

NATIONAL CORE ARTS STANDARDS

Model Cornerstone Assessment

OVERVIEW

Title: An Animated Moment

Authors: Danielle Crowe

Grade Level: High School 9-12 (Proficient & Advanced)

Artistic Discipline: Media Arts

Artistic Processes: Creating, Producing, Connecting

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

Evidence of Student Learning Collected: Artist statement – short animation

About Model Cornerstone Assessments: MCAs model effective assessment practice and demonstrate that standards-based teaching in the arts is specific and, rigorous, by sharing a glimpse into one teacher's classroom. The MCAs on this website come packaged with a suggested strategy for assessing student learning, types of evidence to collect, model rubrics, and samples of student work demonstrating their process and learning. The samples of student work illustrate the unit in action by providing a snapshot of a moment in time showing student response to instruction.

[View the full MCA](#) as a guide for re-creating this unit and assessment customized for your classroom.

ASSESSMENT TOOLS

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

Illustrating the Process: *Samples of Student Work*

Task #1 - Concept

In the first task, students brainstormed a defining moment in their lives - either an experience that influenced who they have grown to be or a moment that demonstrates a characteristic that defines them (sets them apart from peers- the kind of story their parents might tell when they talk about them to new people). Brain mapping or idea web strategies were introduced to help organize their thinking and they were challenged to design a character and environment to create a short animation.

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

Student work sample: Student DC-1

- **Brainstorming Process and Artist Statement/Reflection** In this sample Student DC-1 translates ideas gleaned using a brainstorming tool into a concept for a digital animation examining a real-life emotion. [DC-1 Brainstorming Process](#)
- **Frame Samples from the Animation** [DC-1 Animation Frame Samples](#)

Task #2 - Production Qualities

In this next step, students selected a look and feel for their animation to create a personal aesthetic.

Performance Standard: MA:Cr2.1.1.HSII a. Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.

Here another student's work, Student DC-4, is used to illustrate the way in which the students turned their seed of an idea into a fictionalized moment captured through a distinct aesthetic. In this case, the student's experience as new immigrant, feeling out of place in unfamiliar surroundings.

- **Brainstorming Process and Artist Statement/Reflection** [DC-4 Reflection](#)
- **Digital Animation** [Student DC-4 Digital Animation](#)

Additional Student Work Samples

Click on the links below to view other student work in process:

[Student DC-3 Brainstorming and Artist Statement](#)

[Student DC-3 Digital Animation](#)

[Student DC-2 Brainstorming and Artist Statement](#)

[Student DC-2 Digital Animation](#)

[Student DC-6 Brainstorming and Artist Statement](#)

[Student DC-6 Digital Animation](#)

[Student DC-5 Brainstorming](#)

[Student DC-5 Animation](#)