

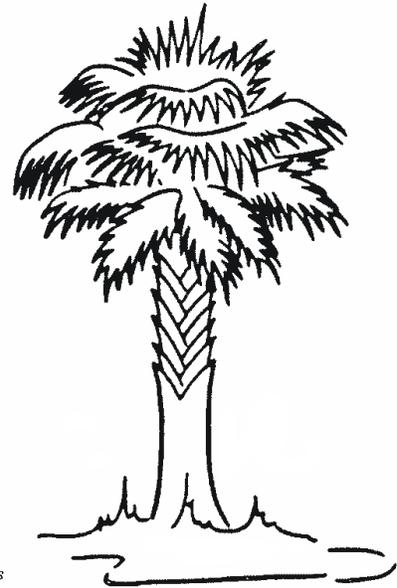
**COMPANION DOCUMENT
FOR THE SOUTH CAROLINA
MEDIA ARTS STANDARDS
FOR
VISUAL ARTS**

2010



SOUTH CAROLINA ALLIANCE FOR ARTS EDUCATION

...to advance learning in and through the arts for all students



**A COLLABORATION BETWEEN
THE SOUTH CAROLINA ALLIANCE FOR ARTS EDUCATION
AND
THE SOUTH CAROLINA DEPARTMENT OF EDUCATION**



**South Carolina
Department of Education**

Together, we can.

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KINDERGARTEN

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAK-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: How are the media arts used in visual art?

Concepts, Skills, Techniques, and Critical Knowledge: What things do I need to know to create a piece of art? How can I use media arts to make a piece of art? Identify specific media tools and programs used in visual art such as digital cameras and understand how they can be used to create art.

Activities: Have students look at various posters, magazine ads and books that illustrate different images created using many different media arts including photographs, computer generated images and artwork using Photoshop or paint programs.

How are these different from artwork created using drawing or paint media?

- Ask students questions relating to use of media, techniques, and applications seen in works of art including: Why do you think this artist used this method?
- Compare works created by hand vs. by technology and discuss similarities and differences

Resources: prints, magazines, books

<http://www.designflavr.com/resources/Photoshop-Masters-10-digital-Artists-you-should-know-i110/>

http://en.wikipedia.org/wiki/Digital_art#List_of_digital_artists

Assessments: teacher observation and class discussion

MAK-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How do you make art using media technology? (Recognize and differentiate between different techniques, technologies and processes to create aesthetically pleasing work of art)

Concepts, Skills, Techniques, and Critical Knowledge: Identify and use various media technologies (cameras, art programs, etc) and create art

Activities: Use a digital camera to teach composition and help students understand basic use of a digital camera, etc. Students may go on a "scavenger hunt" to find letters in their classroom and using the camera, take photos of these using different composition.

Use a computer to teach use of computer graphics such as shape and line

Resources: <http://www.wacona.com/digicam/digicam.html>

<http://www.olejarz.com/arted/imaging03/>

Assessments: Teacher observation

Student kept Journal/Blog

Portfolio

MAK-1.3 Develop an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care of equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge: Equipment used for media arts requires care and responsibility for proper use. Respect for equipment is essential for a responsible digital citizen.

Activities: Go over proper use procedure with student when introducing any equipment or program.

An example could be proper use and care for a digital camera. Students could learn how to hold the digital camera and draw it or demonstrate to their group how to use it responsibly.

A class discussion on why it is important to take proper care of equipment.

Students work in groups to develop and act out a "commercial" marketing their camera, identifying its parts and why it is a great tool to use in art.

Resources:

http://www.pctechguide.com/56DigCam_Features.htm

<http://www.basic-digital-photography.com/caring-for-your-digital-camera.html>

<http://www.librarysupportstaff.com/4compcare.html>

<http://www.youthlearn.org/activities/teaching-digital-photography-showing-kids-how-see-cameras-eye>

The Art Teacher's Survival Guide 2nd Edition, Helen D. Hume. Jossey-bass teacher

Assessments:

Class discussion

Checklist

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAK-2.1 Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.

Essential Question: What techniques, elements and equipment work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Identification of vocabulary (see glossary) specific to media arts as it relates to visual arts

Activities:

Class discussion on how artists show balance, create a “mood” show movement or emphasis in moving film and cartoons as opposed to digital photography.

Resources:

Clips from various claymation animated films such as Chicken Run or Wallace and Grommit

References to sketches and finished works by Walt Disney (print and film)

<http://artsedge.kennedy-center.org/content/3901/>

Assessments:

Class discussion

Teacher observation

MAK-2.2 Construct basic designs to communicate his or her personal experiences through media artwork.

Essential Question: How do you tell a personal story through your media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students examine how artists use media arts to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles) and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They analyze and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

Activities:

Each student is a photo “journalist” and goes on location (classroom) to find different expressions/faces of students in their class. These are shared with the class through Smartboard or computer and discussion may include what kind of music or “mood” might be used if creating a film with that photo

Create a short power point or digital presentation using photos that “tell a story” about a personal experience (use a prompt such as what is their favorite place or their summer vacation) in their life using a digital camera and computer. Use Comic Life to construct a comic to tell their story or other program such as Photostory or Animoto.

Resources:

<http://www.infoday.com/MMSchools/jan02/banaszewski.htm>

<http://comiclifecom.com/>

[http://www.frankwbaker.com/recent trends digital media.htm](http://www.frankwbaker.com/recent_trends_digital_media.htm)

www.animoto.com

Assessments:

Project Rubric/Checklist

Student Journals/Blogs

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAK-3.1 Identify the creator and the purpose for simple **media texts**.

Essential Question: What is the purpose and who is the audience of this media? How do you know what the purpose is? What makes this appropriate for this audience?

Essential Question:

What is the purpose? Why did you create this media artwork for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding what an intended purpose can mean when creating art.

How do the media arts tools (ex. Photoshop, computers, digital camera, etc) the artist used help get across the idea/purpose of the artwork?

Activities:

Class discussion on what the purpose or intended meaning may be when looking at various types of media including texts in magazines/books, film/movies, photographs or even music. Who is the audience the artist is trying to reach? What techniques does the artist use in their artwork to create a message or purpose?

Resources:

www.ncsu.edu/science/route/usetech/digitalcamera/

www.webtech.kennesaw.edu/jcheek3/digitalcameras.htm

Assessments:

Teacher observation during class discussion

MAK-3.2 Identify messages in simple **media texts**.

Essential Question:

How do you know that media text is an overt or implied message?

Concepts, Skills, Techniques, and Critical Knowledge:

Learn the difference between overt and implied messages. Analyze media text to determine messages, both overt and implied, and determine its meaning.

Activities:

Deconstruct a TV commercial. Take it apart and ask students to look deeply into how this was really made. Ask questions about the production techniques used to make the commercial. (see resources for full lesson plan)

Resources:

http://www.frankwbaker.com/deconstructing_a_tv_commercial.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MAK-3.3 Express his or her thoughts and feelings about simple **media texts**.

Essential Question: What techniques are used in the presentation and what makes those effective? How do these techniques make this an effective visual arts piece / work of art?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding how artists create a message within their work. Students work on the ability to determine the success of the message. Discuss what makes an effective message. What makes you “believe” or “buy”?

Activities:

Brainstorm ways that television media “sell” us on a product such as cereal, candy, etc. Using those ideas/concepts, have students design their own cereal box label to sell their product. How would a commercial be created to market that product? Students can create their own “commercial” for their group. Video tape and play back for students on the Smartboard.

Resources:

<http://www.frankwbaker.com/propaganda.htm>

Assessments:

Class Discussion

Teacher Observation

MAK-3.4 Describe ways that different audiences might respond to specific **media texts**.

Essential Question: Why do people react differently to a variety of media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand that that a meaning may change based on the audience.

Activities:

Hold a class discussion on work created by SC artist Jonathan Green, images that illustrate the Gullah lifestyle. These paintings mark a time in our state's history that was divisive based upon color of skin. Discuss how we view these now. How might it be different if our families lived during that time, how we perceive and understand conflicts? Now look at photographs of the Gullah people and listen to their voices using the Knowitall.com site. Discuss how we view these and how our interpretations may change based on our circumstances, money, social class, background...etc. How do different media outlets (internet, newspapers, TV) change their coverage based on different audiences? Read "Land of Many Colors" book to kindergarten students.

Resources: photos that relate to the Gullah people from books or magazines

Film or television clips that relate to the art of Jonathan Green or the Gullah lifestyle

Land of Many Colors

<http://www.jonathangreen.com>

<http://www.knowitall.org>

Assessments:

Class Discussion

Checklist

MAK-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question:

How do you determine and identify specific creative techniques used in media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to locate information from a variety of media (internet, newspaper, television, etc.)

