.4	Benchmark De.CR AL.4	Benchmark De.CR AM.4	Benchmark De.CR AH.4
I can recognize a **prototype**.	I can recognize how a **prototype** is used to solve a **design challenge**.	I can explore materials, **techniques** and processes to create a **prototype**.	I can work with a **team** to make a **prototype** that represents a solution to a **design challenge**.	I can work with a **team** to make multiple **prototype**s that represent various solutions to a **design challenge**.	I can work with a **team** to create a **prototype** to solve a **design challenge**.	I can work with a **team** to create a **prototype** that solves multiple **aspects** of a **design challenge.**	I can work with a **team** to create a **prototype** that solves all **aspects** of a **design challenge** functionally and aesthetically.	I can use sophisticated materials, **techniques,** and processes to create the most viable **prototype**.

Indicator De.CR NL.4.1	Indicator De.CR NM.4.1	Indicator De.CR NH.4.1	Indicator De.CR IL.4.1	Indicator De.CR IM.4.1	Indicator De.CR IH.4.1	Indicator De.CR AL.4.1	Indicator De.CR AM.4.1	Indicator De.CR AH.4.1
I can explore using **physical models**, **space models**, interactions, and storytelling as **prototype**s.	I can use strategies to create a two-dimensional drawing or a three-dimensional model of a **design solution**.	I can use basic materials and **techniques** to develop a model of my **design** ideas.	I can work with a **team** to make a **prototype** to experience the **design challenge** criteria.	I can work with a **team** to make **prototypes** to experience the **design challenge** criteria.	I can work with a **team** to make a **prototype** that addresses **functional aspects** and **aesthetics**.	I can work with a **team** to select materials, **techniques**, and processes to create a **prototype**.	I can work with a **team** to select and apply the best materials, **techniques**, and processes to create a **prototype**.	I can select and apply professional materials, **techniques,** and processes to create a **prototype**.

Artistic Processes: Presenting-*I can present new design ideas and work.*

Anchor Standard 5: *I can present my final design solution.*

Benchmark De.P NL.5	Benchmark De.P NM.5	Benchmark De.P NH.5	Benchmark De.P IL.5	Benchmark De.P IM.5	Benchmark De.P IH.5	Benchmark De.P AL.5	Benchmark De.P AM.5	Benchmark De.P AH.5
I can share my **design** with a small group.	I can identify how a **design** presentation is used to solve a **design challenge**.	I can present my **design solution** to a **design challenge**.	I can work with a **team** to present our **design solution** to a challenge.	I can work with a **team** to select an approach to present our **design solution** to a challenge.	I can work with a **team** to prepare and deliver a **presentation** that has defined criteria.	I can work with a **team** to prepare and deliver a **presentation** to a sample target group.	I can work with a **team** to develop a well-prepared, aesthetically pleasing **presentation** for a sample target group that includes community business leaders or professionals in the field.	I can develop a well-prepared, aesthetically pleasing **presentation** for a sample target group that includes professionals and business leaders in my community.

Indicator De.P NL.5.1	Indicator De.P NM.5.1	Indicator De.P NH.5.1	Indicator De.P IL.5.1	Indicator De.P IM.5.1	Indicator De.P IH.5.1	Indicator De.P AL.5.1	Indicator De.P AM.5.1	Indicator De.P AH.5.1
I can share my **prototype** and answer simple questions about the **design solution.**	I can explain the **design challenge** and my **design solution.**	I can present my **design solution** to the challenge using a visual.	I can work with a **team** to present our **design solution** to the challenge using one or more visuals.	I can work with a **team** to select an approach using technology for the **design solution** presentation.	I can work with a **team** to create a **presentation** that includes specific criteria and delivers required information concerning the **design challenge** and **design solution**.	I can work in a **team** to **present** our **design solution** to a group of possible users/consumers for feedback.	I can work in a **team** to **present** our **design solution** to a sample target group that includes community business leaders and professionals in a related field for feedback.	I can **present** our **design solution** to a sample target audience that includes professionals and business leaders in a related field for feedback.

Artistic Processes: Responding- *I can respond to feedback from others on new design ideas and work.*

Anchor Standard 6: *I can reflect and revise based on feedback and input.*

Benchmark De.R NL.6	Benchmark De.R NM.6	Benchmark De.R NH.6	Benchmark De.R IL.6	Benchmark De.R IM.6	Benchmark De.R IH.6	Benchmark De.R AL.6	Benchmark De.R AM.6	Benchmark De.R AH.6
I can recognize how reflection is necessary in the **design process**.	I can recognize that revision is necessary in the **design process**.	I can encourage feedback to my **design** and the **design**s of others by asking and answering questions.	I can reflect on and provide feedback to a **design solution**.	I can interpret feedback from my peers to revise our **design solution**.	I can work with a **team** to analyze and explain the steps of the **design solution** revision.	I can work with a **team** to retest our revised **design solution** and analyze the results.	I can work with a **team** to explain future improvements and repeat the **design process** to revise and retest the **design solution**.	I can facilitate the repetition of the **design process** to revise and retest the **design solution.**
Indicator De.R NL.6.1	Indicator De.R NM.6.1	Indicator De.R NH.6.1	Indicator De.R IL.6.1	Indicator De.R IM.6.1	Indicator De.R IH.6.1	Indicator De.R AL.6.1	Indicator De.R AM.6.1	Indicator De.R AH.6.1
I can identify the strengths of my **design** and **design**s of others.	I can identify areas of my **design** and the **design**s of others that need improvement.	I can prepare some questions for feedback to help me revise my **design**.	I can work with a **team** to record feedback and summarize **design solution** recommendations.	I can work with a **team** to list and prioritize feedback to improve our **design solution**.	I can work with a **team** to plan and develop the steps to improve our **design solution**.	I can work with a **team** to improve the functionality of our **design solution** and record the results of the modifications	I can work with a **team** to repeat the **design process** as necessary to improve the **design solution.**	I can guide and frame questions to facilitate the **design process** to improve a **design solution**.

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 7: *I can identify and examine design through history and world culture.*

Benchmark De.C NL.7	Benchmark De.C NM.7	Benchmark De.C NH.7	Benchmark De.C IL.7	Benchmark De.C IM.7	Benchmark De.C IH.7	Benchmark De.C AL.7	Benchmark De.C AM.7	Benchmark De.C AH.7
I can recognize some examples of **design** found in my home and community.	I can recognize differences in **designs** found in my home and community.	I can describe differences in **designs** from various cultures throughout history.	I can identify improvements or changes in **designs** found in various cultures and time periods.	I can describe why improve-ments or changes were made in **designs** found in various cultures and time periods.	I can analyze a variety of **design** works from different cultures and time periods.	I can examine past **design** works to determine their influence on present **design**s.	I can work with a **team** to analyze the influence of past **design** works on present **design challenge**s.	I can evaluate my **design solution** to determine the effective use of past **design** works.
Indicator De.C NL.7.1	Indicator De.C NM.7.1	Indicator De.C NH.7.1	Indicator De.C IL.7.1	Indicator De.C IM.7.1	Indicator De.C IH.7.1	Indicator De.C AL.7.1	Indicator De.C AM.7.1	Indicator De.C AH.7.1
I can find and name some **designs** (**object environmental, communication,** or **experientia**l) around me.	I can name some different **design** materials and methods of construction.	I can compare how **design**s are different in various cultures throughout history.	I can compare **design** similarities and differences among different cultures and time periods.	I can explain the possible reasons improvements and/or changes were made in a **design** through different cultures and time periods.	I can recognize patterns in **design** choices and make connections to the development of **design** through different cultures and time periods.	I can find and compare how choices from a current **design** reflect influences of past **design solutions**.	I can work with a **team** to explain how the designer's choices on the current **design challenge** reflect influences of **design solutions** from the past.	I can assess my **design** choices and relate them to past **design** influences.

Anchor Standard 8: *I can relate design ideas to other arts disciplines, content areas, and careers.*

Benchmark De.C NL.8	Benchmark De.C NM.8	Benchmark De.C NH.8	Benchmark De.C IL.8	Benchmark De.C IM.8	Benchmark De.C IH.8	Benchmark De.C AL.8	Benchmark De.C AM.8	Benchmark De.C AH.8
I can explore **design** concepts among arts disciplines, other content areas, and related careers.	I can recognize **design** concepts among arts disciplines, other content areas, and related careers.	I can apply **design** concepts among arts disciplines, other content areas, and related careers.	I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied in a **design** career.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied in a **design** career.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in a **design** career.	I can apply concepts among arts disciplines and other content areas to **design** and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values, and location influence **design** and the need for **design** related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a designer.
Indicator De.C NL.8.1	Indicator De.C NM.8.1	Indicator De.C NH.8.1	Indicator De.C IL.8.1	Indicator De.C IM.8.1	Indicator De.C IH.8.1	Indicator De.C AL.8.1	Indicator De.C AM.8.1	Indicator De.C AH.8.1
I can connect **design** with objects in my home and school.	I can recognize that **design** exists in all arts disciplines and other content areas.	I can use **design** concepts in other subjects in my school.	I can investigate a range of skills used in various **design** careers, arts disciplines, and content areas.	I can name **design** skills used in various arts disciplines and content areas and relate these skills to a career in **design**.	I can investigate tools, concepts and materials used in other arts disciplines and content areas.	I can use concepts found in various arts disciplines and other content areas in a **design** work.	I can describe how economic conditions, cultural values, and geographic locations affect **design** and **design** careers.	I can examine the importance of the work of a designer in issues that relate to a global society.

Indicator De.C NL.8.2	Indicator De.C NM.8.2	Indicator De.C NH.8.2						
I can recognize that people have careers in **design**.	I can identify **design** businesses and careers in my community.	I can identify ways **design thinking** is used in other careers or vocations.						

Novice Design Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*		
Anchor Standard 1: *I can conceive and develop a design challenge.*		
Novice Low	**Novice Mid**	**Novice High**
Benchmark De.CR NL.1	Benchmark De.CR NM.1	Benchmark De.CR NH.1
I can recognize **design questions**.	I can recognize how **design questions** are used to solve problems.	I can answer **design challenge questions**.
Indicator De.CR NL.1.1	Indicator De.CR NM.1.1	Indicator De.CR NH.1.1
I can answer the **design challenge questions** who, what, and where, in order to define the **design challenge**.	I can answer the **design challenge questions** who, what, when, and where in order to define the **design challenge**.	I can answer the **design challenge questions** who, what, when, where, why, and how in order to define the **design challenge**.
Sample Learning Targets • I can answer "who" the **design challenge** impacts. • I can answer "what" the **design challenge** is for. • I can answer "where" the **design challenge** will be impacted. • I can…	*Sample Learning Targets* • I can answer "when" the **design challenge** will occur. • I can use **design** questions to recognize how to define a **design challenge**. • I can…	*Sample Learning Targets* • I can answer "why" the **design challenge** is needed. • I can answer "how" the **design challenge** will be implemented. • I can…

Anchor Standard 2: *I can research to explore and identify aspects of the design challenge.*

Novice Low	Novice Mid	Novice High
Benchmark De.CR NL.2	Benchmark De.CR NM.2	Benchmark De.CR NH.2
I can recognize **research** methods.	I can recognize how **research** is used to solve a **design problem.**	I can apply **research** methods.
Indicator De.CR NL.2.1	Indicator De.CR NM.2.1	Indicator De.CR NH.2.1
I can use a **research** method to investigate the **design challenge.**	I can use **research** methods to investigate the **design challenge**.	I can use a variety of methods to investigate the **design challenge**.
Sample Learning Targets • I can observe (using the five senses) the existing **design**s. • I can observe an object in use. • I can see and feel the parts of a **design** object. • I can…	***Sample Learning Targets*** • I can use more than one of the following: observation, printed materials, technology, and/or interviewing. • I can use printed materials to learn about an object. • I can interview others for research information. • I can…	***Sample Learning Targets*** • I can use a variety of the following research methods: observation, printed materials, technology, and/or interviewing. • I can observe, sketch, or record (photography, video) an object to show what I've learned about the **design** object. • I can interview individuals with experience with an object to determine possible **aspects** to redesign. • I can…

Anchor Standard 3: *I can select and create possible solutions to the design challenge.*

Novice Low	Novice Mid	Novice High
Benchmark De.CR NL.3	Benchmark De.CR	Benchmark De.CR NH.3
I can recognize **design thinking**.	I can recognize how **design thinking** is used to solve a **design** problem.	I can apply **design thinking strategies.**
Indicator De.CR NL.3.1	Indicator De.CR NM.3.1	Indicator De.CR NH.3.1
I can use a **design thinking strategy** to list possible **design solutions** to the challenge.	I can use more than one **design thinking strategy** to list possible **design solutions** to the challenge**.**	I can use a variety of **design thinking strategies** to list possible **design solutions** to the challenge.
Sample Learning Targets • I can name possible solutions. • I can stay on topic to randomly call out ideas for possible **design** solutions. • I can…	*Sample Learning Targets* • I can use more than one of the following: list aloud, popcorn **brainstorm**ing, passing **brainstorm**ing to provide possible solutions. • I can create questions rather than ideas to inspire further thinking. • I can listen to others and participate in one conversation at a time to provide possible **design solutions.** • I can…	*Sample Learning Targets* • I can determine which solutions can be used in the **design challenge**. • I can provide a visual or drawing to explain my idea. • I can organize my ideas using mind maps. • I can…

Anchor Standard 4: *I can create an original prototype.*

Novice Low	Novice Mid	Novice High
Benchmark De.CR NL.4	Benchmark De.CR NM.4	Benchmark De.CR NH.4
I can recognize a **prototype**.	I can recognize how a **prototype** is used to solve a **design challenge**.	I can explore materials, **techniques** and processes to create a **prototype**.
Indicator De.CR NL.4.1	Indicator De.CR NM.4.1	Indicator De.CR NH.4.1
I can explore using **physical models**, **space models**, interactions, and storytelling as **prototype**s.	I can use strategies to create a two-dimensional drawing or a three-dimensional model of a **design solution**.	I can use basic materials and **techniques** to develop a model of my **design** ideas.
Sample Learning Targets • I can role play to act out solutions to a **design challenge**. • I can explore space models with geometric forms in a given area. • I can use my words to tell about my design idea. • I can…	*Sample Learning Targets* • I can use clay or other materials to create a model of a new cup **design**. • I can draw a new logo **design**. • I can…	*Sample Learning Targets* • I can work with a **team** to explore and select the most appropriate materials to build/compose the **prototype**. • I can work with a **team** to explore and select the most appropriate **techniques** and processes to build/compose the **prototype**. • I can…

Artistic Processes: Presenting- *I can present new design ideas and work.*

Anchor Standard 5: *I can present my final design solution.*

Novice Low	Novice Mid	Novice High
Benchmark De.P NL.5	Benchmark De.P NM.5	Benchmark De.P NH.5
I can share my **design** with a small group.	I can identify how a **design** presentation is used to solve a **design challenge**.	I can present my **design solution** to a **design challenge**.
Indicator De.P NL.5.1	Indicator De.P NM.5.1	Indicator De.P NH.5.1
I can share my **prototype** and answer simple questions about the **design solution.**	I can explain the **design challenge** and my **design solution.**	I can present my **design solution** to the challenge using a visual.
Sample Learning Targets • I can show my **prototype** to my peers. • I can answer questions about the "what" of the **design** solution. • I can ...	***Sample Learning Targets*** • I can explain the "who, what, where" of the **design challenge**. • I can explain the "when, and how" of the **design challenge**. • I can ...	***Sample Learning Targets*** • I can draw my ideas to present my **design challenge** solution. • I can create a presentation board to help explain my **design challenge** solution. • I can...

