National Coalition for Core Arts Standards
Media Arts Model Cornerstone Assessment: Grade 2

Discipline: **Media Arts**

Artistic Processes: **All Processes –** *Key Process:* ***Responding***

Title: **Moving Image – Describing Art Documentary**

Description: Students in groups of two or three will produce a 1-minute video about a media artwork of their choice, explaining basic information about it (e.g. source, elements, ideas, and opinions). This assessment model is particularly focused on the student's verbal response to the work.

Grade: **Grade 2**

Estimated Time for Teaching and Assessment: Approximate time 3-5 hours

(Note: This task will be piloted during the 2014-2015 school year. Once piloted, the estimated time may be revised. 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: *Basic ability to use media arts vocabulary to describe and explain media artwork. Basic abilities in video camera usage and production steps, writing, speaking, camera set-up, shooting, reviewing, etc.*

This process provides experience in basic artistic research, description and production. Students describe a media artwork's background or origin and explain its parts or elements, and meaning and opinion, while exhibiting it in the camera or recording.

Suggested Sequence:

1. Examine and discuss student and/or professional example media artworks. (Perceive, Synthesize)
2. Present project with examples of choices of professional and/or local artists.
3. Students examine various artists, determine their interest, practice describing and analyzing. (Synthesize)
4. Study and discuss the chosen media artwork. (Develop)
5. Begin to write a script. (Develop, Synthesize)
6. Revise script and plan based on adult and peer evaluation. Rehearse. (Refine, Evaluate)
7. Narrate script and shoot and/or edit images to produce documentary. (Construct)
8. Discuss possible changes and revise.
9. Present works in public format – e.g. class, open house, web, festival (Present)
10. Student reflection on what was experienced and learned in viewing others and refining and presenting own work. *(Synthesize)*

Suggested Questions:

- What kind of media artwork is it?
- What do you see, hear and experience in the media artwork?
- What do you notice about it?
- What is it about?
- What is it for?
- Who is it for?
- What do you like or dislike about it?
- Is there anything you might change in it?

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 a variety of evidence about a student's learning; what they know about the video production process and how well they can apply the knowledge by creating a short, explanatory video. This second grade experience together with similar experiences at grade 5, 8, and three levels at the high school create a vital record of the student's development of a central component of learning in media arts.

Assessment Set-up: This assessment model begins with the viewing of example works that exhibit the product results. Students should view and compare the example videos for verbal descriptions and explanations.

Materials: A Project Assessment Form is used throughout the process 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: participation, collaboration, effort, research, organization, revision, etc.
2. Product Assessment –to evaluate stages of work from pre to post-production, and the final product, including: script, production, narration, technical skill, etc.

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
- Research and choose a media artwork.
- Write a script about the media artwork, explaining its origin, elements and meaning.
- Record the narration of the script.
- Edit images to match the narration.
- Or: Students shoot a video of the media artwork, while reading from the script into the microphone.
- Assist in presenting the video.
- Reflect on the experience and what was learned

Key Vocabulary
- Describe
- Collaborate
- Explain
- Opinion
- Research
- Information

- Plan
- Organize
- Rehearse
- Shoot/record
- Camera
- Microphone

- Narrate
- Zoom
- Pan
- Artist
- Media Arts Vocabulary –picture, movie, animation, game, shot, color, movement, sound, action, etc

Differentiation Strategies	Strategies for Inclusion
(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*	*(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]

- Video camera with microphone
- Or: Computer or Multimedia Mobile Device for each student or team (2-3 recommended)
- Desktop or online editing software – e.g. Windows Moviemaker, Mac iMovie, Popcorn.com, etc.
- Media artworks (Internet access helpful) – e.g. photos, web pages, applications, movies, animations, video games
- Note: This project may also be adapted to investigate a visual or other artwork of choice, either from online digital assets, or from printed texts.
- Limited Resources Versions – Record directly from monitor or projection screen, narrating into mic; in-camera editing
- Projector or TV

Suggested Scoring Devices

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

1. Rubrics for scoring student work
2. Teacher Project Assessment Form
3. Final Student Reflection Form

Task-specific Rubrics

1. Student Project Rubrics
   a. Process – Dimensions: knowledge, productivity, participation, collaboration, effort, etc
   b. Product – Dimensions: script, production, etc. (example attached)

Moving Image: Documentary	Product Assessment Rubric		Grade: 2	
Production Components	**Below Standard**	**Approaching Standard**	**At Standard (may contain limited deficiencies)**	**Above Standard**
Content	• Lacking research; improvised • Descriptions not evidenced • Ideas are unfocused	• Not clear that there has been research • Descriptions sometimes not evidenced • Ideas sometimes not focused	• Evidence of research • Provides evidence for description • Ideas are focused	• Thorough research • Descriptions clearly evidenced • Focused ideas and depth of thinking

Story/Script	• Script is incomplete with little description	• Script is mostly complete with some gaps in description	• Script is complete
			  o Introduces artist
			  o Describes work
			  o Describes reactions
				• Script is complete and very descriptive

Visuals	• Narration and images are mismatched, sloppy • Images are often not centered • Images are often unsteady and unfocused	• There are some mismatches in narration and image • Images are sometimes not centered • Images are sometimes unsteady and/or unfocused	• Images match narration • Images have basic composition, but may have slight errors • Images are fairly steady and focused	• Images are well composed and match narration • Effects (zoom, pan) enhance the presentation
Sound • **Narration** • **Dialog/interview** • **Music** • **Ambient/FX**	• Narration is unrehearsed and has multiple errors • Sound levels are inconsistent and difficult to hear • Background sounds are distracting	• Narration has some errors • Sound levels are sometimes inconsistent, or difficult to hear • Background sounds are slightly distracting	• Narration is rehearsed and clearly spoken • Sound level is mostly consistent and clear • Background sound is minimally audible	• Narration is clearly spoken without errors • Sound levels are consistent and clear • No background distractions • Background music enhances the sound

Assessment Focus

Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards (Grade 2)
Creating					

• Develop	Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	How do media artists organize and develop ideas and models into process structures to achieve the desired end product?	Organize and develop artistic ideas and work.	• Chooses image
				• Researches subject
				• Determines order of presentation
				• Writes script w/ images
				  ○ Artist
				  ○ Describes
				  ○ Ideas, feelings
				  ○ Opinion
					Choose ideas to create plans and models for media arts productions.

• Construct	The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?	Refine and complete artistic work.	• Records narrative • Edits sequence, effects or: • shoots video and narrates from script	a. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention.
Producing					
• Practice	Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.	What skills are required for creating effective media artworks and how are they improved?	Develop and refine artistic techniques and work for presentation.	Uses various production skills to craft basic video presentation (e.g. writing, planning, directing, narrating, etc)	a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions.

Responding					
• Perceive	Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	How do we 'read' media artworks and discern their relational components?	Perceive and analyze artistic work	Identifies, describes components • Shot • Zoom • Narration • Images Identifies, describes relationship of narration to image	a. Identify and describe the components and messages in media artworks.
• Interpret	Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	How do people relate to and interpret media artworks?	Interpret intent and meaning in artistic work.	States interpretation and opinion of media or artwork.	Determine the purposes and meanings of media artworks, considering their context.
Connecting					
• Synthesize	Media artworks synthesize meaning and form cultural experience.	How do we relate knowledge and experiences to understanding and making media artworks?	Synthesize and relate knowledge and personal experiences to make art.	Assembles information to explain and express constructed meaning of media artworks	a. Use personal experiences, interests, information, and models in creating media artworks.

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)