Activities:

With any media art project (written or artwork) discuss with the student the best means of discovering and locating information. Hold a class discussion on the merits behind Internet sources. Discuss what a “logo” is in media. Demonstrate how to research and find various sources for a logo such as Nike or McDonald’s. Talk about how media sources are different and where they can be found. Ask students to be logo spies and using a selected logo, research and find all of the media sources they can find of that logo. Bring these into class and create a poster using all of these. Share with the class.

Resources:

Internet, television and newspaper examples...

Books that illustrate media sources from the library

http://www.frankwbaker.com/critical_tv_viewing.html

<http://www.frankwbaker.com/bias.htm>

<http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html>

Assessments:

Class Discussion

Project matching game

Checklist

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAK-4.1 Identify uses of the media arts in everyday life.

Essential Question: How do media arts connect to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Knowing where media artwork exists in everyday life and the world.

Activities:

Using the guidance counselor as a reference for character education words, select some of the issues that may face kindergarten students (bullying, teasing) or social issues such as “going green”.

Have students work in groups to “act” out possible short scenes that would illustrate these issues. Work in small groups to create a short that highlights a topic (global warming, world hunger, bullying etc.) and share them with the class. Discuss the techniques they used to convey their meaning to help the audience (class) gain awareness of their issue.

Resources:

http://www.media-awareness.ca/english/parents/television/good_things_tv.cfm

http://www.ithaca.edu/looksharp/?action=global_warming&PHPSESSID=0e03289a64f63892437c76460ed0cbf8

<http://www.microsoft.com/windowsxp/using/moviemaker/default.mspix>

Assessments:

Class Discussion

Project Rubric or Teacher Checklist

MAK-4.2 Compare and contrast the media arts with other arts disciplines and other content areas.

Essential Question: How do media arts impact other disciplines’ ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

How media arts is interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

Activities:

Hold a class discussion on how media arts are interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

How is history relevant within Media Arts? Students reenact a moment in the history of the community, state or nation.

Students work in a group to “act” or produce a live work of art based on a famous artwork.

Resources:

Books that relate to artists and their work or historical events from grade level book

http://www.frankwbaker.com/math_in_the_media.htm

<http://www.frankwbaker.com/mathactone.htm>

<http://www.frankwbaker.com/mathlinks.htm>

The Art Teacher’s Survival Guide for Elementary and Middle Schools, H. Hunt

Assessments:

Activity Rubric/Checklist

Class discussion

Group/peer rubric for production assessment

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAK-5.1 View and describe a variety of **media art forms**.

Essential Question: How does art from the past or other cultures influence the artwork in the present?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding the correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc).

Activities:

Talk with the class about how media has changed over the years. Show them examples of a record player (photo or real object), typewriter, radio, cassette player, tape player, etc.

Hold a class discussion on how' correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc). Discuss how the actual media forms have evolved and changed in both physical appearance and sound quality. Listen to recordings of old newscasts or radio broadcasts.

Have students record their own voices and listen to the sound. Try different microphones and talk about the quality in sound of those and how we can now record sounds and music from the internet / phones, etc. What are other places we hear recorded sounds? (stuffed animals, Ipods, etc)

Discuss how news has been shared worldwide over the years and how today's technology/media has grown. How do we receive our news now? Discuss all the ways the students receive news in their classroom...school news program? Intercom? Smartboard? How have these changed since their parents were in school?

Discuss how a book/short story would be promoted at different time periods. In groups have students record a radio ad, film a short commercial, and create a print ad. When completed, have a class critique on which similarities and differences of each media type.

Resources:

<http://winclass.edublogs.org/2009/05/28/book-trailers/>

http://www.frankwbaker.com/tkam_compare

Assessments:

Class Critique Checklist

Project Rubric

MAK-5.2 View and discuss media artwork that portrays family and/or community.

Essential Question:

How do media artworks differ among families or our community?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding differences in media arts as they relate to a variety of cultures and people from our communities.

Activities:

Begin with a class discussion on how media is perceived differently around the world by different cultures and people. What types of do we use in our own homes? Communities? Compare and contrast these with our own personal families.

Look at paintings of cities done by various painters. Ask students to think of buildings in their own communities and nearby cities. Have students draw a picture of their own community and add details. Take a photo of each child and print these out. Students cut their image out and paste in front of their "city". How do these differ/compare to paintings done by artists from the past?

Resources:

Prints, magazine photos or book images that reference cities from various historical and current time periods

<http://www.livescience.com/culture/090812-movie-memory.html>

<http://nieonline.com/aaec/cftc.cfm>

<http://www.frankwbaker.com/parody.htm>

Assessments:

Teacher checklist

MAK-5.3 Identify characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question: What characteristics of media arts exist across time among different cultural and ethnic groups?

Concepts, Skills, Techniques, and Critical Knowledge:

Artwork can have a different meaning to different people and cultures. How has media arts evolved over time?

Activities:

Begin with a class discussion on media arts throughout history. What is the difference between digital artists and designers? Specifically look at “fonts” and how these may change in digital format today. Text and fonts have evolved over time from beautiful hand painted illuminations to today’s computer font. Discuss “bold” and “italic” terms. Students design their own font using ink on paper in traditional style or illuminations in the first letter of their name. Also do a digital font style on computer. Compare and contrast.

Report on their process and what they did to convey that artist’s style. Have them present each to the class. Display in a book format.

Resources:

<http://www.artsz.org/difference-between-artist-graphic-designer/>

http://www.ehow.com/facts_5366878_history-digital-art.html

http://en.wikipedia.org/wiki/Digital_art

<http://art.net/Studios/digital.html>

[The Art Teacher’s Survival Guide for Elementary and Middle Schools](#), H. Hunt

Assessments:

Teacher checklist

Teacher observation

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAK-6.1 Explore human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What kind of human, cultural, and societal considerations exist when creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Begin to differentiate time period in relation to the cultural, societal, and human issues.

Activities:

Discuss with the class how different methods of media sources such as television or internet relate in other places of the world. How is our news media or print media different/similar? Have students create a digital story (using Powerpoint, Photostory, Animoto) on a selected cultural, societal topic such as “going green” and have them share with the class.

Create a classroom “magazine” using digital photos or drawings students have done that relate to the topics discussed. Feature a “cover story” and talk about the power of the magazine cover in media. Discuss their process and as well as present information that they have gathered and used in their digital story.

Resources:

<http://courseweb.lis.illinois.edu/~jevogel2/lis506/howto.html>

http://pop17.com/abc_vs_bbc/

Assessments:

Project Rubric

Class Discussion

MAK-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What is considered legal and ethical in media arts and technology? How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand qualities of a responsible digital citizen. What is considered good legal and ethical behavior?

Activities:

Begin with a discussion on digital citizenship. Ask students what are the qualities of a digital citizen. Set up a news studio and using microphones have students interview each other about what they think make a good "digital citizen" and how we can help parents become better digital citizens also. Record students during this process using a camera/tripod to simulate a newscast. Students could also be part of the news "crew". Use these clips to create a public service announcement or documentary on what it means to be a good digital citizen in the 21st century. Have the school host a "digital citizenship day" and air the films school wide.

Develop an alphabet book that illustrates digital citizenship using computer generated or magazine images in collage format and add text. Place in the classroom or library.

Resources:

<http://www.digitalcitizenship.net/>

<http://cybersmartcurriculum.org/digitalcitizenship/>

Assessments:

Project Rubric

Class Discussion

GRADE 1

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA1-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: How are the media arts used in visual art?

Concepts, Skills, Techniques, and Critical Knowledge: Identify specific media tools and programs used in visual art such as digital cameras, Wacom Tablet, Smartboard, etc and understand how they can be used to create art.

Activities: Have students look at various posters, magazine ads and books that illustrate different images created using many different media arts including photographs, computer generated images and artwork using Photoshop or paint programs.

How are these different from artwork created using drawing or paint media?

- Ask students questions relating to use of media, techniques, and applications seen in works of art including: Why do you think this artist used this method?
- Compare works created by hand vs. by technology and discuss similarities and differences
- Create a collage using magazine images that illustrate the students favorite color. Discuss the print/font of these images and how they are different from hand crafted images using paint or inks.

Resources: prints, magazines, books

<http://www.designflavr.com/resources/Photoshop-Masters-10-digital-Artists-you-should-know-i110/>

http://en.wikipedia.org/wiki/Digital_art#List_of_digital_artists

Assessments: Teacher observation and checklist

MA1-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: How do you make art using media technology? (Recognize and differentiate between different techniques, technologies and processes to create aesthetically pleasing work of art)

Concepts, Skills, Techniques, and Critical Knowledge: Identify and use various media technologies (cameras, art programs, etc) and create art

Activities: Use a digital camera to teach composition and help students understand basic use of a digital camera, etc. Students may go on a "scavenger hunt" to find letters in their classroom and using the digital camera, take photos of these using different composition.