Artistic Processes: Responding- *I can respond to feedback from others on new design ideas and work.*

Anchor Standard 6: *I can reflect and revise based on feedback and input.*

Novice Low	Novice Mid	Novice High
Benchmark De.R NL.6	Benchmark De.R NM.6	Benchmark De.R NH.6
I can recognize how reflection is necessary in the **design process**.	I can recognize that revision is necessary in the **design process**.	I can encourage feedback to my **design** and the **design**s of others by asking and answering questions.
Indicator De.R NL.6.1	Indicator De.R NM.6.1	Indicator De.R NH.6.1
I can identify the strengths of my **design** and **design**s of others.	I can identify areas of my **design** and the **design**s of others that need improvement.	I can prepare some questions for feedback to help me revise my **design**.
Sample Learning Targets • I can listen and respond to the opinions of others. • I can list the positive comments about my **design**. • I can...	*Sample Learning Targets* • I can work with others to list possible improvements to our solution. • I can list changes I would make to my **design solution**. • I can...	*Sample Learning Targets* • I can ask what new materials could be used in a **design solution**. • I can ask simple questions about a **design solution**. • I can ask questions about who needs the **design**. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*		
Anchor Standard 7: *I can identify and examine design through history and world culture.*		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark De.C NL.7	Benchmark De.C NM.7	Benchmark De.C NH.7
I can recognize some examples of **design** found in my home and community.	I can recognize differences in **designs** found in my home and community.	I can describe differences in **designs** from various cultures throughout history.
Indicator De.C NL.7.1	Indicator De.C NM.7.1	Indicator De.C NH.7.1
I can find and name some **designs** (**object environmental, communication,** or **experientia**l) around me.	I can name some different **design** materials and methods of construction.	I can compare how **design**s are different in various cultures throughout history.
Sample Learning Targets • I can find and name some **design** objects that I use every day. • I can find and name some **environmental design**s in my school and community. • I can recognize the use of **communication design** in newspapers, billboards, and commercials. • I can recognize the use of **experiential design** in play grounds, video games and amusement parks. • I can…	*Sample Learning Targets* • I can identify the methods used for **communication design**. • I can discuss the materials used in an **environmental design**. • I can describe how a **design** was made. • I can…	*Sample Learning Targets* • I can group **design**s that have similar styles, subject, or media. • I can identify common characteristics within a **design** from different styles, periods, and cultures. • I can…

Anchor Standard 8: *I can relate design ideas to other arts disciplines, content areas, and careers.*

Novice Low	Novice Mid	Novice High
Benchmark De.C NL.8	Benchmark De.C NM.8	Benchmark De.C NH.8
I can explore **design** thinking in arts disciplines, other content areas, and related careers.	I can recognize **design** thinking in arts disciplines, other content areas, and related careers.	I can apply **design** thinking in arts disciplines, other content areas, and related careers.
Indicator De.C NL.8.1	Indicator De.C NM.8.1	Indicator De.C NH.8.1
I can explore how design exists in all arts disciplines and other content areas.	I can recognize that **design** exists in all arts disciplines and other content areas.	I can use **design** concepts in other subjects in my school.
Sample Learning Targets • I can name **design**ed objects in my home and classroom. • I can talk about **design** choices found in my home and classroom. • I can draw examples of everyday **design**s. • I can…	*Sample Learning Targets* • I can identify ways **design** is used in my community. • I can draw **design**s used in my community. • I can…	*Sample Learning Targets* • I can use the **design** process to solve problems in other subjects. • I can use **design** thinking to **brainstorm** multiple solutions in other subjects. • I can…

Indicator De.C NL.8.2	Indicator De.C NM.8.2	Indicator De.C NH.8.2
I can recognize that people have careers in **design**.	I can identify **design** businesses and careers in my community.	I can identify ways **design thinking** is used in other careers or vocations.
Sample Learning Targets • I can recognize that musicians are designers. • I can recognize that buildings are designed by architects. • I can recognize that choreographers are designers. • I can…	***Sample Learning Targets*** • I can identify businesses in my community that hire designers. • I can identify where and how designers impact my community. • I can locate design companies in my community. • I can…	***Sample Learning Targets*** • I can identify how design thinking is used in business and industry. • I can identify design thinking skills that are used in education and service organizations. • I can…

Intermediate Design Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*		
Anchor Standard 1: *I can conceive and develop a design challenge.*		
Intermediate **Low**	Intermediate **Mid**	Intermediate **High**
Benchmark De.CR IL.1	Benchmark De.CR IM.1	Benchmark De.CR IH.1
I can work with a **team** to answer **design challenge questions**.	I can work with a **team** from a given list to identify and describe a **design challenge** to develop.	I can work with a **team** from a given list of **design challenges** and select one to describe.
Indicator De.CR IL.1.1	Indicator De.CR IM.1.1	Indicator De.CR IH.1.1
I can work with a **team** to answer the **design challenge questions** who, what, when, where, why, and how in order to **define** the **design challenge**	I can work with a **team** to select a **design challenge** from a given list using certain criteria and answer the **design challenge questions** to **define** the challenge.	I can work in a **team** to discuss **design challenges** from a given list and select one to **define** from answers to the **design challenge questions.**
Sample Learning Targets • I can communicate and listen to others when answering the **design challenge questions**. • I can record information from the group's discussion. • I can...	*Sample Learning Targets* • I can work with a team to choose a **design challenge** based on its importance to me and my community. • I can work with a **team** to choose a **design challenge** based on the need for improvement to how it looks and how it works. • I can…	*Sample Learning Targets* • I can work with a **team** to compare and contrast the **design challenge** options and select one based on their importance to me and my community. • I can work with a **team to** compare and contrast the **design challenge** options and select one based on their need for improvement to how it looks and how it works. • I can…

Anchor Standard 2: *I can research to explore and identify aspects of the design challenge.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark De.CR IL.2	Benchmark De.CR IM.2	Benchmark De.CR IH.2
I can work with a **team** to research **aspects** of the **design challenge**.	I can work with a **team** to research and describe **aspects** of the **design challenge.**	I can work with a **team** to explain why researched **aspects** of the **design challenge** are needed.
Indicator De.CR IL.2.1	Indicator De.CR IM.2.1	Indicator De.CR IH.2.1
I can work with a **team** to identify necessary information for the **design challenge**.	I can communicate my research to the **team**.	I can work with a **team** to prioritize research from the individual **team** members.
Sample Learning Targets • I can identify with a **team** what information is necessary about the existing **design**. • I can work with others to select the best research methods to gather necessary information. • I can work with others to create a survey and/or use technology to learn about a design.	*Sample Learning Targets* • I can use visuals, technology, demonstrations, and/or descriptions, to report the research. • I can discuss the research with others. • I can use printed materials to present necessary information. • I can demonstrate the existing function of a design.	*Sample Learning Targets* • I can list the research from the **team** members. • I can work with others to identify the most significant research.

Anchor Standard 3: *I can select and create possible solutions to the design challenge.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark De.CR IL.3	Benchmark De.CR IM.3	Benchmark De.CR IH.3
I can work with a **team** using **design thinking strategies** to generate ideas for **design solutions** to the challenge.	I can work with a **team** using **design thinking strategies** to generate some usable **design solutions** to the challenge.	I can work with a **team** using **design thinking strategies** to generate many usable **design solutions** to the challenge.
Indicator De.CR IL.3.1	Indicator De.CR IM.3.1	Indicator De.CR IH.3.1
I can work with a **team** using a variety of **design thinking strategies** to list possible **design solutions** without judgement.	I can work with a **team** to turn ideas into possible **design solution** concepts.	I can work with a **team** to determine which **design solutions** effectively meet the challenge criteria.
Sample Learning Targets • I can work with a **team** using a variety of the following: list aloud, **popcorn brainstorming**, **passing brainstorming**, **questioning brainstorming**, **webbing**, **mind mapping** to provide possible solutions. • I can build on the ideas of others in creating possible solutions. • I can work with a **team** to determine which solutions can be used in the **design challenge**. • I can…	*Sample Learning Targets* • I can contribute my ideas concerning usable solutions. • I can respond to others' ideas concerning usable solutions. • I can…	*Sample Learning Targets* • I can work with others to prioritize choices concerning effective solutions. • I can work with others to select possible solutions. • I can…

Anchor Standard 4: *I can create an original prototype.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark De.CR IL.4	Benchmark De.CR IM.4	Benchmark De.CR IH.4
I can work with a **team** to make a **prototype** that represents a solution to a **design challenge**.	I can work with a **team** to make multiple **prototype**s that represent various solutions to a **design challenge**.	I can work with a **team** to create a **prototype** to solve a **design challenge**.
Indicator De.CR IL.4.1	Indicator De.CR IM.4.1	Indicator De.CR IH.4.1
I can work with a **team** to make a **prototype** to experience **the design challenge** criteria.	I can work with a **team** to make **prototypes** to experience the **design challenge** criteria.	I can work with a **team** to make a **prototype** that addresses **functional aspects** and **aesthetics**.
Sample Learning Targets • I can work with others to create a **prototype** that allows a concept to be experienced. • I can create a simple **prototype** that is made quickly and inexpensively to experience feedback early and often. • I can…	*Sample Learning Targets* • I can work with others to create multiple **prototype**s concerning one **design challenge** that allow a concept to be experienced. • I can work with a **team** to create multiple simple **prototype**s that are made quickly and inexpensively. • I can…	*Sample Learning Targets* • I can work with a **team** to determine the functionality of the **prototype**. • I can work with a **team** to improve the functionality of the **prototype** to address many **aspects**. • I can make a **prototype** that uses the elements and/or principles of **the arts disciplines**. • I can…

Artistic Processes: Presenting- *I can present new design ideas and work.*

Anchor Standard 5: *I can present my final design solution.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark De.P IL.5	Benchmark De.P IM.5	Benchmark De.P IH.5
I can work with a **team** to present our **design solution** to a challenge.	I can work with a **team** to select an approach to present our **design solution** to a challenge.	I can work with a **team** to prepare and deliver a **presentation** that has defined criteria.
Indicator De.P IL.5.1	Indicator De.P IM.5.1	Indicator De.P IH.5.1
I can work with a **team** to present our **design solution** to the challenge using one or more visuals.	I can work with a **team** to select an approach using technology for the **design solution** presentation.	I can work with a **team** to create a **presentation** that includes specific criteria and delivers required information concerning the **design challenge** and **design solution**.
Sample Learning Targets • I can work with a **team** to prepare one or more visuals such as photographs, drawings, diagrams, charts, and 3D examples to present our **design solution**. • I can work with a **team** to explain the "who, what, when, where, why, and how" of the **design challenge**. • I can work with a **team** to explain the "who, what, when, where, why, and how" of the **design solution**. • I can…	*Sample Learning Targets* • I can work with others to create a slideshow presentation. • I can work with others to create a webpage to present a **design solution**. • I can work with others to combine still photos and videos to present a **design solution**. • I can ...	*Sample Learning Targets* • I can work in a **team** to prepare a presentation that includes specific criteria such as a title, infographics, text, graphics, and/or media. • I can work with a **team** to prepare a presentation that includes required information such as the goal, identified population, challenge statement, key **aspects**, data, and **design solution**. • I can…

Artistic Processes: Responding- *I can respond to feedback from others on new design ideas and work.*		
Anchor Standard 6: *I can reflect and revise based on feedback and input.*		
Intermediate **Low**	Intermediate **Mid**	Intermediate **High**
Benchmark De.R IL.6	Benchmark De.R IM.6	Benchmark De.R IH.6
I can reflect on and provide feedback to a **design solution**.	I can interpret feedback from my peers to revise our **design solution**	I can work with a **team** to analyze and explain the steps of the **design solution** revision.
Indicator De.R IL.6.1	Indicator De.R IM.6.1	Indicator De.R IH.6.1
I can work with a **team** to record feedback and summarize **design solution** recommendations.	I can work with a **team** to list and prioritize feedback to improve our **design solution**.	I can work with a **team** to plan and develop the steps to improve our **design solution**.
Sample Learning Targets • I can record feedback about our **design** in my journal. • I can explain some of the solutions presented as feedback to the group. • I can...	*Sample Learning Targets* • I can work with others to make a list of the most important improvements that need to be made to the **design solution**. • I can...	*Sample Learning Targets* • I can work with others to review feedback to determine next steps in the revision process. • I can work with others to make changes to our **prototype** that improves our solution. • I can record my improvement ideas for a **design solution**. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*		
Anchor Standard 7: *I can identify and examine design through history and world culture.*		
Intermediate **Low**	Intermediate **Mid**	Intermediate **High**
Benchmark De.C IL.7	Benchmark De.C IM.7	Benchmark De.C IH.7
I can identify improvements or changes in **designs** found in various cultures and time periods.	I can describe why improvements or changes were made in **designs** found in various cultures and time periods.	I can analyze a variety of **design** works from different cultures and time periods.
Indicator De.C IL.7.1	Indicator De.C IM.7.1	Indicator De.C IH.7.1
I can compare **design** similarities and differences among different cultures and time periods.	I can explain the possible reasons improvements and/or changes were made in a **design** through different cultures and time periods.	I can recognize patterns in **design** choices and make connections to the development of **design** through different cultures and time periods.
Sample Learning Targets • I can write a description about characteristics of a specific **design** style, period, or culture. • I can compare changes in the **design**s of furniture from other cultures over time. • I can…	*Sample Learning Targets* • I can explain the possible reasons a chair **design** evolved through cultures and time periods. • I can explain the possible reasons a simple tool changed through cultures and time periods. • I can…	*Sample Learning Targets* • I can make connections between **design** choices on chairs from different cultures and time periods. • I can make connections between **design** choices on furniture from different cultures and time periods. • I can…

Anchor Standard 8: *I can relate design ideas to other arts disciplines, content areas, and careers.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark De.C IL.8	Benchmark De.C IM.8	Benchmark De.C IH.8
I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied in a **design** career.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied in a **design** career.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in a **design** career.
Indicator De.C IL.8.1	Indicator De.C IM.8.1	Indicator De.C IH.8.1
I can investigate a range of skills used in various **design** careers, arts disciplines, and content areas.	I can name **design** skills used in various arts disciplines and content areas and relate these skills to a career in **design**.	I can investigate tools, concepts and materials used in other arts disciplines and content areas.
Sample Learning Targets • I can recognize skills that are specific to a career in **design**. • I can pick and write about my favorite **design** career. • I can match a **design** product to a **design** career. • I can…	*Sample Learning Targets* • I can research **design** careers. • I can list things that are designed by people with a specific career in **design**. • I can list specific skills needed for a **design** career. • I can…	*Sample Learning Targets* • I can recognize skills that are specific to **design** careers that are attained in other arts disciplines and content areas. • I can discuss costs of using different materials to create the same **design**. • I can…

