

National Coalition for Core Arts Standards

Media Arts Model Cornerstone Assessment: High School- Advanced

Discipline: Media Arts

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

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

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

Grade: High School- Advanced

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Estimated Time for Teaching and Assessment:

Students should be provided ample time for the project for research, focus and revision - approx. 20-25 hours.

(Note: This task will be piloted during the 2014-2015 school year. Once piloted, the estimated time may be revised. If a time is entered above, it is to assist teachers for planning purposes. If a time is not entered, the developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.)

Strategies for Embedding in Instruction

[Possible sequence & strategies to embed Model Cornerstone Assessment within a classroom unit.]

Preferred Prior Knowledge: Students in an Advanced Moving Image course are assumed to have demonstrated Accomplished levels of Moving Image production processes. In addition, this mid-year assessment presumes attainment of independent capacity in all production processes, as well as basic knowledge of the conceptual, social, and philosophical aspects and contexts of the form. This particular assessment is intended to foster these capacities to meet the associated Advanced standards.

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

Suggested Sequence:

- 1. Investigate and debate trends in media arts and contemporary culture. (Relate)**
- Gather, examine and discuss various example cultural documentaries for expressive techniques, relevance, interest and engagement. (Perceive, Synthesize)
- Begin to write a script and continue gathering appropriate assets to depict historical, cultural, geographic context, and specific media artworks, movements, technologies and artists to exemplify trends. (Develop, Synthesize)
- 4. Gather, develop and vet qualitative evidence, testimony and assets. (Develop, Synthesize)**
- Revise and refine script and assets based on peer/mentor evaluation. (Construct, Evaluate)
- Narrate script and edit images to produce rough draft version of documentary. (Construct)
- 7. Present, explain and defend for peer/mentor and instructor evaluation. (Present, Evaluate)**
- Refine documentary as per feedback. (Refine)
- Re-present and determine effectiveness of improvements and need for further refinement. (Present)
- Present works in several public formats – e.g. web, festival (Present)
11. Student reflection on what was experienced and learned in viewing others and refining and presenting own work. (*Synthesize*)

Detailed Assessment Procedures

[clear outline of procedures necessary to obtain comparable work from multiple teachers - i.e., coding and file format for preservation of student work (mp3, PDF), etc.]

This assessment process will generate substantive evidence of a student's learning and high-level skills and knowledge in the documentary production process through creating an independent, short-length documentary. This advanced level experience together with similar experiences at grade 2, 5, 8, and two previous levels at the high school create a vital record of the student's development of a central component of learning in media arts: "Moving Image" category.

Assessment Set-up: This assessment model begins with the *Connecting* process and an inquiry into emerging media arts technologies and trends. The instructor will provide minimal support for student-directed discussion, debate and investigations. Students should gather, view and evaluate example documentary videos for content, style and techniques, as well as contemporary relevance. They should discuss and determine their own interests, as well as popular and emerging theories and lines of inquiry into the trends of media arts and their effects of culture, as well as processes of production. They can organize ad hoc collaborative teams in order to complete complex production components.

Materials: A Project Assessment Form is used throughout the assessment to evaluate student achievement of standard. It is broken down into two sections with accompanying rubrics.

1. Process Assessment –to monitor ongoing activity, behavior and the learning process itself, including: productivity, participation, collaboration, effort, research, organization, revision, self-direction, self-evaluation, creativity, iteration, timeliness, etc.
2. Product Assessment –to evaluate stages of work from pre to post-production, and the final product, including: script, shot list, assets, production, sequencing, timing, narration, technical quality, expressive intent, creativity, etc. (rubric example attached)

Technical Specifications: The final video for upload must be in one these formats: .mp4, .mov, .avi, .wmv; standard aspect ratios 4:3 or 16:9; frame rates >24fps; sound – mp3 or aac > 44.1kHz (YouTube standard)

Knowledge, Skills and Vocabulary

[focusing on concepts required to successfully complete the task]

Knowledge and Skills

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

Key Vocabulary

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

Differentiation Strategies

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

Resource:

(sample) <http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

Strategies for Inclusion

(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities. This may be filled in by individual teachers based on their own students' needs.)

Resource: (sample)

<http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/1229>

Resources Needed for Task Implementation

[For task implementation]

- Computer or Multimedia Mobile Device for each student or team (2-3 recommended)
- Desktop or online editing software – e.g. Professional level preferred (e.g. Avid, Final Cut, Premiere), iMovie, Moviemaker, etc.
- Internet access
- Projector