Use a computer to teach use of computer graphics such as shape and line

Resources: <http://www.wacona.com/digicam/digicam.html>

<http://www.olejarz.com/arted/imaging03/>

Assessments: Teacher observation

Student kept Journal/Blog

Portfolio

MA1-1.3 Develop an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care of equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge: Equipment used for media arts requires care and responsibility for proper use. Respect for equipment is essential for a responsible digital citizen.

Activities: Go over proper use procedure with student when introducing any equipment or program.

An example could be proper use and care for a digital camera. Students could learn how to hold the digital camera and draw it or demonstrate to their group how to use it responsibly. Introduce other equipment used with a digital camera such as a small tripod or memory card. Discuss how these work and why it is important to care for these.

A class discussion on why it is important to take proper care of equipment.

Students work in groups to develop and act out a "commercial" marketing their camera, identifying its parts and why it is a great tool to use in art.

Resources:

http://www.pctechguide.com/56DigCam_Features.htm

<http://www.basic-digital-photography.com/caring-for-your-digital-camera.html>

<http://www.librarysupportstaff.com/4compcare.html>

<http://www.youthlearn.org/activities/teaching-digital-photography-showing-kids-how-see-cameras-eye>

The Art Teacher's Survival Guide 2nd Edition, Helen D. Hume. Jossey-bass teacher

Assessments:

Class discussion

Checklist

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA1-2.1 Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.

Essential Question: What techniques, elements and equipment work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Identification of vocabulary (see glossary) specific to media arts as it relates to visual arts

Activities:

Class discussion on how artists show balance, create a “mood” show movement or emphasis in moving film and cartoons as opposed to digital photography.

Resources:

Clips from various claymation animated films such as Chicken Run or Wallace and Grommit

References to sketches and finished works by Walt Disney (print and film)

<http://artsedge.kennedy-center.org/content/3901/>

Assessments:

Class discussion

Teacher observation

MA1-2.2 Construct basic designs to communicate his or her personal experiences through media artwork.

Essential Question: How do you tell a personal story through your media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students examine how artists use media arts to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles) and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They analyze and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

Activities:

Each student is a photo "journalist" and goes on location (classroom) to find different expressions/faces of students in their class. These are shared with the class through Smartboard or computer and discussion may include what kind of music or "mood" might be used if creating a film with that photo

Create a short power point or digital presentation using photos that "tell a story" about a personal experience (use a prompt such as what is their favorite place or their summer vacation) in their life using a digital camera and computer. Use Comic Life to construct a comic to tell their story or other program such as Photostory or Animoto.

Create a book that illustrates various faces/emotions that the student has experienced. Illustrate each one using a variety of drawing or painting media. Compile these into a journal for the student and display each one in the class as a magazine or book would be displayed.

Resources:

<http://www.infotoday.com/MMSchools/jan02/banaszewski.htm>

<http://comicliffe.com/>

http://www.frankwbaker.com/recent_trends_digital_media.htm

www.animoto.com

Assessments:

Project Rubric/Checklist

Student Journals/Blogs

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA1-3.1 Identify the purpose and the intended audience for simple **media texts**.

Essential Question: What is the purpose and who is the audience of this media? How do you know what the purpose is? What makes this appropriate for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding what an intended purpose can mean when creating art.

How do the media arts tools (ex. Photoshop, computers, digital camera, etc) the artist used help get across the idea/purpose of the artwork?

Activities:

Class discussion on what the purpose or intended meaning may be when looking at various types of media including texts in magazines/books, film/movies, photographs or even music. Who is the audience the artist is trying to reach? What techniques does the artist use in their artwork to create a message or purpose?

Design a poster that illustrates how text can exaggerate or emphasize a word or concept. Demonstrate how to create unique font using "bubble" letters which are really shapes that can be filled in with color rather than simple line letters. Discuss how color can bring attention to or create a particular mood or overtone to the illustration.

Resources:

www.ncsu.edu/science/route/usetech/digitalcamera/

www.webtech.kennesaw.edu/jcheek3/digitalcameras.htm

Assessments:

Teacher observation during class discussion

MA1-3.2 Identify messages in simple **media texts**.

Essential Question:

How do you know that media text is an overt or implied message?

Concepts, Skills, Techniques, and Critical Knowledge:

Learn the difference between overt and implied messages. Analyze media text to determine messages, both overt and implied, and determine its meaning.

Activities:

Deconstruct a TV commercial. Take it apart and ask students to look deeply into how this was really made. Ask questions about the production techniques used to make the commercial. (see resources for full lesson plan)

Look at a short clip of an animated claymation movie such as Wallace and Grommit or Chicken Run and using a VCR remote, hit pause/play to demonstrate how each clip or “photo” change slightly to create smooth, fluid sequential movements in the characters. Talk about scale of background and props and how they relate to the sizes of clay characters. Discuss how these are made in studios.

Resources:

Movie clips from claymation animated movies such as Chicken Run

http://www.frankwbaker.com/deconstructing_a_tv_commercial.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MA1-3.3 Express his or her thoughts and feelings about simple **media texts**.

Essential Question: What techniques are used in the presentation and what makes those effective? How do these techniques make this an effective visual arts piece / work of art?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding how artists create a message within their work. Students work on the ability to determine the success of the message. Discuss what makes an effective message. What makes you “believe” or “buy” ?

Activities:

Brainstorm ways that television media “sell” us on a product such as cereal, candy, etc. Using those ideas/concepts, have students design their own cereal box label to sell their product. How would a commercial be created to

market that product? Students can create their own “commercial” for their group.

Hold a class discussion on propaganda. How does propaganda work in the media? Discuss the difference between propaganda and advertising. Create propaganda posters.

Resources:

<http://www.frankwbaker.com/propaganda.htm>

Assessments:

Class Discussion

Teacher Observation

MA1-3.4 Describe ways that different audiences might respond to specific **media texts**.

Essential Question: Why do people react differently to a variety of media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand that that a meaning may change based on the audience.

Activities:

Hold a class discussion on work created by SC artist Jonathan Green, images that illustrate the Gullah lifestyle. These paintings mark a time in our state’s history that was divisive based upon color of skin. Discuss how we view these now. How might it be different if our families lived during that time, how we perceive and understand conflicts? Now look at photographs of the Gullah people and listen to their voices using the Knowitall.com site. Discuss how we view these and how our interpretations may change based on our circumstances, money, social class, background...etc.

How do different media outlets (internet, newspapers, TV) change their coverage based on different audiences?

Resources: photos that relate to the Gullah people from books or magazines

Film or television clips that relate to the art of Jonathan Green or the Gullah lifestyle

<http://www.jonathangreen.com>

<http://www.knowitall.org>

Assessments:

Class Discussion

Checklist

MA1-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question:

How do you determine and identify specific creative techniques used in media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to locate information from a variety of media (internet, newspaper, television, etc.)

Activities:

With any media art project (written or artwork) discuss with the student the best means of discovering and locating information. Hold a class discussion on the merits behind Internet sources. Discuss what a "logo" is in media. Demonstrate how to research and find various sources for a logo such as Nike or McDonald's. Talk about how media sources are different and where they can be found. Ask students to be logo spies and using a selected logo, research and find all of the media sources they can find of that logo. Bring these into class and create a poster using all of these. Share with the class.

Resources:

Internet, television, magazine and newspaper examples...

Books that illustrate media sources from the library

http://www.frankwbaker.com/critical_tv_viewing.html

<http://www.frankwbaker.com/bias.htm>

<http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html>

Assessments:

Class Discussion

Checklist

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA1-4.1 Identify uses of the media arts in everyday life.

Essential Question: How do media arts connect to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Knowing where media artwork exists in everyday life and the world.

Activities:

Using the guidance counselor as a reference for character ed, select some of the issues that may face kindergarten students (bullying, teasing) or social issues such as “going green”.

Have students work in groups to “act” out possible short scenes that would illustrate these issues. Work in small groups to create a short that highlights a topic (global warming, world hunger, bullying etc.) and share them with the class. Discuss the techniques they used to convey their meaning to help the audience (class) gain awareness of their issue.

Resources:

http://www.media-awareness.ca/english/parents/television/good_things_tv.cfm

http://www.ithaca.edu/looksharp/?action=global_warming&PHPSESSID=0e03289a64f63892437c76460ed0cbf8

<http://www.microsoft.com/windowsxp/using/moviemaker/default.mspix>

Assessments:

Class Discussion

Project Rubric

MA1-4.2 Compare and contrast the media arts with other arts disciplines and other content areas.

Essential Question: How do media arts impact other disciplines’ ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

How media arts is interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

Activities:

Hold a class discussion on how media arts are interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

How is history relevant within Media Arts? Students reenact a moment in the history of the community, state or nation.

Students work in a group to “act” or produce a live work of art based on a famous artwork.