Advanced Design Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*		

Anchor Standard 1: *I can conceive and develop a design challenge.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark De.CR AL.1	Benchmark De.CR AM.1	Benchmark De.CR AH.1
I can work with a **team** to conceive many **design challenge** possibilities relating to a certain topic.	I can work with a **team** to conceive many **design challenge** possibilities.	I can work on my own to conceive many **design challenge** possibilities.
Indicator De.CR AL.1.1	Indicator De.CR AM.1.1	Indicator De.CR AH.1.1
I can work with a **team** using d**esign thinking strategies** to list several **design challenge** possibilities about a topic and select one to **define**.	I can work with a **team** using **design thinking strategies** to list many **design challenge** possibilities and prioritize to select one to **define**.	I can use **design thinking strategies** to list many **design challenge** possibilities and prioritize to select one to **define**.
Sample Learning Targets • I can work with a team to **brainstorm** by randomly calling out ideas. • I can work with a team to **brainstorm** by creating questions rather than ideas to inspire further thinking. • I can work with a team to use visual diagrams to organize information and ideas. I can…	*Sample Learning Targets* • I can work with a **team** using a variety of the following: list aloud, **popcorn brainstorming, questioning brainstorming**, **webbing**, **mind mapping** to provide many possible **design challenges.** • I can work with a **team** to compare and contrast the **design challenge** options and select one to define. • I can…	*Sample Learning Targets* • I can use a variety of the following: list aloud, **popcorn brainstorming, questioning brainstorming, webbing, mind mapping** to provide many possible **design challenges.** • I can compare and contrast the **design challenge** options and select one to define. • I can…

Anchor Standard 2: *I can research to explore and identify aspects of the design challenge.*

Advanced Low	Advanced Mid	Advanced High
Benchmark De.CR AL.2	Benchmark De.CR AM.2	Benchmark De.CR AH.2
I can work with a **team** to analyze the **aspects** of the **design challenge.**	I can work independently or with a **team** to evaluate the parts of the **design challenge.**	I can lead a discussion to evaluate the parts of the **design challenge.**
Indicator De.CR AL.2.1	Indicator De.CR AM.2.1	Indicator De.CR AH.2.1
I can examine my **research** and report the connections of that information with the **team**.	I can work with a **team** to determine the importance of the **research** from the **team** members.	I can guide my **team** in determining the importance of the **research** from the **team** members.
Sample Learning Targets • I can review with a **team** the **research** from multiple sources. • I can report the connections among the data to my **team**. • I can…	*Sample Learning Targets* • I can work with others to determine the importance of the production and cost improvement needed. • I can work with others to determine the importance of the **aesthetic** improvement needed. • I can work with others to determine the importance **functional** improvement needed. • I can…	*Sample Learning Targets* • I can present findings from **research** that supports the need for **aesthetic**, production, and/or **functional** improvements. • I can justify the need for a new **design** or redesign concept. • I can…

Anchor Standard 3: *I can select and create possible solutions to the design challenge.*

Advanced Low	Advanced Mid	Advanced High
Benchmark De.CR AL.3	Benchmark De.CR AM.3	Benchmark De.CR AH.3
I can work with a **team** to analyze usable **design solutions** to the challenge.	I can work independently or with a **team** to evaluate the usable **design solutions** to the challenge.	I can lead a discussion to evaluate the usable **design solutions** to the challenge.
Indicator De.CR AL.3.1	Indicator De.CR AM.3.1	Indicator De.CR AH.3.1
I can examine, discuss, and select possible **design solutions** to best address the challenge.	I can work with a **team** to develop criteria to determine the value of the usable **design solutions** to the challenge.	I can guide my **team** in determining the value of the usable **design solutions** to the challenge.
Sample Learning Targets • I can review and discuss connections among the possible solutions. • I can work with others to combine parts of **design solution** ideas to solve the **design challenge**. • I can…	*Sample Learning Targets* • I can work with others to list criteria such as time, cost, functionality, **aesthetics**, etc. • I can work with others to prioritize **design solutions** based on chosen criteria. • I can work with a **team** to reach a consensus concerning the most viable solutions to the **design challenge**. • I can…	*Sample Learning Targets* • I can lead a discussion to determine the criteria. • I can lead a discussion that reaches a consensus concerning the most viable solutions to the **design challenge**. • I can justify how the solutions effectively address the identified needs. • I can…

Anchor Standard 4: *I can create an original prototype.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark De.CR AL.4	Benchmark De.CR AM.4	Benchmark De.CR AH.4
I can work with a **team** to create a **prototype** that solves multiple **aspects** of a **design challenge.**	I can work with a **team** to create a **prototype** that solves all **aspects** of a **design challenge** functionally and aesthetically.	I can use sophisticated materials, **techniques,** and processes to create the most viable **prototype**.
Indicator De.CR AL.4.1	Indicator De.CR AM.4.1	Indicator De.CR AH.4.1
I can work with a **team** to select materials, **techniques**, and processes to create a **prototype**.	I can work with a **team** to select and apply the best materials, **techniques**, and processes to create a **prototype**.	I can select and apply professional materials, **techniques,** and processes to create a **prototype**.
Sample Learning Targets • I can work with a **team** to select the most appropriate materials to build/**compose** the **prototype** from those explored. • I can work with a **team** to select the most appropriate **techniques** and processes to build/**compose** the **prototype** from those explored. • I can…	*Sample Learning Targets* • I can work with a **team** to apply the best materials to build/**compose** the **prototype** from those explored. • I can work with a **team** to apply the best **techniques** and processes to build/**compose** the **prototype** from those explored. • I can…	*Sample Learning Targets* • I can apply professional materials to build/**compose** the **prototype**. • I can apply professional **techniques** and processes to build/**compose** the **prototype**. • I can…

Artistic Processes: Presenting- *I can present new design ideas and work.*		
Anchor Standard 5: *I can present my final design solution.*		
Advanced **Low**	Advanced **Mid**	Advanced **High**
Benchmark De.P AL.5	Benchmark De.P AM.5	Benchmark De.P AH.5
I can work with a **team** to prepare and deliver a **presentation** to a sample target group.	I can work with a **team** to develop a well-prepared, aesthetically pleasing **presentation** for a sample target group that includes community business leaders or professionals in the field.	I can develop a well-prepared, aesthetically pleasing **presentation** for a sample target group that includes professionals and business leaders in my community.
Indicator De.P AL.5.1	Indicator De.P AM.5.1	Indicator De.P AH.5.1
I can work in a **team** to **present** our **design solution** to a group of possible users/consumers for feedback.	I can work in a team to **present** our **design solution** to a sample target group that includes community business leaders and professionals in a related field for feedback.	I can **present** our **design solution** to a sample target audience that includes professionals and business leaders in a related field for feedback.
Sample Learning Targets • I can work in a **team** and ask questions of the target group so I can effectively get the feedback. • I can use methods such as surveys, questionnaires, prompts, and/or **beta testing**, with a **team** to attain feedback from the sample group. • I can…	*Sample Learning Targets* • I can work in a **team** and ask questions of the target group with professionals so I can effectively get the feedback. • I can use methods such as surveys, questionnaires, prompts, and/or **beta testing**, with a **team** to attain feedback from the sample group with business leaders in my community. • I can…	*Sample Learning Targets* • I can ask questions of the target group with professionals so I can effectively get the feedback. • I can use methods such as surveys, questionnaires, prompts, and/or **beta testing**, to attain feedback from the sample group with professionals. • I can…

Artistic Processes: Responding- *I can respond to feedback from others on new design ideas and work.*

Anchor Standard 6: *I can reflect and revise based on feedback and input.*

Advanced Low	Advanced Mid	Advanced High
Benchmark De.R AL.6	Benchmark De.R AM.6	Benchmark De.R AH.6
I can work with a **team** to retest our revised **design solution** and analyze the results.	I can work with a **team** to explain future improvements and repeat the **design process** to revise and retest the **design solution**.	I can facilitate the repetition of the **design process** to revise and retest the **design solution.**
Indicator De.R AL.6.1	Indicator De.R AM.6.1	Indicator De.R AH.6.1
I can work with a **team** to improve the functionality of our **design solution** and record the results of the modifications.	I can work with a **team** to repeat the **design process** as necessary to improve the **design solution.**	I can guide and frame questions to facilitate the **design process** to improve a **design solution**.
Sample Learning Targets • I can work with others to make improvements to the **prototype**'s functionality. • I can chart the progress of our revisions to help my **team** improve the functionality of the **design**. • I can....	*Sample Learning Targets* • I can retest my solution and revise as many times as necessary to achieve the most effective solution. • I can...	*Sample Learning Targets* • I can lead a class discussion on how to revise a **design challenge**. • I can form questions to lead the reflection process. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*		
Anchor Standard 7: *I can identify and examine design through history and world culture.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark De.C AL.7	Benchmark De.C AM.7	Benchmark De.C AH.7
I can examine past **design** works to determine their influence on present **design**s.	I can work with a **team** to analyze the influence of past **design** works on present **design challenge**s.	I can evaluate my **design solution** to determine the effective use of past **design** works.
Indicator De.C AL.7.1	Indicator De.C AM.7.1	Indicator De.C AH.7.1
I can find and compare how choices from a current **design** reflect influences of past **design solution**s.	I can work with a **team** to explain how the designer's choices on the current **design challenge** reflect influences of **design solutions** from the past.	I can assess my **design** choices and relate them to past **design** influences.
Sample Learning Targets • I can identify influences from previous **design**s in a current **design solution**. • I can explain how specific past **design**s are reflected in a current **design**. • I can…	*Sample Learning Targets* • I can work with others to identify influences from previous **design**s in a current **design solution**. • I can work with others to explain how specific past **design**s are reflected in a current **design**. • I can…	*Sample Learning Targets* • I can defend my interpretations of how different styles, periods, and cultures have influenced my **design**s. • I can debate my choices made in my **design**s that are influenced by different styles, periods, and cultures. • I can…

Anchor Standard 8: *I can relate design ideas to other arts disciplines, content areas, and careers.*

Advanced Low	Advanced Mid	Advanced High
Benchmark De.C AL.8	Benchmark De.C AM.8	Benchmark De.C AH.8
I can apply concepts among arts disciplines and other content areas to **design** and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values, and location influence **design** and the need for **design** related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a designer.
Indicator De.C AL.8.1	Indicator De.C AM.8.1	Indicator De.C AH.8.1
I can use concepts found in various arts disciplines and other content areas in a **design** work.	I can describe how economic conditions, cultural values, and geographic locations affect **design** and **design** careers.	I can examine the importance of the work of a designer in issues that relate to a global society.
Sample Learning Targets • I can use the elements and/or principles of arts disciplines in a current **design** work. • I can use concepts found in dance in a current **design** work. • I can…	*Sample Learning Targets* • I can discuss the relationships between the designer and other careers. • I can **research** processes of other careers to determine how **design** affects it. • I can justify community investment in **design**. • I can…	*Sample Learning Targets* • I can defend the impact of **design** careers within a society. • I can promote the intrinsic value of **design** to individuals and society • I can find an important **design** problem in another country and create a **design solution** to help. • I can…

Design Glossary

Aesthetics Concerned with appearance or the appreciation of beauty.

Artistic Processes The way the brain and the body make art and define the link between art making and the learner.

Aspects A particular part or parts of the design challenge.

Assess To estimate or evaluate the value of information researched.

Beta Testing Using a prototype to receive feedback from a sample target group.

Brainstorm A step in the problem solving process to producing an idea or several ideas. Ex. Popcorn Brainstorming, Passing Brainstorming, Questioning Brainstorming.

Communication Design Design directed towards making connections between people. Ex. Graphic design, packaging design, web design, etc.

Craftsmanship A degree or level of skill involved in creating a craft or work of art.

Define (a design challenge**)** Answering the design challenge questions to provide a clear description of what the design challenge is.

Design An outline, sketch, plan, model, or prototype of a solution to be developed or constructed that considers aesthetic decisions. See definitions of Object Design, Environmental Design, Communication Design, and Experiential Design.

Design Challenge A design problem or a design issue defined as having the need to be altered, changed, or created in a particular way to solve.

Design Challenge Questions Basic questions used to gather information concerning a design problem: *Who, What, Where, When, Why,* and *How*. The answers to these questions define the design challenge.

Design Problem A specific design aspect or issue regarded as needing to be dealt with, overcome, or changed.

Design Process A process designed to identify a specific design problem, research the problem, create a solution to the problem, and present the solution to the problem.

Design Solution A means of solving a design problem.

Design Thinking To use one's mind to apply the process of design.

Design Thinking Strategies Methods or procedures used to brainstorm ideas or reason the process of design. Ex: *Mind Maps, Concept Maps, Webbings, Electronic Brainstorms,* etc.

Environmental Design Design of surroundings or conditions in which a person, place, or thing interacts. Ex. Interior design, playground design, community planning, etc.

Experiential Design Design based on personal interactivity or experiences; sometimes referred to as interactive design. Ex. Design parades, design festivals, design theme parks, etc.

Feedback A reaction or response to a particular design problem or design solution.

Functional Referring to a design having a special activity, purpose, or task.

Interactions A person or a group of persons interacting with a prototype.**Investigate** To examine, research, or inquire the design problem or aspects of the design problem in order to create a solution.

Mind Mapping A visual diagram used to organize information and ideas. It starts with a single idea, written or drawn in the center of a blank page, to which associated words or ideas are added, continuing to associate the words and ideas.

Object Design Design of a material thing often related to industrial and product design. Ex. Design of tools, toys, cars, etc.

Passing Brainstorming A brainstorming technique in which individuals convey ideas one after another building upon the ideas of others in a group.

Physical Model A three dimensional replication or copy of a prototype

Popcorn Brainstorming A brainstorming technique in which individuals freely state ideas in a group.

Presentation An activity in which an individual or a team shows, describes, or explains a design solution to a group of people.

Prototype A two-dimensional product or three-dimensional model of a design solution. See definitions of physical models, space models, interactions, and storytelling.

Questioning Brainstorming A brainstorming technique in which individuals generate questions in a group that may later be explored.

Research Investigating the design challenge determining the who, what, where, when, why, and how using a variety of research methods; surveys, observations, interviews, experiments, internet, encyclopedias, newspapers, magazines, etc.

Sample Learning Target A broad lesson learning scenario.

Space Model a 2D or 3D replication or copy within which all things move

Standard Principle that is used as a basis for judgment.

Storytelling The use of words to describe the function or purpose of a prototype

Team A group organized to meet specific goals.