Suggested Scoring Devices

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

Students

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

Task-specific Rubrics

Student Project Rubrics

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

Moving Image: Documentary		Product Assessment Rubric		Gr: HS Advanced
Production Components	Below Standard	Approaching Standard (exhibits slight deficiencies/inconsistency)	At Standard	Above Standard
Content/ Message/ Expression	<ul style="list-style-type: none"> • Slight inconsistency; Presents Message • Deviates from focus • Deviates from maintaining interest • Gaps in evidence • Basically creative • Deviates from originality • Sufficient complexity 	<ul style="list-style-type: none"> • Strong; Expresses Message • Focused • Intriguing • Ample evidence • Innovative • Unique • Complex 	<ul style="list-style-type: none"> • Powerful; Evokes Message • Very Focused • Compelling • Insightful evidence • Creative • Unusual • Complex 	<ul style="list-style-type: none"> • Cogent Message • Content and Expression are highly creative, astute and convincing
Structure/ Story/ Script	<ul style="list-style-type: none"> • Gaps in unified structure • Slight disorganization • Gaps in coherence • Thematic deviations 	<ul style="list-style-type: none"> • Strong structure • Organizational continuity • Coherent • Thematically consistent 	<ul style="list-style-type: none"> • Complex, strong structure • Excellent organization • Very coherent • Thematically fluent 	<ul style="list-style-type: none"> • Structure and Story are symphonic, exceptionally fluent, coherent, and complex
Visuals	<ul style="list-style-type: none"> • Compositional weaknesses • Editing errors • Pacing errors • A/B roll errors • Research footage inadequacies • Lighting errors • Effect distractions 	<ul style="list-style-type: none"> • Composition assists story • Editing is tight and assists story • Pacing assists story • B roll complements story • Research footage assists story • Lighting assists story • Effects assist story 	<ul style="list-style-type: none"> • Compositionally evocative • Editing is fluent to story • Pacing propels story • B roll enhances story • Research footage enhances story • Lighting enhances story • Effects enhance story 	<ul style="list-style-type: none"> • Visuals attain exceptionally expressive impact
Sound • Narration • Dialog/interview • Music • Ambient/FX	<ul style="list-style-type: none"> • Minor technical errors • Slight imbalances • Slight inconsistencies • Slight detractions • Sufficiently original 	<ul style="list-style-type: none"> • Technically sound • Balance assists story • Consistent • Complements story • Original and/or creative 	<ul style="list-style-type: none"> • Technically complex • Balance enhances story • Very consistent • Enhances story • Original and creative 	<ul style="list-style-type: none"> • Sound attains exceptionally complementary and expressive impact

Assessment Focus					
Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards (Advanced)
Creating					
<ul style="list-style-type: none"> Conceiving 	Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	<p>How do media artists generate ideas?</p> <p>How can ideas for media arts productions be formed and developed to be effective and original?</p>	Generate and conceptualize artistic ideas and work.	<ul style="list-style-type: none"> Forms personal insights and creative approaches in product and processes 	Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.
<ul style="list-style-type: none"> Developing 	Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	How do media artists organize and develop ideas and models into process structures to achieve the desired end product?	Organize and develop artistic ideas and work.	<ul style="list-style-type: none"> Researches, develops, and tests theory Organizes effective script, evidential assets, and systems processes Identifies constraints, limitations and strategies 	Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.
<ul style="list-style-type: none"> Constructing 	The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	<p>What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?</p> <p>How do media artists improve/refine their work?</p>	Refine and complete artistic work.	<ul style="list-style-type: none"> Independently executes all production processes, and/or self-supports in new skills acquisition Conveys cogent content Refines production for expressive intent, based on feedback 	<p>a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles, such as hybridization.</p> <p>b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.</p>

Producing					
• Practicing	Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions	How are creativity and innovation developed within and through media arts productions?	Develop and refine artistic techniques and work for presentation	• Forms unique line of inquiry, and independent solutions to creative presentation of theories	b. Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.
Responding					
• Interpreting	Interpretation and appreciation require consideration of the intent, form, and context of the media artwork.	How do people relate to and interpret media artworks?	Interpret intent and meaning in artistic work.	<ul style="list-style-type: none"> Analyzes works for persuasive devices based on intent and context Analyzes work for evidential inclusion based on cultural relevance and impact 	Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
• Evaluating	Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.	When and how should we evaluate and critique media artworks to improve them?	Apply criteria to evaluate artistic work.	<ul style="list-style-type: none"> Develops, applies criteria Evaluates and defends Considers complex intentions/contexts Independently solicits feedback – peers/mentors 	Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors.
Connecting					
• Synthesizing	Media artworks synthesize meaning and form cultural experience.	<p>How do we relate knowledge and experiences to understanding and making media artworks?</p> <p>How do we learn about and create meaning through producing media</p>	Synthesize and relate knowledge and personal experiences to make art.	<ul style="list-style-type: none"> Synthesizes knowledge, experience, and research to express meaning. Examines media artworks for expressive synthesis and cultural impact. 	<p>a. Independently and proactively acc inform the creation of cogent media a</p> <p>b. Demonstrate and expound on the use of media artworks to consummate new meaning, knowledge, and impactful cultural experiences.</p>

		artworks?			
• Relating	Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.	<p>How does media arts relate to its various contexts, purposes, and values?</p> <p>How does investigating these relationships inform and deepen the media artist's understanding and work?</p>	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	<ul style="list-style-type: none"> ▪ Relates media arts trends to various cultural/global contexts. ▪ Investigates and strategically interacts with contexts ▪ Reflects on learning gained from production 	<p>a. Demonstrate the relationships of media arts ideas and works to personal and global contexts, purposes, and values, through relevant and impactful media artworks.</p> <p>b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.</p>

Benchmarked Student Work

[Above Standard, At Standard, Near Standard and Below Standard work to illustrate expectations on web site]

(Anchor examples to be collected and scored as MCA is piloted)

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