Resources:

Books that relate to artists and their work or historical events from grade level book

http://www.frankwbaker.com/math_in_the_media.htm

<http://www.frankwbaker.com/mathactone.htm>

<http://www.frankwbaker.com/mathlinks.htm>

Assessments:

Activity Rubric/Checklist

Class discussion

Group/peer rubric for production assessment

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA1-5.1 View and describe a variety of **media art forms**.

Essential Question: How does art from the past or other cultures influence the artwork in the present?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding the correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc).

Activities:

Talk with the class about how media has changed over the years. Show them examples of a record player (photo or real object), typewriter, radio, cassette player, tape player, etc. Hold a class discussion on how' correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc). Discuss how the actual media forms have evolved and changed in both physical appearance and sound quality. Listen to recordings of old newscasts or radio broadcasts. Have students record their own voices and listen to the sound. Try different microphones and talk about the quality in sound of those and how we can now record sounds and music from the internet / phones, etc.

Discuss how news has been shared worldwide over the years and how today's technology/media has grown. How do we receive our news now? Discuss all the ways the students receive news in their classroom...school news program? Intercom? Smartboard?

Discuss how a book/short story would be promoted at different time periods. In groups have students record a radio ad, film a short commercial, and create a print ad. When completed, have a class critique on which similarities and differences of each media type.

Resources:

<http://winclass.edublogs.org/2009/05/28/book-trailers/>

http://www.frankwbaker.com/tkam_compare

Assessments:

Class Critique Checklist

Project Rubric

MA1-5.2 View and discuss media artwork that portrays family and/or community.

Essential Question:

How do media artworks differ among families or our community?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding differences in media arts as they relate to a variety of cultures and people from our communities.

Activities:

Begin with a class discussion on how media is perceived differently around the world by different cultures and people. What types of do we use in our own homes? Communities? Compare and contrast these with our own personal families.

Look at paintings of cities done by various painters. Ask students to think of buildings in their own communities and nearby cities. Have students draw a picture of their own community and add details. Take a photo of each child and print these out. Students cut their image out and paste in front of their "city". How do these differ/compare to paintings done by artists from the past?

Resources:

<http://www.livescience.com/culture/090812-movie-memory.html>

<http://nieonline.com/aaec/cftc.cfm>

<http://www.frankwbaker.com/parody.htm>

Assessments:

Teacher checklist

MA1-5.3 Identify characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question: What characteristics of media arts exist across time among different cultural and ethnic groups?

Concepts, Skills, Techniques, and Critical Knowledge:

Artwork can have a different meaning to different people and cultures. How has media arts evolved over time?

Activities:

Begin with a class discussion on media arts throughout history. What is the difference between digital artists and designers? Specifically look at “fonts” and how these may change in digital format today. Text and fonts have evolved over time from beautiful hand painted illuminations to today’s computer font. Discuss “bold” and “italic” terms. Students design their own font using ink on paper in traditional style or illuminations in the first letter of their name. Also do a digital font style on computer. Compare and contrast.

Report on their process and what they did to convey that artist’s style. Have them present each to the class. Display in a book format.

Resources:

<http://www.artsz.org/difference-between-artist-graphic-designer/>

http://www.ehow.com/facts_5366878_history-digital-art.html

http://en.wikipedia.org/wiki/Digital_art

<http://art.net/Studios/digital.html>

The Art Teacher’s Survival Guide for Elementary and Middle Schools, H. Hume

Assessments:

Teacher checklist

Teacher observation

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA1-6.1 Explore human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What kind of human, cultural, and societal considerations exist when creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Begin to differentiate time period in relation to the cultural, societal, and human issues.

Activities:

Discuss with the class how different methods of media sources such as television or internet relate in other places of the world. How is our news media or print media different/similar? Have students create a digital story (using Powerpoint, Photostory, Animoto) on a selected cultural, societal topic such as “going green” and have them share with the class.

Create a classroom “magazine” using digital photos or drawings students have done that relate to the topics discussed. Feature a “cover story” and talk about the power of the magazine cover in media. Discuss their process and as well as present information that they have gathered and used in their digital story.

Resources:

<http://courseweb.lis.illinois.edu/~jevogel2/lis506/howto.html>

http://pop17.com/abc_vs_bbc/

Assessments:

Project Rubric

Class Discussion

MA1-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What is considered legal and ethical in media arts and technology? How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand qualities of a responsible digital citizen. What is considered good legal and ethical behavior?

Activities:

Begin with a discussion on digital citizenship. Ask students what are the qualities of a digital citizen. Have students interview other students in various grade levels about what they think make a good “digital citizen”. Use these clips to create a public service announcement or documentary on what it means to be a good digital citizen in the 21st century. Have the school host a “digital citizenship day” and air the films school wide.

Develop an alphabet book that illustrates digital citizenship using computer generated or magazine images in collage format and add text. Place in the classroom or library.

Create a series of print ads and posters to go around the school that advocate digital citizenship.

Resources:

<http://www.digitalcitizenship.net/>

<http://cybersmartcurriculum.org/digitalcitizenship/>

Assessments:

Project Rubric

Class Discussion

GRADE 2

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA2-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: How are the media arts used in visual art?

Concepts, Skills, Techniques, and Critical Knowledge: What things do I need to know to create a piece of art? How can I use media arts to make a piece of art? Identify specific media tools and programs used in visual art such as digital cameras and understand how they can be used to create art.

Activities: Have students look at various posters, magazine ads and books that illustrate different images created using many different media arts including photographs, computer generated images and artwork using Photoshop or paint programs.

How are these different from artwork created using drawing or paint media?

- Ask students questions relating to use of media, techniques, and applications seen in works of art including: Why do you think this artist used this method?
- Compare works created by hand vs. by technology and discuss similarities and differences

Resources: prints, magazines, books

<http://www.designflavr.com/resources/Photoshop-Masters-10-digital-Artists-you-should-know-i1110/>

http://en.wikipedia.org/wiki/Digital_art#List_of_digital_artists

Assessments:

Teacher observation and checklist

MA2-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: Identify, use various media technologies (cameras, art programs, etc) and create a work of art

How do you recognize and differentiate between different techniques, technologies and processes to create aesthetically pleasing work of art?

Concepts, Skills, Techniques, and Critical Knowledge: Identify and use various media technologies (cameras, art programs, etc) and create art

Activities: Use a digital camera to teach composition and help students understand basic use of a digital camera, etc. Students may go on a "scavenger hunt" to find letters in their classroom and using the camera, take photos of these using different composition.

Use a computer to teach use of computer graphics such as shape and line

Resources:

The Art Teacher's Survival Guide for Elementary and Middle Schools, H. Hume

<http://www.olejarz.com/arted/imaging03/>

Assessments: Teacher observation

Student kept Journal/Blog

Portfolio

MA2-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care of equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge: Equipment used for media arts requires care and responsibility for proper use. Respect for equipment is essential for a responsible digital citizen.

Activities: Go over proper use procedure with student when introducing any equipment or program.

An example could be proper use and care for a digital camera. Students could draw and label its parts or have a peer lead discussion on proper responsibility of its use.

A class discussion on why it is important to take proper care of equipment.

Students work in groups to develop and act out a “commercial” marketing their camera, identifying its parts and why it is a great tool to use in art.

Resources:

http://www.pctechguide.com/56DigCam_Features.htm

<http://www.basic-digital-photography.com/caring-for-your-digital-camera.html>

<http://www.librarysupportstaff.com/4compcare.html>

<http://www.youthlearn.org/activities/teaching-digital-photography-showing-kids-how-see-cameras-eye>

The Art Teacher’s Survival Guide 2nd Edition, Helen D. Hume

Assessments:

Written test on camera

Class discussion

Checklist

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA2-2.1 Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.

Essential Question: What techniques, elements and equipment work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Identification of vocabulary (see glossary) specific to media arts as it relates to visual arts

Activities:

Class discussion on how artists show balance, create a “mood” show movement or emphasis in moving film and cartoons as opposed to digital photography.

Resources:

Clips from various claymation animated films such as Chicken Run or Wallace and Grommit

References to sketches and finished works by Walt Disney (print and film)

<http://artsedge.kennedy-center.org/content/3901/>

Assessments:

Class discussion

Teacher observation

MA2-2.2 Design and create media artwork that communicates his or her personal experiences.

Essential Question: How do you tell a personal story through your media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students examine how artists use media arts to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles) and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They analyze and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

Activities:

Each student is a photo "journalist" and goes on location (classroom) to find different expressions/faces of students in their class. These are shared with the class through Smartboard or computer and discussion may include what kind of music or "mood" might be used if creating a film with that photo

Create a short power point or digital presentation using photos that "tell a story" about a personal experience (use a prompt such as what is their favorite place or their summer vacation) in their life using a digital camera and computer. Use Comic Life to construct a comic to tell their story or other program such as Photostory or Animoto.

Resources:

<http://www.infoday.com/MMSchools/jan02/banaszewski.htm>

<http://comicliffe.com/>

http://www.frankwbaker.com/recent_trends_digital_media.htm

www.animoto.com

Assessments:

Project Rubric/Checklist

Student Journals/Blogs

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA2-3.1 Identify the purpose and the intended audience for some simple **media texts**.