Techniques The use of tools and materials in unique ways that are specific to the designer and the medium.
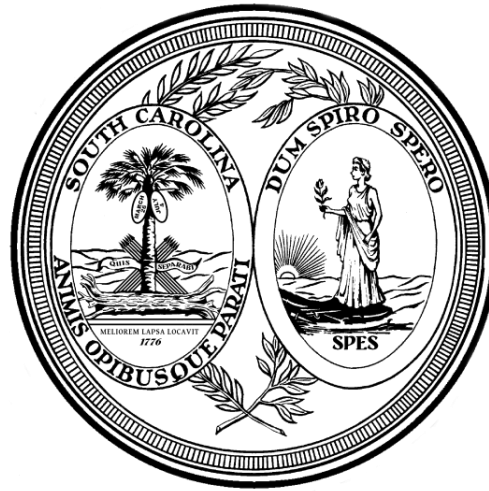
Webbing Is a brainstorming technique that provides a visual structure or framework for idea development and can assist with organizing and prioritizing information.

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South Carolina
College- and Career-Ready Standards for Media Arts Proficiency

South Carolina Department of Education
Columbia, South Carolina
2017

Media Arts

Introduction

Education systems in the United States have long recognized the need for national standards to provide the basis for a common curriculum and academic programs throughout the country. The South Carolina academic standards for Media Arts are emerging to new levels in South Carolina's academic standards for the Visual and Performing Arts. Studies in Media Arts utilize many of the elements and principles from other arts disciplines while creating a body of work that reflects its own list of developing elements and principles. Original media artworks reflect the aesthetics that are embedded in the visual and performing arts.

Our students are increasingly using media as a source of communication and networking. It is imperative that our educational system and its constituents remain current with the trends and technologies that accompany the use of media. This includes appropriate use of media and the ability to interpret Media Arts productions both socially and professionally to nurture the 21st century learner. The new 21st century skills movement (www.21stcenturyskills.org) specifically references media literacy as one of the skills all students need to be attractive to employers in this new century. This also aligns with the skills for the South Carolina profile of the high school graduate. Teachers should understand that these standards need to be reinforced throughout these proficiency levels as the students use more advanced tools and media applications as well as more complex terminology and concepts.

Studies in Media Arts function as a components of an overall school curriculum that addresses the role of diversity role in the classroom. Therefore, a school's Media Arts curriculum should include sequential Media Arts courses as well as specialized courses. Media Arts can include courses in animation; film studies; graphic design; sound design and recording; digital photography; digital painting/illustration; and social media/web presence. Programs of study are designed to expose the student to a variety of future career opportunities while making them globally aware of the importance that Media Arts plays in the classroom and beyond.

Media Arts Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*								
Anchor Standard 1: *I can use past, current and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.*								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark MA.CR NL.1	Benchmark MA.CR NM.1	Benchmark MA.CR NH.1	Benchmark MA.CR IL.1	Benchmark MA.CR IM.1	Benchmark MA.CR IH.1	Benchmark MA.CR AL.1	Benchmark MA.CR AM.1	Benchmark MA.CR AH.1
I can recognize technology tools, procedures and processes and use them in a safe and responsible manner to make media artworks.	I can identify a technology tool, procedure, and process to make still pictures, moving pictures, or digital audio.	I can identify multiple technology processes to make still pictures, moving pictures, or digital audio.	I can explain and use a technology tool, procedure and process to convey **meaning** in media artwork.	I can explain and use multiple technology tools, procedures and processes to convey **meaning** in media artwork.	I can apply the most appropriate technology tool, procedure and process to convey a message to make a media artwork.	I can apply some effective technology tools, procedures and processes to convey a message to make a variety of media artworks.	I can manipulate multiple technology tools, procedures and processes to convey messages to make a variety of media artworks in the most effective way.	I can use and justify the most effective technology tools, procedures and processes to make a variety of still, moving, and/or digital audio images to convey **meaning** using personal voice.

Indicator MA.CR NL.1.1	Indicator MA.CR NM.1.1	Indicator MA.CR NH.1.1	Indicator MA.CR IL.1.1	Indicator MA.CR IM.1.1	Indicator MA.CR IH.1.1	Indicator MA.CR AL.1.1	Indicator MA.CR AM.1.1	Indicator MA.CR AH.1.1
I can safely and responsibly show the parts of a technology tool used to make media arts.	I can safely and responsibly identify and use parts of some technology tools used to make media arts.	I can safely and responsibly identify and use multiple technology tools to make media arts.	I can explain and safely use a technology tool to convey **meaning** in media arts.	I can explain and safely use multiple technology tools to convey **meaning** in media arts.	I can choose some appropriate technology tools to convey a message while making a media artwork in a safe and responsible manner.	I can choose multiple effective technology tools to convey a message while making a variety of media artworks in a safe and responsible manner.	I can manipulate multiple technology tools to convey messages to make a variety of media artworks in the most effective way in a safe and responsible manner.	I can justify the most effective technology tools to make a variety of media artworks that convey **meaning** using personal voice in a safe and responsible manner.

Indicator MA.CR NL.1.2	Indicator MA.CR NM.1.2	Indicator MA.CR NH.1.2	Indicator MA.CR IL.1.2	Indicator MA.CR IM.1.2	Indicator MA.CR IH.1.2	Indicator MA.CR AL.1.2	Indicator MA.CR AM.1.2	Indicator MA.CR AH.1.2
I can follow the steps of some technology procedures and processes to make media artworks.	I can identify the steps of a technology procedure and process to make media artworks.	I can identify the steps of multiple technology procedures and processes to make media artworks.	I can explain the steps of a technology procedure and process to convey **meaning** in media arts.	I can explain the steps of multiple technology procedures and processes to convey **meaning** in media arts.	I can choose the appropriate technology procedure to convey a message while making a media artwork.	I can choose some effective technology procedures and processes to convey a message while making a variety of media artworks.	I can manipulate multiple technology procedures and processes to convey messages to make a variety of media artworks in the most effective way.	I can justify the most effective technology procedures and processes to make a variety of media artworks that convey **meaning** using personal voice.

Anchor Standard 2: *I can organize, improve, and complete artistic work using media arts elements and principles.*

Benchmark MA.CR NL.2	Benchmark MA.CR NM.2	Benchmark MA.CR NH.2	Benchmark MA.CR IL.2	Benchmark MA.CR IM.2	Benchmark MA.CR IH.2	Benchmark MA.CR AL.2	Benchmark MA.CR AM.2	Benchmark MA.CR AH.2
I can recognize and explore some **elements and principles** in media arts.	I can combine **elements and principles** of media arts to make media artwork.	I can communicate **meaning** in my work by selecting and arranging **elements and principles** of media arts.	I can apply **elements and principles** of media arts to revise my work.	I can analyze and apply the **elements and principles** of media arts as a response to an artistic problem.	I can analyze my media artwork through a critique and refine my work based on given criteria.	I can create, refine, and communicate ideas based on the **elements and principles** of media arts to complete a variety of media artworks.	I can document and justify the planning and development of a media artwork from the inception of the idea to completion.	I can create a body of work in a variety of media art forms that explore personal themes, ideas, or concepts.
Indicator MA.CR NL.2.1	Indicator MA.CR NM.2.1	Indicator MA.CR NH.2.1	Indicator MA.CR IL.2.1	Indicator MA.CR IM.2.1	Indicator MA.CR IH.2.1	Indicator MA.CR AL.2.1	Indicator MA.CR AM.2.1	Indicator MA.CR AH.2.1
I can recognize some **elements or principles** of media arts to communicate an idea.	I can combine **elements and principles** of media arts using multiple media techniques.	I can change the **meaning** of a media artwork using different **elements or principles**.	I can identify improvements needed in my media artwork and explore strategies to strengthen the intended **meaning**.	I can explain how multiple **elements or principles** of media arts are used to convey **meaning** in media artworks.	I can participate in a formal critique to revise my artwork.	I can apply organizational strategies that communicate a personal **meaning**, theme, idea, or concept.	I can create a process folio to document the planning of a media artwork.	I can explain and defend the choices I made to communicate my artistic ideas across multiples media artworks.

Artistic Processes: Presenting- *I can share artistic ideas and work.*

Anchor Standard 3: *I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.*

Benchmark MA.P NL.3	Benchmark MA.P NM.3	Benchmark MA.P NH.3	Benchmark MA.P IL.3	Benchmark MA.P IM.3	Benchmark MA.P IH.3	Benchmark MA.P AL.3	Benchmark MA.P AM.3	Benchmark MA.P AH.3
I can identify media artworks as communi-cation.	I can explain ways media artworks are presented.	I can consider audience response when discussing how media artworks are presented.	I can identify a target audience for presentation of my media artwork.	I can identify and choose multiple formats used in presenting media artworks for a target audience.	I can compare presentation formats for different media artworks and its intended audience.	I can present media artworks considering combinations of formats and target audience.	I can analyze and interpret the effectiveness of a media arts presentation for an intended audience.	I can promote and present media artworks for intentional impacts through a variety of **contexts** such as markets and venues.
Indicator MA.P NL.3.1	Indicator MA.P NM.3.1	Indicator MA.P NH.3.1	Indicator MA.P IL.3.1	Indicator MA.P IM.3.1	Indicator MA.P IH.3.1	Indicator MA.P AL.3.1	Indicator MA.P AM.3.1	Indicator MA.P AH.3.1
I can present a media artwork to an audience.	I can identify venues appropriate for still and moving images in media artworks.	I can examine how audience response varies depending on how media artwork is presented.	I can identify multiple ways to share my work through different media outlets.	I can choose proper format for my media artwork.	I can choose the most effective media format for a select audience.	I can select my intended audience and choose multiple media formats to get the most views.	I can evaluate the effectiveness of virtual and physical presentations of a media artwork.	I can create a media plan (funding, distribution, and viewing) to promote my media artwork.

Artistic Processes: Responding- *I can interpret (read) and evaluate how media is represented and conveys meaning.*

Anchor Standard 4: *I can describe, analyze, and evaluate the meaning of my work and the work of others.*

Benchmark MA.R NL.4	Benchmark MA.R NM.4	Benchmark MA.R NH.4	Benchmark MA.R IL.4	Benchmark MA.R IM.4	Benchmark MA.R IH.4	Benchmark MA.R AL.4	Benchmark MA.R AM.4	Benchmark MA.R AH.4
I can explore message and purpose in my media artworks and the work of others.	I can identify some messages and purposes in media artworks.	I can identify the messages and purposes, in my media artworks and the work of others.	I can explain the messages and purposes in media artworks.	I can analyze and describe reactions and interpretations of messages and purposes in a variety of media artworks.	I can investigate personal and group intentions about messages and purposes in media artworks.	I can discuss and analyze the message and purpose in a variety of media artworks.	I can analyze the message and **intent** of a variety of media artworks.	I can justify the message, **intent**, and impact of diverse media artworks, considering complex factors of **context** and bias.

Indicator MA.R NL.4.1	Indicator MA.R NM.4.1	Indicator MA.R NH.4.1	Indicator MA.R IL.4.1	Indicator MA.R IM.4.1	Indicator MA.R IH.4.1	Indicator MA.R AL.4.1	Indicator MA.R AM.4.1	Indicator MA.R AH.4.1
I can describe parts of a media artwork.	I can identify how media artworks are put together.	I can identify the subject, **composition**, and media arts **elements and principles** for a variety of media artworks.	I can explain how to use the **elements and principles** of media art to compose a media artwork.	I can show the similarities and differences in how media artworks are organized by the **elements and principles**.	I can rephrase ways in which a variety of media artworks organize criteria.	I can analyze the organization of the **elements and principles** of media artworks.	I can critique how the **composition** characteristics in multiple media artworks work together.	I can justify the organizational choices made by media artists.
Indicator MA.R NL.4.2	Indicator MA.R NM.4.2	Indicator MA.R NH.4.2	Indicator MA.R IL.4.2	Indicator MA.R IM.4.2	Indicator MA.R IH.4.2	Indicator MA.R AL.4.2	Indicator MA.R AM.4.2	Indicator MA.R AH.4.2
I can name a message in media artworks.	I can describe my thoughts about messages in media artworks.	I can identify ideas, issues, and/or experiences presented in the messages of media artworks.	I can explain the techniques used in different media artworks that reflect varying messages and points of view.	I can investigate increasingly complex messages in media artworks.	I can explore the language, **tone**, and point of view used in media texts to influence **meaning** and interpretation of messages.	I can analyze the effectiveness of a presentation and treatment of messages in media artwork.	I can interpret the qualities of and relationships between the **components**, style, and message communicated by media artworks and artists.	I can justify my interpretation of language, **tone**, and point of view of the message in a media artwork.

Indicator MA.R NL.4.3	Indicator MA.R NM.4.3	Indicator MA.R NH.4.3	Indicator MA.R IL.4.3	Indicator MA.R IM.4.3	Indicator MA.R IH.4.3	Indicator MA.R AL.4.3	Indicator MA.R AM.4.3	Indicator MA.R AH.4.3
I can name a purpose of some media artworks.	I can identify the purpose of a media artwork.	I can identify the purpose and audience of a media artwork.	I can explain that different media can produce artworks that have the same purpose.	I can investigate increasingly complex techniques that artists use to convey purpose in media artwork.	I can find and interpret data to explore multiple differences in the purpose of media artwork.	I can analyze formal and informal situations, the effectiveness of presentation, and treatment of media to convey the purpose.	I can analyze and interpret the qualities of relationships between the **components**, style, message, and how they relate to the purpose.	I can justify my interpretation and explanation of the purpose of multiple media artwork.
Indicator MA.R NL.4.4	Indicator MA.R NM.4.4	Indicator MA.R NH.4.4	Indicator MA.R IL.4.4	Indicator MA.R IM.4.4	Indicator MA.R IH.4.4	Indicator MA.R AL.4.4	Indicator MA.R AM.4.4	Indicator MA.R AH.4.4
I can make a statement about my media artwork.	I can describe my media artwork.	I can recognize an **element and/or principle** of media art in my work.	I can describe multiple **elements and principles** of media art in my work.	I can identify **elements and principals** of media arts in artist's statements.	I can develop an artist's statement that describes media arts criteria and **intent** of my work.	I can develop an artist's statement that merges personal influences with **intent** and media arts criteria for my work.	I can develop an artist's statement that identifies common themes in personal influences, **intent** and media arts criteria for work.	I can justify my choices of criteria, cultural influences, personal experiences, to create my own voice in my artist statement.

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 5: *I can examine the role of media arts through history and cultures.*

Benchmark MA.C NL.5	Benchmark MA.C NM.5	Benchmark MA.C NH.5	Benchmark MA.C IL.5	Benchmark MA.C IM.5	Benchmark MA.C IH.5	Benchmark MA.C AL.5	Benchmark MA.C AM.5	Benchmark MA.C AH.5
I can explore ideas that connect media arts to different cultures and time periods.	I can recognize some examples of media arts found in different cultures and time periods.	I can identify media arts used for different purposes in various cultures and time periods.	I can analyze a variety of media artworks from different cultures and time periods.	I can describe why different media artworks are used for different purposes in various cultures and time periods.	I can analyze similarities and differences in media artworks among different cultures and time periods.	I can examine past media arts works to determine their influence on media today.	I can explain the influence of past media arts works throughout different time periods and how that reflects on media today.	I can evaluate media arts works from the past and apply the most effective ones to my work and the work of others.