Essential Question: What is the purpose and who is the audience of this media? How do you know what the purpose is? What makes this appropriate for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding what an intended purpose can mean when creating art.

How do the media arts tools (ex. Photoshop, computers, digital camera, etc) the artist used help get across the idea/purpose of the artwork?

Activities:

Class discussion on what the purpose or intended meaning may be when looking at various types of media including texts in magazines/books, film/movies, photographs or even music. Who is the audience the artist is trying to reach? What techniques does the artist use in their artwork to create a message or purpose?

Resources:

www.ncsu.edu/science/route/usetech/digitalcamera/

www.webtech.kennesaw.edu/jcheek3/digitalcameras.htm

Assessments:

Teacher observation during class discussion

MA2-3.2 Identify messages in simple **media texts**.

Essential Question: How do you know that media text is an overt or implied message?

Concepts, Skills, Techniques, and Critical Knowledge:

Learn the difference between overt and implied messages. Analyze media text to determine messages, both overt and implied, and determine its meaning.

Activities:

Look at a short clip of an animated claymation movie such as Wallace and Grommit or Chicken Run and using a VCR remote, hit pause/play to demonstrate how each clip or “photo” change slightly to create smooth, fluid sequential movements in the characters. Talk about scale of background and props and how they relate to the sizes of clay characters. Discuss how these are made in studios.

Deconstruct a TV commercial. Take it apart and ask students to look deeply into how this was really made. Ask questions about the production techniques used to make the commercial. (see resources for full lesson plan)

Resources:

http://www.frankwbaker.com/deconstructing_a_tv_commercial.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MA2-3.3 Express his or her thoughts and feelings about simple **media texts**.

Essential Question: What techniques are used in the presentation and what makes those effective? How do these techniques make this an effective visual arts piece / work of art?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding how artists create a message within their work. Students work on the ability to determine the success of the message. Discuss what makes an effective message. What makes you “believe” or “buy” ?

Activities:

Brainstorm ways that television media “sell” us on a product such as cereal, candy, etc. Using those ideas/concepts, have students design their own cereal box label to sell their product. How would a commercial be created to market that product? Students can create their own “commercial” for their group.

Hold a class discussion on propoganda. How does propoganda work in the media? Discuss the difference between propoganda and advertising. Create propoganda posters.

Resources:

<http://www.frankwbaker.com/propaganda.htm>

Assessments:

Class Discussion

Teacher Observation

MA2-3.4 Describe ways that different audiences might respond to specific **media texts**.

Essential Question: Why do people react differently to a variety of media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand that that a meaning may change based on the audience.

Activities:

Hold a class discussion on work created by SC artist Jonathan Green, images that illustrate the Gullah lifestyle. These paintings mark a time in our state's history that was divisive based upon color of skin. Discuss how we view these now. How might it be different if our families lived during that time, how we perceive and understand conflicts? Now look at photographs of the Gullah people and listen to their voices using the Knowitall.com site. Discuss how we view these and how our interpretations may change based on our circumstances, money, social class, background...etc. How do different media outlets (internet, newspapers, TV) change their coverage based on different audiences?

Resources: photos that relate to the Gullah people from books or magazines

Film or television clips that relate to the art of Jonathan Green or the Gullah lifestyle

<http://www.jonathangreen.com>

<http://www.knowitall.org>

Assessments:

Class Discussion

Checklist

MA2-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question:

How do you determine and identify specific creative techniques used in media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to locate information from a variety of media (internet, newspaper, television, etc.)

Activities:

With any media art project (written or artwork) discuss with the student the best means of discovering and locating information. Hold a class discussion on the merits behind Internet sources. Discuss what a “logo” is in media. Demonstrate how to research and find various sources for a logo such as Nike or McDonald’s. Talk about how media sources are different and where they can be found. Ask students to be logo spies and using a selected logo, research and find all of the media sources they can find of that logo. Bring these into class and create a poster using all of these. Share with the class.

Set up a mock interview with each child and ask them to do a sales pitch for their logo. What kind of marketing is used? Why?

Resources:

http://www.frankwbaker.com/critical_tv_viewing.html

<http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html>

Assessments:

Class Discussion

Project Rubric

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA2-4.1 Identify uses of the media arts in everyday life.

Essential Question: How do media arts connect to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Knowing where media artwork exists in everyday life and the world.

Activities:

Hold a class discussion on social issues that are relevant to this grade level. Discuss how the media arts can help you understand these issues and gain awareness of the components that connect to everyday life and the world? An example may be character education words such as teasing or bullying.

Have students create a short powerpoint or skit to illustrate how one might handle a situation such as bullying. Work in small groups to create a short that highlights a topic (global warming, going green, bullying etc.) and share them with the class. Discuss the techniques they used to convey their meaning to help the audience (class) gain awareness of their issue.

Resources:

http://www.media-awareness.ca/english/parents/television/good_things_tv.cfm

http://www.ithaca.edu/looksharp/?action=global_warming&PHPSESSID=0e03289a64f63892437c76460ed0cbf8

<http://www.microsoft.com/windowsxp/using/moviemaker/default.mspx>

Assessments:

Class Discussion

Project Rubric

MA2-4.2 Compare and contrast the media arts with other arts disciplines and other content areas.

Essential Question: How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

How media arts is interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

Activities:

Hold a class discussion on how media arts are interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

How is history relevant within Media Arts? Students reenact a moment in the history of the community, state or nation.

Students work in a group to “act” or produce a live work of art based on a famous artwork.

Resources:

Books that relate to artists and their work or historical events from grade level book

http://www.frankwbaker.com/math_in_the_media.htm

<http://www.frankwbaker.com/mathactone.htm>

<http://www.frankwbaker.com/mathlinks.htm>

Assessments:

Activity Rubric/Checklist

Class discussion

Group/peer rubric for production assessment

MA2-4.3 Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question:

What financial aspects are included in the production of creating a media artwork? What careers are available within media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

What job opportunities are found within media arts? Understanding budget and financial concepts within media arts (ex. Film budget, advertisement costs, etc.).

Activities:

Discuss with students the marketing of artwork. How artists price their work and use the media/technology to make sales. Host a school wide art show and sale and have students create, mat, price and sell their work (marketing). Students can use the school website, create flyers/posters to market and promote the show school / community wide. Students then receive money from the sale of their work.

Hold a class discussion on job opportunities in media arts. Then have small groups work together to create a simulated newscast giving info on different careers.

Have students create movie posters to illustrate a film. Discuss elements of design and how these could be done using technology vs. "hand" created pieces.

Hold a discussion on movie budgets. How much does it cost to make a movie? After looking at a movie budget breakdown, discuss recent movies (Avatar, Harry Potter, etc) and fabricate a budget.

Resources:

<http://userwww.sfsu.edu/~nshelley/>

<http://www.mediabynumbers.com/>

<http://www.frankwbaker.com/mathactfourfive.htm>

Assessments:

Rubric/Checklist

Class Discussion

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA2-5.1 View and describe a variety of **media art forms**.

Essential Question: How does art from the past or other cultures influence the artwork in the present?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding the correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc).

Activities:

Talk with the class about how media has changed over the years. Show them examples of a record player (photo or real object), typewriter, radio, cassette player, tape player, etc. Hold a class discussion on how' correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc). Discuss how the actual media forms have evolved and changed in both physical appearance and sound quality. Listen to recordings of old newscasts or radio broadcasts. Have students record their own voices and listen to the sound. Try different microphones and talk about the quality in sound of those and how we can now record sounds and music from the internet / phones, etc.

Discuss how news has been shared worldwide over the years and how today's technology/media has grown. How do we receive our news now? Discuss all the ways the students receive news in their classroom...school news program? Intercom? Smartboard?

Discuss how a book/short story would be promoted at different time periods. In groups have students record a radio ad, film a short commercial, and create a print ad. When completed, have a class critique on which similarities and differences of each media type.

Resources:

<http://winclass.edublogs.org/2009/05/28/book-trailers/>

http://www.frankwbaker.com/tkam_compare

Assessments:

Class Critique Checklist

Project Rubric

MA2-5.2 View and discuss media artwork that portrays family and/or community.

Essential Question: How do media artworks differ among families or our community?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding differences in media arts as they relate to a variety of cultures and people from our communities.

Activities:

Begin with a class discussion on how media is perceived differently around the world by different cultures and people. What types of do we use in our own homes? Communities? Compare and contrast these with our own personal families.

Look at paintings of cities done by various painters. Ask students to think of buildings in their own communities and nearby cities. Have students draw a picture of their own community and add details. Take a photo of each child and print these out. Students cut their image out and paste in front of their "city". How do these differ/compare to paintings done by artists from the past?

Resources:

<http://www.livescience.com/culture/090812-movie-memory.html>

<http://nieonline.com/aaec/cftc.cfm>

<http://www.frankwbaker.com/parody.htm>

Assessments:

Teacher checklist

MA2-5.3 Identify characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question: What characteristics of media arts exist across time among different cultural and ethnic groups?

Concepts, Skills, Techniques, and Critical Knowledge:

Artwork can have a different meaning to different people and cultures. How has media arts evolved over time?

Activities:

Begin with a class discussion on media arts throughout history. What is the difference between digital artists and designers? Specifically look at “fonts” and how these may change in digital format today. Text and fonts have evolved over time from beautiful hand painted illuminations to today’s computer font. Discuss “bold” and “italic” terms. Students design their own font using ink on paper in traditional style or illuminations in the first letter of their name. Also do a digital font style on computer. Compare and contrast.

Report on their process and what they did to convey that artist’s style. Have them present each to the class. Display in a book format.

Resources:

<http://www.artsz.org/difference-between-artist-graphic-designer/>

http://www.ehow.com/facts_5366878_history-digital-art.html

http://en.wikipedia.org/wiki/Digital_art

<http://art.net/Studios/digital.html>

[The Art Teacher’s Survival Guide for Elementary and Middle Schools](#), H. Hunt

Assessments:

Teacher checklist

Teacher observation

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA2-6.1 Explore human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What kind of human, cultural, and societal considerations exist when creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Begin to differentiate time period in relation to the cultural, societal, and human issues.

Activities:

Discuss with the class how different methods of media sources such as television or internet relate in other places of the world. How is our news media or print media different/similar? Have students create a digital story (using Powerpoint, Photostory, Animoto) on a selected cultural, societal topic such as “going green” and have them share with the class.

Create a classroom “magazine” using digital photos or drawings students have done that relate to the topics discussed. Feature a “cover story” and talk about the power of the magazine cover in media. Discuss their process and as well as present information that they have gathered and used in their digital story.

Resources:

<http://courseweb.lis.illinois.edu/~jevogel2/lis506/howto.html>

http://pop17.com/abc_vs_bbc/

Assessments:

Project Rubric

Class Discussion

MA2-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What is considered legal and ethical in media arts and technology? How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand qualities of a responsible digital citizen. What is considered good legal and ethical behavior?

Activities:

Begin with a discussion on digital citizenship. Ask students what are the qualities of a digital citizen. Have students interview other students in various grade levels about what they think make a good “digital citizen”. Use these clips to create a public service announcement or documentary on what it means to be a good digital citizen in the 21st century. Have the school host a “digital citizenship day” and air the films school wide.

Develop an alphabet book that illustrates digital citizenship using computer generated or magazine images in collage format and add text. Place in the classroom or library.

Create a series of print ads and posters to go around the school that advocate digital citizenship.

Resources:

<http://www.digitalcitizenship.net/>

<http://cybersmartcurriculum.org/digitalcitizenship/>

Assessments:

Project Rubric

Class Discussion

GRADE 3

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA3-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: What techniques, concepts and skills do we use to create a piece of art?

Concepts, Skills, Techniques, and Critical Knowledge: Identification of specific media tools and programs such as digital cameras, Wacom Tablet, Smartboard, etc and understand how they can be used to create art.

Activities: Have students look at various posters, magazine ads and books that illustrate different images created using many different media arts including photographs, computer generated images and artwork using Photoshop or paint programs.

How are these different from artwork created using drawing or paint media?

- Ask students questions relating to use of media, techniques, and applications seen in works of art including: Why do you think this artist used this method?
- Compare works created by hand vs. by technology and discuss similarities and differences

Resources: <http://www.designflavr.com/resources/Photoshop-Masters-10-digital-Artists-you-should-know-i110/>

http://en.wikipedia.org/wiki/Digital_art#List_of_digital_artists

prints, magazines, books

Assessments:

Teacher observation and checklist

MA3-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: Identify, use various media technologies (cameras, art programs, etc) and create a work of art

How do you recognize and differentiate between different techniques, technologies and processes to create aesthetically pleasing work of art?

Concepts, Skills, Techniques, and Critical Knowledge: Identify and use various media technologies (cameras, art programs, etc) and create art

Activities: Use a digital camera to teach composition and help students understand basic use of a digital camera, etc. Students may go on a "scavenger hunt" to find letters in their classroom and using the camera, take photos of these using different composition. Students select one photo and learn to load this to a computer. Adding a word using various "font" styles with shapes and color make stronger computer compositions

Use a computer to teach use of computer graphics such as shape and line

Resources: <http://www.wacona.com/digicam/digicam.html>

<http://www.olejarz.com/arted/imaging03/>

print "I Saw the Figure Five in gold, 1928 or other prints from pop artists from 1950's or 1960's

Assessments: Teacher observation

Student kept Journal/Blog

Portfolio

MA3-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care of equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

Equipment used for media arts requires care and responsibility for proper use. Respect for equipment in essential for a responsible digital citizen.

Activities:

Go over proper use procedure with student when introducing any equipment or program.

An example could be proper use and care for a digital camera. Students could take a written test on its parts and functions or have a peer lead discussion on proper responsibility of its use.

A class discussion on why it is important to take proper care of equipment.

Students work in groups to develop and act out a “commercial” marketing their camera, identifying its parts and why it is a great tool to use in art.

Resources:

http://www.pctechguide.com/56DigCam_Features.htm

<http://www.basic-digital-photography.com/caring-for-your-digital-camera.html>

<http://www.librarysupportstaff.com/4compcare.html>

<http://www.youthlearn.org/activities/teaching-digital-photography-showing-kids-how-see-cameras-eye>

The Art Teacher’s Survival Guide 2nd Edition, Helen D. Hume. Jossey-bass teacher

Assessments:

Written test

Class discussion

Checklist

MA3-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question: How do you decide what a good resource (when doing online research) is?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to have students distinguish and make informed decisions on selecting sources, pictures, and other media on the Internet.

Activities:

Have students research an artist and discuss different online resources. Students may develop a written document which includes photo references of the artist and their work.

Discuss as a class copyright issues when using a picture taken from the Internet

Resources:

<http://www.virtualsalt.com/evalu8it.htm>

<http://digitalliteracy.cornell.edu/tutorial/dpl3100.html>

Assessments:

Ethics/Plagiarism

Written Test/Quiz

Classroom discussion and self assessment using rubrics

MA3-1.5 Develop self-led and peer-led instruction and assessment skills in the creation of media artwork.

Essential Question: What are the criteria that you use to evaluate media artworks? How can you share knowledge and skills with others when working with media arts equipment as part of a visual arts project?

Concepts, Skills, Techniques, and Critical Knowledge:

Communication skills of students being able to lead and participate in discussion about artwork created by artists, their peers, and of their own.

Activities:

Using prints provided through the visual arts texts and state adopted materials, have students compare a traditional drawing or painting to that of a digitally rendered drawing or painting and discuss. Have student groups present their selected pieces to the class and lead a discussion on compare/contrasts of these.

Have a class critique on a particular project with a list of topics to discuss (composition, required elements, meaning, etc)

Resources:

<http://www.goshen.edu/art/ed/critique1.html>

<http://www.princetonol.com/groups/iad/Files/Jeannie-critique.htm>

<http://artsedge.kennedy-center.org/content/3932/>

Assessments:

Rubric

Teacher Observation

Class Critique

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA3-2.1 Use media arts vocabulary to identify elements of artistic design specific to individual media.

Essential Question: What techniques, elements and equipment work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Identification of vocabulary (see glossary) specific to media arts as it relates to visual arts

Activities:

Class discussion on how artists show balance, create a “mood” or emphasis in moving film and cartoons as opposed to digital photography.

Resources:

Clips from various claymation animated films such as Chicken Run or Wallace and Grommit

References to sketches and finished works by Walt Disney (print and film)

<http://artsedge.kennedy-center.org/content/3901/>

Assessments:

Checklist

Vocabulary Test

MA3-2.2 Design and create media artwork that communicates his or her personal experiences.

Essential Question: How do you communicate and express your personal experiences and creativity through your media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students examine how artists use media arts to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles) and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They analyze and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

Activities:

Create a short power point or digital presentation using photos that “tell a story” about a personal experience (use a prompt such as what is their favorite place or their summer vacation) in their life using a digital camera and computer. Use [Comic Life](http://comiclifecom.com/) to construct a comic to tell their story or other program such as Photostory or Animoto.

Resources:

<http://www.infoday.com/MMSchools/jan02/banaszewski.htm>

<http://comiclifecom.com/>

http://www.frankwbaker.com/recent_trends_digital_media.htm

www.animoto.com

Assessments:

Project Rubric/Checklist

Student Journals/Blogs

MA3-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: What criteria do you use to evaluate your media artwork? How did you create your media art work?