Indicator MA.C NL.5.1	Indicator MA.C NM.5.1	Indicator MA.C NH.5.1	Indicator MA.C IL.5.1	Indicator MA.C IM.5.1	Indicator MA.C IH.5.1	Indicator MA.C AL.5.1	Indicator MA.C AM.5.1	Indicator MA.C AH.5.1
I can recognize ideas that connect media arts to history, cultures, and the world.	I can relate to ideas that connect media arts to history, cultures, and the world.	I can show how ideas connect media arts to history, cultures, and the world.	I can explain how ideas connect media arts to history, cultures, and the world.	I can **compare and contrast** how to connect media arts ideas to history, cultures, and the world.	I can interpret how media arts ideas connect to history, cultures, and the world.	I can participate in formal and informal situations relating to how media art connects to history, cultures, and the world.	I can examine the relationship between media arts, history, cultures, and the world.	I can justify the relationship between media arts, history, cultures, and the world.

Anchor Standard 6: *I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.*

Benchmark MA.C NL.6	Benchmark MA.C NM.6	Benchmark MA.C NH.6	Benchmark MA.C IL.6	Benchmark MA.C IM.6	Benchmark MA.C IH.6	Benchmark MA.C AL.6	Benchmark MA.C AM.6	Benchmark MA.C AH.6
I can explore media arts concepts among other arts disciplines, content areas, and related careers.	I can recognize a media arts concept among other arts disciplines, content areas, and related careers.	I can apply media arts concepts among other arts disciplines, content areas, and related careers.	I can explore a range of media arts skills shared among other arts disciplines, content areas, and careers.	I can recognize specific media arts skills shared among other arts disciplines, content areas, and careers.	I can analyze the media arts tools, concepts, and materials used among other arts disciplines, content areas, and careers.	I can apply media arts concepts to other arts disciplines and content areas to prepare me for a career.	I can research aspects of media arts careers to influence my career path.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.

Indicator MA.C NL.6.1	Indicator MA.C NM.6.1	Indicator MA.C NH.6.1	Indicator MA.C IL.6.1	Indicator MA.C IM.6.1	Indicator MA.C IH.6.1	Indicator MA.C AL.6.1	Indicator MA.C AM.6.1	Indicator MA.C AH.6.1
I can identify a relationship between media arts and another subject in my school.	I can demonstrate a relationship between media arts and another subject in my school.	I can demonstrate and describe the relationship between media arts and a concept from another subject in my school.	I can apply media arts concepts to other arts disciplines and content areas.	I can examine the relationship between media arts and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my media artwork.	I can explain ideas from other arts disciplines and content areas through media arts.	I can explain how economic conditions, cultural values, and location influence media arts and the need for related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a media artist.
Indicator MA.C NL.6.2	Indicator MA.C NM.6.2	Indicator MA.C NH.6.2	Indicator MA.C IL.6.2	Indicator MA.C IM.6.2	Indicator MA.C IH.6.2	Indicator MA.C AL.6.2	Indicator MA.C AM.6.2	Indicator MA.C AH.6.2
I can identify different types of media arts that interest me.	I can identify and demonstrate the skills used to make media artwork that interests me.	I can describe specific careers in media arts.	I can demonstrate and describe the skills needed for careers in media arts.	I can identify specific skills required for various careers in media arts.	I can research topics about careers in media arts that interest me.	I can identify the skills, training, and education necessary to pursue a career in media arts that interests me.	I can pursue opportunities that will lead me to a career in media arts.	I can demonstrate skills necessary for a career in media arts.

Anchor Standard 7: *I can practice digital citizenship in researching and creating art.*

Benchmark MA.C NL.7	Benchmark MA.C NM.7	Benchmark MA.C NH.7	Benchmark MA.C IL.7	Benchmark MA.C IM.7	Benchmark MA.C IH.7	Benchmark MA.C AL.7	Benchmark MA.C AM.7	Benchmark MA.C AH.7
I can imitate **digital citizenship** when I am online.	I can identify **digital citizenship** when I am online.	I can show **digital citizenship** when I am online.	I can model and explain aspects of **digital citizenship** when I am online.	I can describe different aspects of **digital citizenship** when I am online.	I can interpret different aspects of **digital citizenship** when I am online.	I can participate in formal and informal situations to discuss and demonstrate **digital citizenship** when I am online.	I can analyze and identify the appropriate **digital citizenship** strategy to use when I am online.	I can justify my choice of **digital citizenship** strategy to use when I am online.

Indicator MA.C NL.7.1 Internet Safety	Indicator MA.C NM.7.1 Internet Safety	Indicator MA.C NH.7.1 Internet Safety	Indicator MA.C IL.7.1 Internet Safety	Indicator MA.C IM.7.1 Internet Safety	Indicator MA.C IH.7.1 Internet Safety	Indicator MA.C AL.7.1 Internet Safety	Indicator MA.C AM.7.1 Internet Safety	Indicator MA.C AH.7.1 Internet Safety
I can explore the internet safely and responsibly when logging on to my device.	I can identify several safe ways to search topics on the internet.	I can share with others how to safely search for information on the internet.	I can explain and demonstrate several safe and reliable ways to search for accurate information on the internet.	I can collaborate with other students in various safe and reliable ways to search for information on the internet.	I can identify predictable situation when using the internet.	I can participate in formal and informal situations when collaborating with others and can model appropriate and positive **etiquette**.	I can analyze various ways to use **digital citizenship** to collaborate with the world in an appropriate and positive way.	I can compile a selection of information that is found on the internet and how helps me justify my own voice as an artist.

Indicator MA.C NL.7.2 Digital Footprint Privacy	Indicator MA.C NM.7.2 Digital Footprint Privacy	Indicator MA.C NH.7.2 Digital Footprint Privacy	Indicator MA.C IL.7.2 Digital Footprint Privacy	Indicator MA.C IM.7.2 Digital Footprint Privacy	Indicator MA.C IH.7.2 Digital Footprint Privacy	Indicator MA.C AL.7.2 Digital Footprint Privacy	Indicator MA.C AM.7.2 Digital Footprint Privacy	Indicator MA.C AH.7.2 Digital Footprint Privacy
I can explore how to post safely on the internet.	I can identify several safe online platforms to post on the internet.	I can share various ways to post safely on the internet.	I can explain and model how to post safely on the internet.	I can **analyze** various ways to post safely on the internet.	I can investigate several ways that information on the internet is not safe or responsible and ways to respond to these problems.	I can participate in formal and informal situations when collaborating with others to post safely on the internet.	I can investigate various ways to post safely on the internet and know the difference between a positive and a negative post.	I can justify my choice of what I post on the internet to interact with the world in an appropriate and positive way.

Indicator MA.C NL.7.3 Copyright	Indicator MA.C NM.7.3 Copyright	Indicator MA.C NH.7.3 Copyright	Indicator MA.C IL.7.3 Copyright	Indicator MA.C IM.7.3 Copyright	Indicator MA.C IH.7.3 Copyright	Indicator MA.C AL.7.3 Copyright	Indicator MA.C AM.7.3 Copyright	Indicator MA.C AH.7.3 Copyright
I can identify that a media artwork has an owner.	I can find the owner of a media artwork on the internet.	I can credit the owner of media artwork on the internet when I intend to use it.	I can explain and model the use of media artwork that is owned by another artist, and can demonstrate my responsibili-ties and rights when using the work for educational purposes.	I can identify media artwork that is owned by another artist, and can demonstrate my responsibili-ties and rights when using the work for educational or personal purposes.	I can handle unexpected situations with copyright and fair use **rules** as it applies to my artwork, performance, or presentation.	I can participate in formal and informal situations when collaborating with others to discuss copyright laws that apply to a media artwork.	I can analyze and synthesize various ways that copyright laws apply to my work and the work of others.	I can justify my choice of how I use **copyright** law to protect my work and the work of others.

Novice Media Arts Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*		
Anchor Standard 1: *I can use past, current and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.*		
Novice Low	**Novice Mid**	**Novice High**
Benchmark MA.CR NL.1	Benchmark MA.CR NM.1	Benchmark MA.CR NH.1
I can recognize technology tools, procedures and processes and use them in a safe and responsible manner to make media artworks.	I can identify a technology tool, procedure, and process to make still pictures, moving pictures, or digital audio.	I can identify multiple technology processes to make still pictures, moving pictures, or digital audio.

Indicator MA.CR NL.1.1	Indicator MA.CR NM.1.1	Indicator MA.CR NH.1.1
I can safely and responsibly show the parts of a technology tool used to make media arts.	I can safely and responsibly identify and use parts of some technology tools used to make media arts.	I can safely and responsibly identify and use multiple technology tools to make media arts.
Sample Learning Targets • I can name some parts of a camera. • I can name the differences between a computer, tablet, and a smartphone. • I can...	***Sample Learning Targets*** • I can label the parts of a camera. • I can follow the safety procedures when using a media tool. • I can secure an iPad into a stand safely. • I can...	***Sample Learning Targets*** • I can pick from a list of tools which tool would be the best to take a photograph that tells a story about what makes me happy. • I can identify where external components are entered into a device. • I can...

Indicator MA.CR NL.1.2	Indicator MA.CR NM.1.2	Indicator MA.CR NH.1.2
I can follow the steps of some technology procedures and processes to make media artworks.	I can identify the steps of a technology procedure and process to make media artworks.	I can identify the steps of multiple technology procedures and processes to make media artworks.
**Sample Learning Targets** • I can take a photograph. • I can record my voice. • I can record a video. • I can...	_**Sample Learning Targets**_ • I can take a photograph that is in focus. • I can take picture to tell a story. • I can video someone teaching a lesson. • I can...	_**Sample Learning Targets**_ • I can make an instructional video on how to take a photograph. (The video will include still and moving pictures.) • I can integrate still and moving images into an iMovie trailer. • I can...

Anchor Standard 2: _I can organize, improve, and complete artistic work using media arts elements and principles of media arts._

Novice Low	Novice Mid	Novice High
Benchmark MA.CR NL.2	Benchmark MA.CR NM.2	Benchmark MA.CR NH.2
I can recognize and explore some **elements and principles** in media arts.	I can combine **elements and principles** of media arts to make media artwork.	I can communicate **meaning** in my work by selecting and arranging **elements and principles** of media arts.

Indicator MA.CR NL.2.1	Indicator MA.CR NM.2.1	Indicator MA.CR NH.2.1
I can recognize some **elements or principles** of media arts to communicate an idea.	I can combine **elements and principles** of media arts using multiple media techniques.	I can change the **meaning** of a media artwork using different **elements or principles**.
Sample Learning Targets • I can identify when the music changes mood in a film. • I can explore different music choices for a video. • I can explore how different fonts are used on magazine covers. • I can ...	***Sample Learning Targets*** • I can use sound and moving images to tell a story. • I can use lighting and **contrast** in a photo to convey mood. • I can...	***Sample Learning Targets*** • I can change the font and color on a magazine cover to create emphasis. • I can change the speed and camera angle of an animation. • I can...

Artistic Processes: Presenting- *I can share artistic ideas and work.*		

Anchor Standard 3: *I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.*		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark MA.P NL.3	Benchmark MA.P NM.3	Benchmark MA.P NH.3
I can identify media artworks as communication.	I can explain ways media artworks are presented.	I can consider audience response when discussing how media arts works are presented.

Indicator MA.P NL.3.1	Indicator MA.P NM.3.1	Indicator MA.P NH.3.1
I can present a media artwork to an audience.	I can identify venues appropriate for still and moving images in media artworks.	I can examine how audience response varies depending on how media artwork is presented.
Sample Learning Targets • I can present photography as a media artwork. • I can present film as moving pictures to create **meaning**. • I can present posters and brochures as advertisements. • I can...	***Sample Learning Targets*** • I can name places to show my work. • I can identify where a still image is more appropriate to use than a moving image. • I can identify two places to post a video. • I can…	***Sample Learning Targets*** • I can identify how children respond differently to a cereal commercial than adults. • I can identify how a movie trailer and a movie poster target audience for different purposes. • I can examine how different ages of people chose different formats to view media. • I can...

Artistic Processes: Responding- *I can interpret (read) and evaluate how media is represented and conveys meaning.*		
Anchor Standard 4: *I can describe, analyze, and evaluate the meaning of my work and the work of others.*		
Novice Low	**Novice Mid**	**Novice High**
Benchmark MA.R NL.4	Benchmark MA.R NM.4	Benchmark MA.R NH.4
I can explore message and purpose in my media artworks and the work of others.	I can identify some messages and purposes in media artworks.	I can identify the messages and purposes, in my media artworks and the work of others.

Indicator MA.R NL.4.1	Indicator MA.R NM.4.1	Indicator MA.R NH.4.1
I can describe parts of a media artwork.	I can identify how media artworks are put together.	I can identify the subject, **composition**, and **media arts elements and principles** for a variety of media artworks.
Sample Learning Targets • I can identify a type of media artwork (video, podcast, animation, etc.) • I can name the subject in a photograph. • I can identify color, size, font, and space choices in a media artwork. • I can...	***Sample Learning Targets*** • I can name color as an element of a media artwork. • I can tell that a photograph only shows value, as an element of art, because it is black and white. • I can define an element and a principle of media art in a short film or advertisement. • I can…	***Sample Learning Targets*** • I can describe how different camera angles are used in a film. • I can describe the rule of thirds and how it is used in more than one media art form. • I can recognize how lighting is used to change the mood or intent of the film. • I can recognize how costume choices are used to convey meaning. • I can...

Indicator MA.R NL.4.2	Indicator MA.R NM.4.2	Indicator MA.R NH.4.2
I can name a message in media artworks.	I can describe my thoughts about messages in media artworks.	I can identify ideas, issues, and/or experiences presented in the messages of media artworks.
Sample Learning Targets • I can identify a message in a commercial. • I can identify the message in a print advertisement. • I can identify the plot in a movie. • I can…	***Sample Learning Targets*** • I can tell my thoughts about the message in a movie, video, etc. • I can explain for whom a media artwork message was created. • I can...	***Sample Learning Targets*** • I can explain my thoughts about the ideas, issues and experiences shown on a TV episode and movie. • I can explain my thoughts about ideas, issues and experiences shown in an advertisement and photograph. • I can explain my thoughts about the effectiveness of an advertisement or film. • I can…

Indicator MA.R NL.4.3	Indicator MA.R NM.4.3	Indicator MA.R NH.4.3
I can name a purpose of some media artworks.	I can identify the purpose of a media artwork.	I can identify the purpose and audience of a media artwork.
Sample Learning Targets • I can predict the message of a media artwork based on an image. • • I can identify the choices made by a choreographer in music video. • I can explain the choices made by a filmmaker when making a movie. • I can...	***Sample Learning Targets*** • I can describe the preferences of an artist that makes a video blog. • I can describe the preferences of a radio broadcaster. • I can identify how a filmmaker uses light, sound, costume, and setting to convey a purpose. • I can…	***Sample Learning Targets*** • I can explain why different age groups may respond differently to an internet meme. • I can explain how different age groups may respond differently to a movie or TV show. • I can explain how people from different backgrounds would react to a video game. • I can...

Indicator MA.R NL.4.4	Indicator MA.R NM.4.4	Indicator MA.R NH.4.4
I can make a statement about my media artwork.	I can describe my media artwork.	I can recognize an **element and/or principle** of media art in my work.
Sample Learning Targets • I can name the subject of my media artwork. • I can name the setting of my media artwork. • I can write a title for my work. • I can...	*Sample Learning Targets* • I can explain what inspired me to make my artwork. • I can explain how I made my media artwork. • I can...	*Sample Learning Targets* • I can explain some compositional elements in my media artwork. • I can explain how setting, color, lighting, etc., are used in my work. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 5: *I can examine the role of media arts through history and cultures.*

Novice Low	Novice Mid	Novice High
Benchmark MA.C NL.5	Benchmark MA.C NM.5	Benchmark MA.C NH.5
I can explore ideas that connect media arts to different cultures and time periods.	I can recognize some examples of media arts found in different cultures and time periods.	I can identify media arts used for different purposes in various cultures and time periods.

Indicator MA.C NL.5.1	Indicator MA.C NM.5.1	Indicator MA.C NH.5.1
I can recognize ideas that connect media arts to history, cultures, and the world.	I can relate to ideas that connect media arts to history, cultures, and the world.	I can show how ideas connect media arts to history, cultures, and the world.
Sample Learning Targets • I can watch a commercial and recognize that cultures are different based on clothing, language or environment. • I can choose a book that shows differences in cultures and/or time periods. • I can...	***Sample Learning Targets*** • I discuss ideas that connect to different cultures other than my own by watching a video, newsbyte, or commercial. • I can discuss ideas that connect to my classmates from different cultures after viewing current news reports. • I can make an infographic about different cultures and historical figures. • I can...	***Sample Learning Targets*** • I can write about the connections to another culture when looking at a media artwork. • I can present a film that connects to my family history. • I can...

Anchor Standard 6: *I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.*

Novice Low	Novice Mid	Novice High
Benchmark MA.C NL.6	Benchmark MA.C NM.6	Benchmark MA.C NH.6
I can explore media arts concepts among other arts disciplines, content areas, and related careers.	I can recognize a media arts concept among other arts disciplines, content areas, and related careers.	I can apply media arts concepts among other arts disciplines, content areas, and related careers.

Indicator MA.C NL.6.1	Indicator MA.C NM.6.1	Indicator MA.C NH.6.1
I can identify a relationship between media arts and another subject in my school.	I can demonstrate a relationship between media arts and another subject in my school.	I can demonstrate and describe the relationship between media arts and a concept from another subject in my school.
Sample Learning Targets • I can gather an example and show how a media art and a fine art can be the same, or similar. • I can find ways that line can be shown in visual art, dance, and media art. • I can name another discipline used in a video or picture conveying a message to an audience. • I can...	***Sample Learning Targets*** • I can show and describe the relationship between a media art and fine art in a media presentation. • I can look at three commercials and tell what other areas are connected within the commercial such as E*TRADE's baby, Doritos and Clorox. • I can…	***Sample Learning Targets*** • I can show how ideas connect media arts and fine arts by creating a media presentation. (Portraits) • I can show how ideas connect line in visual art, dance, and media art. • I can make a picture, advertisement or short video that uses another discipline. • I can...

Indicator MA.C NL.6.2	Indicator MA.C NM.6.2	Indicator MA.C NH.6.2
I can identify different types of media arts that interest me.	I can identify and demonstrate the skills used to make a media artwork that interests me.	I can describe specific careers in media arts.
Sample Learning Targets • I can identify the media I use at home or school. • I can identify the media I use for different purposes. • I can...	***Sample Learning Targets*** • I can name the skills used to make a magazine layout. • I can name the skills used to make a music video. • I can name the skill used to make a commercial or video game. • I can name the skills used to create a podcast. • I can...	***Sample Learning Targets*** • I can document the purpose of a director on a film. • I can research roles in video game and music video production. • I can research the role of a sound engineer. • I can review movie credits to see all the careers needed to make a movie. • I can...

Anchor Standard 7: *I can practice digital citizenship in researching and creating art.*

Novice Low	**Novice Mid**	**Novice High**
Benchmark MA.C NL.7	Benchmark MA.C NM.7	Benchmark MA.C NH.7
I can imitate **digital citizenship** when I am online.	I can identify **digital citizenship** when I am online.	I can show **digital citizenship** when I am online.

Indicator MA.C NL.7.1 Internet Safety	Indicator MA.C NM.7.1 Internet Safety	Indicator MA.C NH.7.1 Internet Safety
I can explore the internet safely and responsibly when logging on to my device.	I can identify several safe ways to search topics on the internet.	I can share with others how to safely search for information on the internet.
Sample Learning Targets • I can know where to find my password. • I can log in to my electronic device. • I can follow acceptable use policies at my school, home, or in public. • I can...	**_Sample Learning Targets_** • I can remember my password, log onto a computer and use a computer application with my student account. • I can create a bookmark for a website on my browser. • I can download an approved application. • I can...	**_Sample Learning Targets_** • I can share with others how to safely log in to my computer and protect my login in and personal information. • I can share a document safely and responsibly on the internet within a group of my peers. • I can...

Indicator MA.C NL.7.2 Digital Footprint Privacy	Indicator MA.C NM.7.2 Digital Footprint Privacy	Indicator MA.C NH.7.2 Digital Footprint Privacy
I can explore how to post safely on the internet.	I can identify several safe online platforms to post on the internet.	I can share various ways to post safely on the internet
Sample Learning Targets • I can give examples of positive ways to post thoughts and ideas on the internet. • I can post images while protecting my identity and the identity of others. • I can...	***Sample Learning Targets*** • I can explore what information is appropriate to post online. • I can follow acceptable use policies for posting online. • I can...	***Sample Learning Targets*** • I can share visual examples of good ways to post on the internet. • I can...

Indicator MA.C NL.7.3 Copyright	Indicator MA.C NM.7.3 Copyright	Indicator MA.C NH.7.3 Copyright
I can identify that a media artwork has an owner.	I can find the owner of a media artwork on the internet.	I can credit the owner of media artwork on the internet when I intend to use it.
Sample Learning Targets • I can recognize a watermark. • I can recognize the credits on a film. • I can safely search for soundbites to use in my media artwork. • I can safely search for photographs taken by a famous photographer on the internet. • I can...	*Sample Learning Targets* • I can locate the watermark on a photograph. I can use correct spelling and vocabulary it search topics. • I can identify safe search engines and databases. • I can locate the credits for a video on a website. • I can find headers and footers to check facts on a website. • I can...	*Sample Learning Targets* • I can tag a photo with the owner. • I can create credits when making an iMovie trailer. • I can help a peer safely find a video on the internet. • I can work with other to search for information on a group project. • I can...

Intermediate Media Arts Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*		
Anchor Standard 1: *I can use past, current, and emerging technology tools, procedures and processes to create a variety of media artworks in a safe and responsible manner.*		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark MA.CR IL.1	Benchmark MA.CR IM.1	Benchmark MA.CR IH.1
I can explain and use a technology tool, procedure and process to convey **meaning** in media artwork.	I can explain and use multiple technology tools, procedures and processes to convey **meaning** in media artwork.	I can apply the most appropriate technology tool, procedure and process to convey a message to make a media artwork.

Indicator MA.CR IL.1.1	Indicator MA.CR IM.1.1	Indicator MA.CR IH.1.1
I can explain and safely use a technology tool to convey **meaning** in media arts	I can explain and safely use multiple technology tools to convey **meaning** in media arts.	I can choose some appropriate technology tools to convey a message while making a media artwork in a safe and responsible manner.
Sample Learning Targets • I can make a media artwork about my family history. • I can document a day in my life. • I can...	***Sample Learning Targets*** • I can make a media artwork about my family history with interviews incorporated from family members. • I can document a day in my life and focusing on a specific theme that tells a story. • I can...	***Sample Learning Targets*** • I can edit a photograph to illustrate a stance on a political issue. • I can select Gifs that animate my positions on politics. • I can...

Indicator MA.CR IL.1.2	Indicator MA.CR IM.1.2	Indicator MA.CR IH.1.2
I can explain the steps of a technology procedure and process to convey **meaning** in media arts.	I can explain the steps of multiple technology procedures and processes to convey **meaning** in media arts.	I can choose the appropriate technology procedure to convey a message while making a media artwork.
Sample Learning Targets • I can create a vlog about a social issue that demonstrates that I know how to shoot a video with sound. • I can make a short interview about admirable character traits to demonstrate POV and sound. • I can...	***Sample Learning Targets*** • I can take a self-portrait photograph to convey personal **meaning**. • I can record my voice to make a vlog and tell a story about a personal experience. • I can...	***Sample Learning Targets*** • I can create a PSA choosing the best tools and process to help my school. • I can make a voice over to use for daily announcements. • I can combine music and sound to add under still pictures. • I can...

Anchor Standard 2: *I can organize, improve, and complete artistic work using media arts elements and principles.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark MA.CR IL.2	Benchmark MA.CR IM.2	Benchmark MA.CR IH.2
I can apply **elements and principles** of media arts to revise my work.	I can analyze and apply the **elements and principles** of media arts as a response to an artistic problem.	I can analyze my media artwork through a critique and refine my work based on given criteria.
Indicator MA.CR IL.2.1	Indicator MA.CR IM.2.1	Indicator MA.CR IH.2.1
I can identify improvements needed in my media artwork and explore strategies to strengthen the intended **meaning**.	I can explain how multiple **elements or principles** of media arts are used to convey **meaning** in media artworks.	I can participate in a formal critique to revise my artwork.
Sample Learning Targets • I can explain how lighting can change a photograph's mood. • I can explain why point of view is important when making a film. • I can...	*Sample Learning Targets* • I can explain how background music and the speaker's **tone** of voice can affect **meaning** in a podcast. • I can explain how editing and pacing can change the rhythm of a commercial. • I can...	*Sample Learning Targets* • I can make and post a video blog on my process of making my film for others. • I can describe and make suggestions about a media artwork free of personal judgment based on the elements and principles of media arts. • I can…

Artistic Processes: Presenting- *I can share artistic ideas and work.*		

Anchor Standard 3: *I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark MA.P IL.3	Benchmark MA.P IM.3	Benchmark MA.P IH.3
I can identify a target audience for presentation of my media artwork.	I can identify and choose multiple formats used in presenting media artworks for a target audience.	I can compare presentation formats for different media artworks and its intended audience.
Indicator MA.P IL.3.1	Indicator MA.P IM.3.1	Indicator MA.P IH.3.1
I can identify multiple ways to share my work through different media outlets.	I can choose proper format for my media artwork.	I can choose the most effective media format for a select audience.
Sample Learning Targets • I can post a photograph on social media. • I can upload my story as a podcast. • I can upload a video to YouTube. • I can...	*Sample Learning Targets* • I can reduce the file size of a video for better streaming. • I can change the resolution of my photograph for better printing. • I can change the resolution of a film to be projected for a large screen. • I can...	*Sample Learning Targets* • I can choose whether to upload my film to YouTube or Vimeo for impact. • • I can decide whether I want to post my filers digitally or printed for distribution. • I can...

Artistic Processes: Responding- *I can interpret (read) and evaluate how media is represented and conveys meaning.*

Anchor Standard 4: *I can describe, analyze, and evaluate the meaning of my work and the work of others.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark MA.R IL.4	Benchmark MA.R IM.4	Benchmark MA.R IH.4
I can explain the messages and purposes in media artworks.	I can analyze and describe reactions and interpretations of messages and purposes in a variety of media artworks.	I can investigate personal and group intentions about messages and purposes in media artworks.
Indicator MA.R IL.4.1	Indicator MA.R IM.4.1	Indicator MA.R IH.4.1
I can explain how to use the **elements and principles** of media art to compose a media artwork.	I can show the similarities and differences in how media artworks are organized by the **elements and principles**.	I can rephrase ways in which varieties of media artworks organize criteria.
Sample Learning Targets • I can explain how separate things such as framing and angles can change the film. • I can...	*Sample Learning Targets* • I can see how film and video can be similar in terms of image style but very different when it comes to file size. • I can…	*Sample Learning Targets* • I can look at a propaganda poster and remix that using a new subject. • I can…

Indicator MA.R IL.4.2	Indicator MA.R IM.4.2	Indicator MA.R IH.4.2
I can explain the techniques used in different media artworks that reflect varying messages and points of view.	I can investigate increasingly complex messages in media artworks.	I can explore the language, **tone**, and point of view used in media texts to influence **meaning** and interpretation of messages.
Sample Learning Targets • I can relate how camera angles are connected to the perception of the message in a film. • I can identify various artistic techniques that are used in advertising to convey a specific message for a specific group of people. • I can describe the main target audience of a movie, or television show, based on the message. • I can…	***Sample Learning Targets*** • I can share what a director's point of view and message is in a film. • I can explain the difference in target audience of a viral video and a full length feature film. • I can explain the different target audience of a meme and an ad campaign. • I can…	***Sample Learning Targets*** • I can analyze how point of view can influence the audience of a news story. • I can analyze how a director's personal beliefs can influence their final product in a documentary. • I can explain how personal views can influence an audience member's reaction to a commercial. • I can...

Indicator MA.R IL.4.3	Indicator MA.R IM.4.3	Indicator MA.R IH.4.3
I can explain that different media can produce artworks that have the same purpose.	I can investigate increasingly complex techniques that artists use to convey purpose in media artwork.	I can find and interpret data to explore multiple differences in the purpose of media artwork.
Sample Learning Targets • I can identify the way color is used in print media. • I can identify how text size and placement on magazine covers can sway my opinion. • I can...	***Sample Learning Targets*** • I can identify various lighting techniques in a work of media art and how those techniques influence the audience reaction. • I can identify various sound techniques in a work of media art and explain why they were used. • I can see advertisements are changed depending on the target audience's location. • I can…	***Sample Learning Targets*** • I can examine how an artist's choice of music in a short film. can influence the audience. • I can examine how the use of a particular color on a meme can influence an audience. • I can...

Indicator MA.R IL.4.4	Indicator MA.R IM.4.4	Indicator MA.R IH.4.4
I can describe multiple **elements and principles** of media art in my work.	I can identify **elements and principles** of media arts in artist statements.	I can develop an artist's statement that describes media arts criteria and **intent** of my work.
Sample Learning Targets • I can write an artist statement that describes and interprets and element or principle of art. • I can write an artist statement that describes how color is used in my media artwork. • I can write an artist statement that describes how line creates movement in my media artwork. • I can..	***Sample Learning Targets*** • I can create a blog that describes, interprets and analyzes my artwork. • I can talk about an artist statement that describes how quadrants are used to create emotions in my media artwork. • I can talk about an artist statement that describes how angles are used in my media artwork. • I can...	***Sample Learning Targets*** • I can journal daily about my process and purpose of creating artwork in class. • I can create a blog that describes, interprets and analyzes my artwork. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 5: *I can examine the role of media arts through history and cultures.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark MA.C IL.5	Benchmark MA.C IM.5	Benchmark MA.C IH.5
I can analyze a variety of media artworks from different cultures and time periods.	I can describe why different media artworks are used for different purposes in various cultures and time periods.	I can analyze similarities and differences in media artworks among different cultures and time periods.