Concepts, Skills, Techniques, and Critical Knowledge:

Student will be able to describe the process of creating their artwork. As well as evaluate their work.

Activities:

After completing a project in class, students can complete an after project questionnaire that gives information describing the process. This could be chronicled as a documentary or journal including their thoughts on how successful it was to previously given material

Students can keep a running blog or online journal that chronicles their daily thoughts of a projects progress

Resources:

<http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47>

Assessments:

Project Questionnaire

Informal/Formal Critique

Student Journal/Blog

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA3-3.1 Identify the purpose and intended audience for a variety of **media texts**.

Essential Question: What is the purpose and who is the audience of this media? How do you know what the purpose is? What makes this appropriate for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding what an intended purpose can mean when creating art.

How do the media arts tools (ex. Photoshop, computers, digital camera, etc) the artist used help get across the idea/purpose of the artwork?

Activities:

Class discussion on what the purpose or intended meaning may be. Who is the audience the artist is trying to reach? What techniques does the artist use in their artwork to create a message or purpose?

Resources:

www.ncsu.edu/science/route/usetech/digitalcamera/

www.webtech.kennesaw.edu/jcheek3/digitalcameras.htm

Assessments:

Written response from a visual prompt (media artwork)

Teacher observation during class discussion

MA3-3.2 Identify overt and implied messages in simple **media texts**.

Essential Question: What is your evidence that the media text is an overt or implied message?

Concepts, Skills, Techniques, and Critical Knowledge:

Learn the difference between overt and implied messages. Analyze media text to determine messages, both overt and implied, and determine its meaning.

Activities:

Look at a short clip of an animated claymation movie such as Wallace and Grommit or Chicken Run and using a VCR remote, hit pause/play to demonstrate how each clip or “photo” change slightly to create smooth, fluid sequential movements in the characters. Talk about scale of background and props and how they relate to the sizes of clay characters. Discuss how these are made in studios.

Deconstruct a TV commercial. Students will be encouraged to look deeply and to ask questions about the production techniques used to make the commercial. (see resources for full lesson plan)

Resources:

http://www.frankwbaker.com/deconstructing_a_tv_commercial.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MA3-3.3 Express his or her opinions about ideas presented in **media texts**.

Essential Question: What techniques are used in the presentation and what makes those effective? How do these techniques make this an effective visual arts piece / work of art?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding how artists create a message within their work. Students work on the ability to determine the success of the message. Discuss what makes an effective message.

Activities:

Brainstorm ways that television media “sell” us on a product such as cereal, candy, etc. Using those ideas/concepts, have students design their own cereal box label to sell their product. How would a commercial be created to market that product? Students can create their own “commercial” for their group.

Hold a class discussion on propaganda. How does propaganda work in the media? Discuss the difference between propaganda and advertising. Create propaganda posters.

Resources:

<http://www.frankwbaker.com/propaganda.htm>

Assessments:

Class Discussion

Project Rubric

Checklist

MA3-3.4 Describe ways that different audiences might respond to specific **media texts**.

Essential Question: Why do people react differently to a variety of media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand that that a meaning may change based on the audience.

Activities:

Hold a class discussion on images of the world war. From the Civil War to Wars in Iraq and the Middle East, photographic images have played a major role in how we perceive and understand conflicts. Look at photographs from articles that have covered the war. Discuss how we view these and how our interpretations may change based on our circumstances (families who are serving in war currently, families who have lost loved ones to war, etc). How do different media outlets (internet, newspapers, TV) change their coverage based on different audiences?

Resources: photos from articles that relate to war

Film or television clips that relate to the war

http://www.frankwbaker.com/images_of_war

Assessments:

Class Discussion

Project Rubric

Checklist

MA3-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question:

How do you determine and identify specific creative techniques used in media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to locate information from a variety of media (internet, newspaper, television, etc.)

Activities:

With any media art project (written or artwork) discuss with the student the best means of discovering and locating information. Hold a class discussion on the merits behind Internet sources. Discuss what a “logo” is in media. Demonstrate how to research and find various sources for a logo such as Nike or McDonald’s. Talk about how media sources are different and where they can be found.

Ask students to be logo spies and using a selected logo, research and find all of the media sources they can find of that logo. Bring these into class and create a poster using all of these. Share with the class.

Set up a mock interview with each child and ask them to do a sales pitch for their logo. What kind of marketing is used? Why?

Resources:

http://www.frankwbaker.com/critical_tv_viewing.html

<http://www.frankwbaker.com/bias.htm>

<http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html>

Assessments:

Class Discussion

Project Rubric

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA3-4.1 Describe ways that the media arts relate to everyday life and to activities in the world at large.

Essential Question: How do media arts connect to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Knowing where media artwork exists in everyday life and the world.

Activities:

Hold a class discussion on issues that are relevant to this grade level. Discuss how the media arts can help you understand these issues and gain awareness of the components that connect to everyday life and the world? An example may be character education or bullying.

Have students create a short claymation animated movie using Moviemaker. Work in small groups to create a short that highlights a topic (global warming, world hunger, bullying etc.) and share them with the class. Discuss the techniques they used to convey their meaning to help the audience gain awareness of their issue.

Resources:

http://www.media-awareness.ca/english/parents/television/good_things_tv.cfm

http://www.ithaca.edu/looksharp/?action=global_warming&PHPSESSID=0e03289a64f63892437c76460ed0cbf8

<http://www.microsoft.com/windowsxp/using/moviemaker/default.mspix>

Assessments:

Class Discussion

Project Rubric

MA3-4.2 Describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

How media arts is interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

Activities:

Hold a class discussion on how media arts are interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

How is history relevant within Media Arts? Students reenact a moment in the history of the community, state or nation.

Students work in a group to “act” or produce a live work of art based on a famous artwork.

Resources:

Books that relate to artists and their work or historical events from grade level book

http://www.frankwbaker.com/math_in_the_media.htm

<http://www.frankwbaker.com/mathactone.htm>

<http://www.frankwbaker.com/mathlinks.htm>

Assessments:

Activity Rubric/Checklist

Class discussion

Group/peer rubric for production assessment

MA3-4.3 Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question:

What financial aspects are included in the production of creating a media artwork? What careers are available within media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

What job opportunities are found within media arts? Understanding budget and financial concepts within media arts (ex. Film budget, advertisement costs, etc.).

Activities:

Discuss with students the marketing of artwork. How artists price their work and use the media/technology to make sales. Host a school wide art show and sale and have students create, mat, price and sell their work (marketing). Students can use the school website, create flyers/posters to market and promote the show school / community wide. Students then receive money from the sale of their work.

Hold a class discussion on job opportunities in media arts. Then have small groups work together to create a simulated newscast giving info on different careers.

Have students create movie posters to illustrate a film. Discuss elements of design and how these could be done using technology vs. "hand" created pieces.

Hold a discussion on movie budgets. How much does it cost to make a movie? After looking at a movie budget breakdown, discuss recent movies (Avatar, Harry Potter, etc) and fabricate a budget.

Resources:

<http://userwww.sfsu.edu/~nshelley/>

<http://www.mediabynumbers.com/>

<http://www.frankwbaker.com/mathactfourfive.htm>

Assessments:

Rubric/Checklist

Class Discussion

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA3-5.1 Describe ways that media artwork from past and present culture has influenced human knowledge and experience.

Essential Question: How does art from the past or other cultures influence the artwork in the present?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding the correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc).

Activities:

Talk with the class about how media has changed over the years. Show them examples of a record player (photo or real object), typewriter, radio, cassette player, tape player, etc. Hold a class discussion on how' correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc). Discuss how the actual media forms have evolved and changed in both physical appearance and sound quality.

Have students research (can connect to language arts, history, writing) how news has been shared worldwide over the years and how today's technology/media has grown.

Discuss how a book/short story would be promoted at different time periods. In groups have students record a radio ad, film a short commercial, and create a print ad. When completed, have a class critique on which similarities and differences of each media type.

Resources:

<http://winclass.edublogs.org/2009/05/28/book-trailers/>

http://www.frankwbaker.com/tkam_compare

Assessments:

Class Critique Checklist

Project Rubric

MA3-5.2 View and discuss media artwork that portrays the people and cultures of South Carolina.

Essential Question:

How do media artworks differ around the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding differences in media arts as they relate to a variety of cultures from around the world.

Activities:

Begin with a class discussion on how media is perceived differently around the world. What types of media is used and how do countries who are considered third world countries use media? Compare and contrast these with our own. How are do we create stereotypes in the media?

Divide the class into several "countries" that would illustrate differences in media and ask each "country" (group) to research what are some of the media most prevalent in those countries. Share these with the other "countries" during a world media blitz day. Record these during class and watch them on the Smartboard. Critique these using a peer led session.

Resources:

<http://www.livescience.com/culture/090812-movie-memory.html>

<http://nieonline.com/aaec/cftc.cfm>

<http://www.frankwbaker.com/parody.htm>

Assessments:

Teacher checklist

Peer rubric

MA3-5.3 Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question: What characteristics of media arts exist across time among different cultural and ethnic groups?