Indicator MA.C IL.5.1	Indicator MA.C IM.5.1	Indicator MA.C IH.5.1
I can explain how ideas connect media arts to history, cultures and the world.	I can **compare and contrast** how to connect media arts ideas to history, cultures and the world.	I can interpret how media arts ideas connect to history, cultures, and the world.
Sample Learning Targets • I can watch a commercial and talk about how advertisements from different parts of the world look. • I can watch a music video and discuss how dancing styles change for different cultures. • I can...	***Sample Learning Targets*** • I can discuss how different advertisements from different parts of the world look. • I can compare and contrast the clothing in music videos from around the world. • I can...	***Sample Learning Targets*** • I can watch 3 different Coca Cola commercials and make connections to other cultures and global advertising. • I can look at a video of or go to Disney World and talk about the impact the ride "It's a Small World" has as a means of teaching me more about culture. • I can...

Anchor Standard 6: *I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark MA.C IL.6	Benchmark MA.C IM.6	Benchmark MA.C IH.6
I can explore a range of media arts skills shared among other arts disciplines, content areas, and careers.	I can recognize specific media arts skills shared among other arts disciplines, content areas, and careers.	I can analyze media arts tools, concepts, and materials used among other arts disciplines content areas, and careers.

Indicator MA.C IL.6.1	Indicator MA.C IM.6.1	Indicator MA.C IH.6.1
I can apply media arts concepts to other arts disciplines and content areas.	I can examine the relationship between media arts and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my media artwork.
Sample Learning Targets • I can explain how ideas connect media arts and fine arts by creating a media presentation. • I can explain how line connects media arts to visual art and dance. • I can talk about symbolism used in English that is seen in print ads or websites to get a message across to a target audience. • I can...	***Sample Learning Targets*** • I can compare and **contrast** a media art with a fine art to discover the similarities and differences between the two. • I can take a painting and create a media artwork that represents the idea conveyed in the painting. i.e. "Off the and onto the stage." • I can look through magazine and cut out print ads that contain elements of math and English. • I can...	***Sample Learning Targets*** • I can interpret how the idea of line is used in painting and photography. • I can interpret the use of line and **movement** in dance and photography to find similarities to create a short film. • I can make connections to mathematics and science using video games to enhance the playability of the game. • I can...

Indicator MA.C IL.6.2	Indicator MA.C IM.6.2	Indicator MA.C IH.6.2
I can demonstrate and describe the skills needed for careers in media arts.	I can identify specific skills required for various careers in media arts.	I can research topics about careers in media arts that interest me.
Sample Learning Targets • I can define careers needed when making my media artwork. • I can describe the skills needed to be a cinematographer. • I can...	*Sample Learning Targets* • I can discuss and assign a variety of jobs and responsibilities needed when making a comic book (ie. illustrator, colorists, inker, etc.). • I can identify the differences in skills needed for broadcast journalism and photojournalism. • I can...	*Sample Learning Targets* • I can research and write what my job responsibilities and title is in making an infomercial and explain my contributions to the work. • I can research and write what skills I would need to work as a radio announcer. • I can...

Anchor Standard 7: *I can practice digital citizenship in researching and creating art.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark MA.C IL.7	Benchmark MA.C IM.7	Benchmark MA.C IH.7
I can model and explain aspects of **digital citizenship** when I am online.	I can describe different aspects of **digital citizenship** when I am online.	I can interpret different aspects of **digital citizenship** when I am online.

Indicator MA.C IL.7.1 Internet Safety	Indicator MA.C IM.7.1 Internet Safety	Indicator MA.C IH.7.1 Internet Safety
I can explain and demonstrate several safe and reliable ways to search for accurate information on the internet.	I can collaborate with other students in various safe and reliable ways to search for information on the internet.	I can identify predictable situation when using the internet.
Sample Learning Targets • I can create a presentation that explains how to keep my password information secure. • I can use my personal secure information to create an account on an educational website. • I can...	***Sample Learning Targets*** • I can safely and responsibly work with others online to create list of **rules** and steps on how to protect my personal information. • I can identify ways to manage my online information, safety, and collaborate with other students on the internet in a safe and responsible way. • I can identify predictable situations that might arise when I am searching for information on the internet. • I can...	***Sample Learning Targets*** • . I can identify spam e-mail and delete it from my account. • I can recognize and report cyber bullying in an online chatroom. • I can...

Indicator MA.C IL.7.2 Digital Footprint Privacy	Indicator MA.C IM.7.2 Digital Footprint Privacy	Indicator MA.C IH.7.2 Digital Footprint Privacy
I can explain and model how to post safely on the internet.	I can analyze various ways to post safely on the internet.	I can investigate several ways that information on the internet is not safe or responsible and ways to respond to these problems.
Sample Learning Targets • I can create a presentation that shows how to post safely on the internet. • I can describe procedures to protect my identity and the identity of others. • I can...	*Sample Learning Targets* • I can compare and **contrast** different ways for students to post on the internet and how to post in a constructive way. • I can describe multiple ways I can have an online presence. • I can...	*Sample Learning Targets* • I can show examples of why it is important to post positive and constructive comments on social media. • I can...

Indicator MA.C IL.7.3 Copyright	Indicator MA.C IM.7.3 Copyright	Indicator MA.C IH.7.3 Copyright
I can explain and model the use of media artwork that is owned by another artist, and can demonstrate my responsibilities and rights when using the work for educational purposes.	I can identify media artwork that is owned by another artist, and can demonstrate my responsibilities and rights when using the work for educational or personal purposes.	I can handle unexpected situations with **copyright** and fair use **rules** as it applies to my artwork, performance, or presentation.
Sample Learning Targets • I can create a poster about the **copyright** laws as they apply to photography. • I can explain and demonstrate several ways to search for a particular media form on the internet. • I can...	*Sample Learning Targets* • I can report how to attribute **copyright** to an artist in a media presentation. • I can **compare and contrast** primary, secondary and tertiary sources of information to decide which one best fits the needs of my media project. • I can...	*Sample Learning Targets* • I can explain that as a creator of an original piece of art I can: make copies of my work, distribute copies of my work, or perform/display my work publicly, or make derivative works. • I can make a PSA presentation that demonstrates what to do when a problem arises when searching for information on the internet. • I can...

Advanced Media Arts Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*		
Anchor Standard 1: *I can use past, current and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark MA.CR AL.1	Benchmark MA.CR AM.1	Benchmark MA.CR AH.1
I can apply some effective technology tools, procedures and processes to convey a message to make a variety of media artworks.	I can manipulate multiple technology tools, procedures and processes to convey messages to make a variety of media artworks in the most effective way.	I can use and justify the most effective technology tools, procedures and processes to make a variety of still, moving, and/or digital audio images to convey **meaning** using personal voice.

Indicator MA.CR AL.1.1	Indicator MA.CR AM.1.1	Indicator MA.CR AH.1.1
I can choose multiple effective technology tools to convey a message while making a variety of media artworks in a safe and responsible manner.	I can manipulate multiple technology tools to convey messages to make a variety of media artworks in the most effective way in a safe and responsible manner.	I can justify the most effective technology tools to make a variety of media artworks that convey **meaning** using personal voice in a safe and responsible manner.
Sample Learning Targets • I can make a media artwork about my family history. • I can document a day in my life. • I can...	***Sample Learning Targets*** • I can make a media artwork about my family history with interviews incorporated from family members. • I can document a day in my life and focusing on a specific theme that tells a story. • I can...	***Sample Learning Targets*** • I can edit a photograph to illustrate a stance on a political issue. • I can create a moving film collage to demonstrate a timeline. • I can...

Indicator MA.CR AL.1.2	Indicator MA.CR AM.1.2	Indicator MA.CR AH.1.2
I can choose some effective technology procedures and processes to convey a message while making a variety of media artworks.	I can manipulate multiple technology procedures and processes to convey messages to make a variety of media artworks in the most effective way.	I can justify the most effective technology procedures and processes to make a variety of media artworks that convey **meaning** using personal voice.
Sample Learning Targets • I can create a vlog about a social issue that demonstrates that I know how to shoot a video with sound. • I can make a short interview about admirable character traits to demonstrate POV and sound. • I can...	**_Sample Learning Targets_** • I can take a self-portrait photograph to convey personal **meaning**. • I can record my voice to make a vlog and tell a story about a personal experience. • I can...	**_Sample Learning Targets_** • I can create a PSA choosing the best tools and process to help my school. • I can make a voice over to use for daily announcements. • I can combine music and sound to add under still pictures. • I can...

Anchor Standard 2: *I can organize, improve, and complete artistic work using media arts elements and principles.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark MA.CR AL.2	Benchmark MA.CR AM.2	Benchmark MA.CR AH.2
I can create, refine, and communicate ideas based on the **elements and principles** of media arts to complete a variety of media artworks.	I can document and justify the planning and development of a media artwork from the inception of the idea to completion.	I can create a body of work in a variety of media art forms that explore personal themes, ideas, or concepts.

Indicator MA.CR AL.2.1	Indicator MA.CR AM.2.1	Indicator MA.CR AH.2.1
I can apply organizational strategies that communicate a personal **meaning**, theme, idea, or concept.	I can create a process folio to document the planning of a media artwork.	I can explain and defend the choices I made to communicate my artistic ideas across multiple media artworks. .
Sample Learning Targets • I can explain how lighting can change a photograph's mood. • I can explain why point of view is important when making a film. • I can...	***Sample Learning Targets*** • I can explain how background music and the speaker's **tone** of voice can affect **meaning** in a podcast. • I can explain how editing and pacing can change the rhythm of a commercial. • I can...	***Sample Learning Targets*** • I can make and post a video blog on my process of making my film for others. • I can describe and make suggestions about a media artwork free of personal judgment based on the elements and principles of media arts. • I can…

Artistic Processes: Presenting- *I can share artistic ideas and work.*		
Anchor Standard 3: I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark MA.P AL.3	Benchmark MA.P AM.3	Benchmark MA.P AH.3
I can present media artworks considering combinations of formats and target audience.	I can analyze and interpret the effectiveness of a media arts presentation for an intended audience.	I can promote and present media artworks for intentional impacts through a variety of **contexts** such as markets and venues.

Indicator MA.P AL.3.1	Indicator MA.P AM.3.1	Indicator MA.P AH.3.1
I can select my intended audience and choose multiple media formats to get the most views.	I can evaluate the effectiveness of virtual and physical presentations of a media artwork.	I can create a media plan (funding, distribution, and viewing) to promote my media artwork.
Sample Learning Targets • I can post a photograph on social media. • I can upload my story as a podcast. • I can upload a video to YouTube. • I can...	*Sample Learning Targets* • I can reduce the file size of a video for better streaming. • I can change the resolution of my photograph for better printing. • I can change the resolution of a film to be projected for a large screen. • I can...	*Sample Learning Targets* • I can choose whether to upload my film to YouTube or Vimeo for impact. • I can decide whether I want to post my filers digitally or printed for distribution. • I can...

Artistic Processes: Responding- *I can interpret (read) and evaluate how media is represented and conveys meaning.*		
Anchor Standard 4: *I can describe, analyze, and evaluate the meaning of my work and the work of others.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark MA.R AL.4	Benchmark MA.R AM.4	Benchmark MA.R AH.4
I can discuss and analyze the message and purpose in a variety of media artworks.	I can analyze the message and **intent** of a variety of media artworks.	I can justify the message, **intent** and impacts of diverse media artworks, considering complex factors of **context** and bias.

Indicator MA.R AL.4.1	Indicator MA.R AM.4.1	Indicator MA.R AH.4.1
I can analyze the organization of the **elements and principals** of media artworks.	I can critique how the **composition** characteristics in multiple media artworks work together.	I can justify the organizational choices made by media artist.
Sample Learning Targets • I can explain how separate things such as framing and angles can change the film. • I can explain how color theory themes can change the emotion in a film. • I can...	*Sample Learning Targets* • I can see how film and video can be similar in terms of image style but very different when it comes to file size. • I can see how film and video can be similar in terms of image style but very different when it comes to point of view. • I can compare a infomercial's use of color to the color in a printed advertising image. • I can…	*Sample Learning Targets* • I can look at a propaganda poster and remix that using a new subject. • I can create a series of podcast that follow a similar format and style. • I can…

Indicator MA.R AL.4.2	Indicator MA.R AM.4.2	Indicator MA.R AH.4.2
I can analyze the effectiveness of a presentation and treatment of messages in media artwork.	I can interpret the qualities of and relationships between the **components**, style, and message communicated by media artworks and artists.	I can justify my interpretation of language, **tone**, and point of view of the message in a media artwork.
Sample Learning Targets • I can relate how camera angles are connected to the perception of the message in a film. • I can identify various artistic techniques that are used in advertising to convey a specific message for a specific group of people. • I can describe the main target audience of a movie, or television show, based on the message. • I can…	***Sample Learning Targets*** • I can share what a director's point of view and message is in a film. • I can explain the difference in target audience of a viral video and a full length feature film. • I can explain the different target audience of a meme and an ad campaign. • I can…	***Sample Learning Targets*** • I can analyze how point of view can influence the audience of a news story. • I can analyze how a director's personal beliefs can influence their final product in a documentary. • I can explain how personal views can influence an audience member's reaction to a commercial. • I can...

Indicator MA.R AL.4.3	Indicator MA.R AM.4.3	Indicator MA.R AH.4.3
I can analyze formal and informal situations, the effectiveness of presentation, and treatment of media to convey the purpose.	I can analyze and interpret the qualities of relationships between the components, style, message, and how they relate to the purpose.	I can justify my interpretation and explanation of the purpose of multiple media artworks.
Sample Learning Targets • I can identify the way color is used in print media. • I can identify how text size and placement on magazine covers can sway my opinion. • I can...	***Sample Learning Targets*** • I can identify various lighting techniques in a work of media art and how those techniques influence the audience reaction. • I can identify various sound techniques in a work of media art and explain why they were used. • I can see advertisements are changed depending on the target audience's location. • I can…	***Sample Learning Targets*** • I can examine how an artist's choice of music in a short film can influence the audience. • I can examine how the use of a particular color on a meme can influence an audience. • I can...

Indicator MA.R AL.4.4	Indicator MA.R AM.4.4	Indicator MA.R AH.4.4
I can develop an artist's statement that merges personal influences with **intent** and media arts criteria for my work.	I can develop an artist's statement that identifies common themes in personal influences, **intent** and media arts criteria for work.	I can justify my choices of criteria, cultural influences, personal experiences, to create my own voice in my artist statement.
Sample Learning Targets • I can write an artist statement that describes and interprets personal choices when using of lighting angles and shadows in a video game. • I can write an artist statement that describes and interprets the use emphasis in costumes designs to express intent for a dance video. • I can…	***Sample Learning Targets*** • I can create a blog that describes, common themes in a series of films on school culture. • I can write an artist statement about specific intent used in a radio announcement on religious views. • I can…	***Sample Learning Targets*** • I can validate my choices through an artist statement on expressing my personal voice on making a film about persons' with disabilities. • I can defend my cultural influences in an artist statement for a contest for International Day. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 5: *I can examine the role of media arts through history and cultures.*

Advanced Low	Advanced Mid	Advanced High
Benchmark MA.C AL.5	Benchmark MA.C AM.5	Benchmark MA.C AH.5
I can examine past media arts works to determine their influence on media today.	I can explain the influence of past media arts works throughout different time periods and how that reflects on media today.	I can evaluate media arts works from the past and apply the most effective ones to my work and the work of others.

Indicator MA.C AL.5.1	Indicator MA.C AM.5.1	Indicator MA.C AH.5.1
I can participate in formal and informal situations relating to how a media art connects to history, cultures and the world.	I can examine the relationship between media arts, history, cultures, and the world.	I can justify the relationship between media arts, history, cultures, and the world.
__Sample Learning Targets__ • I can make a short documentary on an African Drumming group that relates native music to our country. • I can make a propaganda poster that focuses on human rights and its changes throughout history. • I can...	*__Sample Learning Targets__* • I can make digital print advertisements based on a series of provided samples from the past, and use to define how different cultures will respond to the ads. • I can create an animation short reflecting cultures from another country through environment and action. • I can...	*__Sample Learning Targets__* • I can make a short film project based on a cultural theme identified by the student. Students create three advertisements, then present these three "ads" to the class and describe and explain their connections. • I can make a presentation that connects similar and different international policies during different presidencies. • I can...

Anchor Standard 6: *I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.*

Advanced Low	Advanced Mid	Advanced High
Benchmark MA.C AL.6	Benchmark MA.C AM.6	Benchmark MA.C AH.6
I can apply media arts concepts to other arts disciplines and content areas to prepare me for a career.	I can research aspects of media arts careers to influence my career path.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.
Indicator MA.C AL.6.1	Indicator MA.C AM.6.1	Indicator MA.C AH.6.1
I can explain ideas from other arts disciplines and content areas through media arts.	I can explain how economic conditions, cultural values, and location influence media arts and the need for related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a media artist.
Sample Learning Targets • I can make a video project using dance themes from painter Jonathan Green. • I can make a video project that demonstrates how lines are similar in media arts, visual arts, and dance. • I can...	*Sample Learning Targets* • I can make a video of a music (band, orchestra, choral) concert using more than one camera and editing to produce one work to be shared with the school and community. • I can make a video of dance using the elements of earth, air, fire and water.	*Sample Learning Targets* • I can make an interdisciplinary project that to present to an organization in the community or within the school. • I can make a short film that reflects similarities and differences between media arts and other disciplines with regard to fundamental concepts. I can…

Indicator MA.C AL.6.2	Indicator MA.C AM.6.2	Indicator MA.C AH.6.2
I can identify the skills, training, and education necessary to pursue a career in media arts that interests me.	I can pursue opportunities that will lead me to a career in media arts.	I can demonstrate skills necessary for a career in media arts.
Sample Learning Targets • I can serve in a variety of roles such as director, camera operator, editor, sound engineer, **teleprompter** and gaffer when making a short film to explore various roles and skills related to filmmaking. • I can use my portfolio of work to identify skills that I am interested in pursuing as career. • I can…	***Sample Learning Targets*** • I can research classes and workshops needed to develop specific media arts techniques and skills. • I can participate in media arts opportunities in my community. • I can...	***Sample Learning Targets*** • I can take on an internship in the community in a media arts career capacity. • I can get an entry-level part time job working in different media fields, such as a color flatter for the comic industry. • I can...

Anchor Standard 7: *I can practice digital citizenship in researching and creating art.*

Advanced Low	Advanced Mid	Advanced High
Benchmark MA.C AL.7	Benchmark MA.C AM.7	Benchmark MA.C AH.7
I can participate in formal and informal situations to discuss and demonstrate **digital citizenship** when I am online.	I can analyze and identify the appropriate **digital citizenship** strategy to use when I am online.	I can justify my choice of **digital citizenship** strategy to use when I am online.
Indicator MA.C AL.7.1 Internet Safety	Indicator MA.C AM.7.1 Internet Safety	Indicator MA.C AH.7.1 Internet Safety
I can participate in formal and informal situations when collaborating with others and can model appropriate and positive **netiquette**.	I can analyze various ways to use **digital citizenship** to collaborate with the world in an appropriate and positive way.	I can compile a selection of information that is found on the internet and how helps me justify my own voice as an artist.
Sample Learning Targets • I can discuss and critique internet **safety** and model how to use it in a safe and responsible manner online. • I can...	*Sample Learning Targets* • I can devise an internet **safety** plan for other students to follow when they are online in school. • I can...	*Sample Learning Targets* • I can interact with my peers in an online critique of an artwork, and justify my constructive criticism. • I can...

Indicator MA.C AL.7.2 Digital Footprint Privacy	Indicator MA.C AM.7.2 Digital Footprint Privacy	Indicator MA.C AH.7.2 Digital Footprint Privacy
I can participate in formal and informal situations when collaborating with others to post safely on the internet.	I can investigate various ways to post safely on the internet and know the difference between a positive and a negative post.	I can justify my choice of what I post on the internet to interact with the world in an appropriate and positive way.
Sample Learning Targets • I can participate on an online critique of other student artwork in a positive and constructive manner. • I can...	***Sample Learning Targets*** • I can create a constructive and positive response to a blog post of another student. • I can...	***Sample Learning Targets*** • I can communicate online in an appropriate and positive on my webpage. • I can create a blog and communicate about global issues in a positive and constructive way. • I can...

Indicator MA.C AL.7.3 Copyright	Indicator MA.C AM.7.3 Copyright	Indicator MA.C AH.7.3 Copyright
I can participate in formal and informal situations when collaborating with others to discuss **copyright** laws that apply to a media artwork.	I can analyze and synthesize various ways that **copyright** laws apply to my work and the work of others.	I can justify my choice of how I use **copyright** law to protect my work and the work of others.
Sample Learning Targets • I can take a stance in a debate about why we should have **copyright** law. • I can look at three websites with information about the same story and decide which information is valid, reliable, and unbiased. • I can...	***Sample Learning Targets*** • I can create a presentation about the similarities and differences between photography and video **copyright** law. • I can create a blog that discusses how to use, understand and synthesize information found on different websites. • I can...	***Sample Learning Targets*** • I can demonstrate how I followed **copyright** law in the creating of ideas and media artwork. • I can appraise information found on the internet and find appropriate information that validates and justifies my choice of imagery, text, and sound in my artwork. • I can...

Media Arts Glossary

Artist Statement An artist statement lets you convey the reasoning behind your work-- why you chose a particular subject matter, why you work in a certain medium, etc. And further, a well-written statement shows the relationship of you to your artwork, and helps creates a connection with the viewer that will make your work (and your name) more memorable.

Attention Principle of directing perception through sensory and conceptual impact.

Balance Principle of the equitable and/or dynamic distribution of items in a media arts composition or structure for aesthetic meaning, as in a visual frame, or within game architecture.

Codes and Conventions Codes are systems of signs put together (usually in a sequence) to create meaning. These systems may be verbal, visual, non-verbal, or aural (e.g., sound effects, music). Visual media may use a number of technical codes such as camera angles, framing, composition, and lighting to convey a particular attitude to a subject. Conventions are the commonly accepted or generally known methods of doing something. Codes and conventions are used together in the study and examination of a specific media genre. The camera angles used in a film, for example, should be studied in terms of the way camera angles are conventionally used in the particular type of film.

Components The discrete portions and aspects of media artworks, including: elements, principles, processes, parts, assemblies, etc., such as: light, sound, space, time, shot, clip, scene, sequence, movie, narrative, lighting, cinematography, interactivity, etc.

Composition Principle of arrangement and balancing of components of a work for meaning and message.

Constraints Limitations on what is possible, both real and perceived.

Continuity The maintenance of uninterrupted flow, continuous action or self-consistent detail. across the various scenes or components of a media artwork, i.e. game components, branding, movie timeline, series, etc.

Context The situation surrounding the creation or experience of media artworks that influences the work, artist or audience. This can include how, where, and when media experiences take place, as well as additional internal and external factors (personal, societal, cultural, historical, physical, virtual, economic, systemic, etc.)

Contrast Principle of using the difference between items, such as elements, qualities and components, to mutually complement them.

Convention An established, common, or predictable rule, method, or practice within media arts production, such as the notion of a 'hero' in storytelling.

Copyright The exclusive right to make copies, license, and otherwise exploit a produced work.

Criteria The elements and principles students use to design their work

Digital Citizenship A standard of behavior with regard to the appropriate use of technology. A set of ethical and social norms that oppose the misuse and abuse of technology.

Digital Identity How one is presented, perceived and recorded online, including personal and collective information and sites, e-communications, commercial tracking, etc.

Divergent Thinking Unique, original, uncommon, idiosyncratic ideas; thinking "outside of the box."

Design Thinking A cognitive methodology that promotes innovative problem solving through the prototyping and testing process commonly used in design.

Elements of Media Arts Include but not limited to, light, sound, time, POV, performance, framing, narrative, and editing.

Emphasis Principle of giving greater compositional strength to a particular element or component in a media artwork.

Ethics Moral guidelines and philosophical principles for determining appropriate behavior within media arts environments.

Exaggeration Principle of pushing a media arts element or component into an extreme for provocation, attention, contrast, as seen in character, voice, mood, message, etc.

Experiential Design Area of media arts wherein interactive, immersive spaces and activities are created for the user; associated with entertainment design.

Fairness Complying with appropriate, ethical and equitable rules and guidelines.

Fair Use Permits limited use of copyrighted material without acquiring permission from the rights holders, including commentary, search engines, criticism, etc.

Force Principle of energy or amplitude within an element, such as the speed and impact of a character's motion

Generative Methods Various inventive techniques for creating new ideas and models, such as brainstorming, play, open exploration, experimentation, inverting assumptions, rule bending, etc.

Heterogeneity How an artwork can be made up of many distinct experiences and parts that are independent however when placed together bring deeper meaning. Ex. installation that includes recorded, sounds, images, and performances.

Hybridization Principle of combining two existing media forms to create new and original forms, such as merging theatre and multimedia.

Information Literacy Skills The abilities necessary to access, utilize, and critically evaluate the products of the mass media, including an informed understanding of the nature of the media and the methods they employ.

Intent Purpose behind making a media art work whether personal or analyzed through the work made by others.

Interactivity A diverse range of articulating capabilities between media arts components, such as user, audience, sensory elements, etc., that allow for inputs and outputs of responsive connectivity via sensors, triggers, interfaces, etc., and may be used to obtain data, commands, or information and may relay immediate feedback, or other communications; contains unique sets of aesthetic principles.

Judgement The ability to make informed and cognizant decisions regarding a media artwork, especially in the critique process.

Juxtaposition Placing greatly contrasting items together for effect.

Legal The legislated parameters and protocols of media arts systems, including user agreements, publicity releases, copyright, etc.

Manage Audience Experience The act of designing and forming user sensory episodes through multi-sensory captivation, such as using sequences of moving image and sound to maintain and carry the viewer's attention, or constructing thematic spaces in virtual or experiential design

Markets The various commercial and informational channels and forums for media artworks, such as T.V., radio, internet, fine arts, non-profit, communications, etc.

Meaning The formulation of significance and purposefulness in media artworks.

Media Arts Contexts The diverse locations and circumstances of media arts, including its markets, networks, technologies and vocations.

Media Environments Spaces, contexts and situations where media artworks are produced and experienced, such as in theaters, production studios and online.

Media Literacy A series of communication competencies, including the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and nonprint messages.

Media Messages The various artistic, emotional, expressive, prosaic, commercial, utilitarian and informational communications of media artworks.

Media Texts Aural, print, graphic, and electronic communications with a public audience. Such texts often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts include papers and magazines, television, video and film, radio, computer software, and the Internet.

Medium Material used to create the art piece and determine the nature of the final work.Ex.film, digital imaging, web design.

Message Media messages contain "texts" and "subtexts." The text is the actual words, pictures and/or sounds in a media message. The subtext is the hidden and underlying meaning of the message. Media messages reflect the values and viewpoints of media makers.

Modeling or Concept Modeling Creating a digital or physical representation or sketch of an idea, usually for testing; prototyping.

Movement Principle of motion of diverse items within media artworks.

Multimodal Perception The coordinated and synchronized integration of multiple sensory systems (vision, touch, auditory, etc.) in media artworks.

Multimedia Theatre The combination of live theatre elements and digital media (sound, projections, video, etc.) into a unified production for a live audience.

Narrative Structure The framework for a story, usually consisting of an arc of beginning, conflict, and resolution

Netiquette The correct or acceptable way of communicating on the Internet.

Personal Aesthetic An individually formed, idiosyncratic style or manner of expressing oneself; an artist's "voice."

Perspective Principle pertaining to the method of three-dimensional rendering, point-of-view, and angle of composition.

Point of View The position from which something or someone is observed; the position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted and by the attitude toward the characters.

Positioning The principle of placement or arrangement.

Principles Media Arts Principles that include but not limited to, interactivity, heterogeneity, hybridization, medium, and temporality.

Production Processes The diverse processes, procedures, or steps used to carry out the construction of a media artwork, such as prototyping, playtesting, and architecture construction in game design.

Prototyping Creating a testable version, sketch or model of a media artwork, such as a game, character, website, application, etc.

Representation Media representations are the ways in which the media portrays particular groups, communities, experiences, ideas, or topics from a particular ideological or value perspective.

Resisting Closure Delaying completion of an idea, process, or production, or persistently extending the process of refinement, towards greater creative solutions or technical perfection

Responsive Use of Failure Incorporating errors towards persistent improvement of an idea, technique, process or product

Rules The laws, or guidelines for appropriate behavior; protocols.

Safety Maintaining proper behavior for the welfare of self and others in handling equipment and interacting with media arts environments and groups.

Soft Skills Diverse organizational and management skills, useful to employment, such as collaboration, planning, adaptability, communication, etc.

Stylistic Convention A common, familiar, or even "formulaic" presentation form, style, technique, or construct, such as the use of tension building techniques in a suspense film, for example.

Systemic Communications Socially or technologically organized and higher-order media arts communications such as networked multimedia; television formats and broadcasts; "viral" videos; social multimedia (e.g. "vine" videos); remixes; transmedia, etc.

System(s) The complex and diverse technological structures and contexts for media arts production, funding, distribution, viewing, and archiving.

Technological The mechanical aspects and contexts of media arts production, including hardware, software, networks, code, etc.

Temporality How the passage of time can change one's interpretation of an artwork or one's ability to witness the artwork.

Tone Principle of "color," "texture," or "feel," of a media arts element or component, as for sound, lighting, mood, sequence, etc.

Transdisciplinary Production Accessing multiple disciplines during the conception and production processes of media creation, and using new connections or ideas that emerge to inform the work.

Transmedia Production Communicating a narrative and/or theme over multiple media platforms, while adapting the style and structure of each story component to the unique qualities of the platforms.

Virtual Channels Network based presentation platforms such as: Youtube, Vimeo, Deviantart, etc.

Virtual Worlds Online, digital, or synthetic environments (e.g. Minecraft, Second Life).

Vocational The workforce aspects and contexts of media arts.

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