Concepts, Skills, Techniques, and Critical Knowledge:

Artwork can have a different meaning to different people and cultures. How has media arts evolved over time?

Activities:

Begin with a class discussion on media arts throughout history. What is the difference between digital artists and designers? Have students pick a different digital artist and create an artwork in their style. Have the students share them with the class, reporting on their process and what they did to convey that artist's style. Have them present chronologically.

Resources:

<http://www.artsz.org/difference-between-artist-graphic-designer/>

http://www.ehow.com/facts_5366878_history-digital-art.html

http://en.wikipedia.org/wiki/Digital_art

<http://art.net/Studios/digital.html>

Assessments:

Project Rubric

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA3-6.1 Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What kind of human, cultural, and societal considerations exist when creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Begin to differentiate time period in relation to the cultural, societal, and human issues.

Activities:

Discuss with the class how different methods of media sources such as television or internet relate in other places of the world. How is our news media or print media different/similar? Have students create a digital story (using Powerpoint, Photostory, Animoto) on a selected cultural, societal topic such as “going green” and have them share with the class.

Create a classroom “magazine” using digital photos or drawings students have done that relate to the topics discussed. Feature a “cover story” and talk about the power of the magazine cover in media. Discuss their process and as well as present information that they have gathered and used in their digital story.

Resources:

<http://courseweb.lis.illinois.edu/~jevogel2/lis506/howto.html>

http://pop17.com/abc_vs_bbc/

Assessments:

Project Rubric

Class Discussion

MA3-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What is considered legal and ethical in media arts and technology? How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand qualities of a responsible digital citizen. What is considered good legal and ethical behavior?

Activities:

Begin with a discussion on digital citizenship. Ask students what are the qualities of a digital citizen. Have students interview other students in various grade levels about what they think make a good “digital citizen”. Use these clips to create a public service announcement or documentary on what it means to be a good digital citizen in the 21st century. Have the school host a “digital citizenship day” and air the films school wide.

Develop an alphabet book that illustrates digital citizenship using computer generated or magazine images in collage format and add text. Place in the classroom or library.

Create a series of print ads and posters to go around the school that advocate digital citizenship.

Resources:

<http://www.digitalcitizenship.net/>

<http://cybersmartcurriculum.org/digitalcitizenship/>

Assessments:

Project Rubric

Class Discussion

GRADE 4

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA4-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: How are the media arts used in visual art and what techniques, concepts and skills do we use to create a piece of art?

Concepts, Skills, Techniques, and Critical Knowledge:

Identification of specific media tools and programs such as digital cameras, Wacom Tablet, Smartboard, etc and understand how they can be used to create art.

Activities:

Respond to/ask questions relating to use of media, techniques, and applications seen in works including: Why do you think this artist used this method? Compare works created by hand vs. by technology

Look at, discuss, compare, and write about works of art that are created using various media

Resources:

prints, magazines, books <http://www.designflavr.com/resources/Photoshop-Masters-10-digital-Artists-you-should-know-i110/>

http://en.wikipedia.org/wiki/Digital_art#List_of_digital_artists

Assessments:

Teacher observation and checklist

MA4-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: Identify, use various media technologies (cameras, art programs, etc) and create a work of art

How do you recognize and differentiate between different techniques, technologies and processes to create aesthetically pleasing work of art?

Concepts, Skills, Techniques, and Critical Knowledge:

Identify and use various media technologies (cameras, art programs, etc) and create art

Activities:

Use a digital camera to teach composition and help students understand basic use of a digital camera, etc. Students may go on a "scavenger hunt" to find letters in their classroom and using the camera, take photos of these using different composition. Students select one photo and learn to load this to a computer. Adding a word using various "font" styles with shapes and color make stronger computer compositions

Use a computer to teach use of computer graphics such as shape and line

Resources:

<http://www.wacona.com/digicam/digicam.html>

<http://www.olejarz.com/arted/imaging03/>

print "I Saw the Figure Five in gold, 1928 or other prints from pop artists from 1950's or 1960's

Assessments:

Teacher observation

Student kept Journal/Blog

Portfolio

MA4-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care of equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

Equipment used for media arts requires care and responsibility for proper use. Respect for equipment in essential for a responsible digital citizen.

Activities:

Go over proper use procedure with student when introducing any equipment or program.

An example could be proper use and care for a digital camera. Students could take a written test on its parts and functions or have a peer lead discussion on proper responsibility of its use.

A class discussion on why it is important to take proper care of equipment.

Students work in groups to develop and act out a "commercial" marketing their camera, identifying its parts and why it is a great tool to use in art.

Resources:

http://www.pctechguide.com/56DigCam_Features.htm

<http://www.basic-digital-photography.com/caring-for-your-digital-camera.html>

<http://www.librarysupportstaff.com/4compcare.html>

<http://www.youthlearn.org/activities/teaching-digital-photography-showing-kids-how-see-cameras-eye>

The Art Teacher's Survival Guide 2nd Edition, Helen D. Hume. Jossey-bass teacher

Assessments:

Written test

Class discussion

Checklist

MA4-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question:

How do you decide what a good resource (when doing online research) is?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to have students distinguish and make informed decisions on selecting sources, pictures, and other media on the Internet.

Activities:

Have students research an artist and discuss different online resources. Students may develop a written document which includes photo references of the artist and their work.

Discuss as a class copyright issues when using a picture taken from the Internet

Resources:

<http://www.virtualsalt.com/evalu8it.htm>

<http://digitalliteracy.cornell.edu/tutorial/dpl3100.html>

Assessments:

Ethics/Plagiarism

Written Test/Quiz

Classroom discussion and self assessment using rubrics

MA4-1.5 Develop self-led and peer-led instruction and assessment skills in the creation of media artwork.

Essential Question: What are the criteria that you use to evaluate media artworks? How can you share knowledge and skills with others when working with media arts equipment as part of a visual arts project?

Concepts, Skills, Techniques, and Critical Knowledge:

Communication skills of students being able to lead and participate in discussion about artwork created by artists, their peers, and of their own.

Activities:

Using prints provided through the visual arts texts and state adopted materials, have students compare a traditional drawing or painting to that of a digitally rendered drawing or painting and discuss. Have student groups present their selected pieces to the class and lead a discussion on compare/contrasts of these.

Have a class critique on a particular project with a list of topics to discuss (composition, required elements, meaning, etc)

Resources:

<http://www.goshen.edu/art/ed/critique1.html>

<http://www.princetonol.com/groups/iad/Files/Jeannie-critique.htm>

<http://artsedge.kennedy-center.org/content/3932/>

Assessments:

Rubric

Teacher Observation

Class Critique

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA4-2.1 Use media arts vocabulary to identify elements of artistic design specific to individual media.

Essential Question: What techniques, elements and equipment work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Identification of vocabulary (see glossary) specific to media arts as it relates to visual arts

Activities:

Class discussion on how artists show balance, create a “mood” or emphasis in moving film and cartoons as opposed to digital photography.

Resources:

Clips from various claymation animated films such as Chicken Run or Wallace and Grommit

References to sketches and finished works by Walt Disney (print and film)

<http://artsedge.kennedy-center.org/content/3901/>

Assessments:

Checklist

Vocabulary Test

MA4-2.2 Design and create media artwork that communicates his or her personal experiences.

Essential Question: How do you communicate and express your personal experiences and creativity through your media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students examine how artists use media arts to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles) and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They analyze and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

Activities:

Create a short power point or digital presentation using photos that “tell a story” about a personal experience (use a prompt such as what is their favorite place or their summer vacation) in their life using a digital camera and computer. Use Comic Life to construct a comic to tell their story or other program such as Photostory or Animoto.

Resources:

<http://www.infoday.com/MMSchools/jan02/banaszewski.htm>

<http://comiclfe.com/>

http://www.frankwbaker.com/recent_trends_digital_media.htm

www.animoto.com

Assessments:

Project Rubric/Checklist

Student Journals/Blogs

MA4-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: What criteria do you use to evaluate your media artwork? How did you create your media art work?

Concepts, Skills, Techniques, and Critical Knowledge:

Student will be able to describe the process of creating their artwork. As well as evaluate their work.

Activities:

After completing a project in class, students can complete an after project questionnaire that gives information describing the process. This could be chronicled as a documentary or journal including their thoughts on how successful it was to previously given material

Students can keep a running blog or online journal that chronicles their daily thoughts of a projects progress

Resources:

<http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47>

Assessments:

Project Questionnaire

Informal/Formal Critique

Student Journal/Blog

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA4-3.1 Describe the purpose and identify the intended audience for a variety of **media texts**.

Essential Question: What is the purpose? Why did you create this media artwork for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding what an intended purpose can mean when creating art.

How do the media arts tools (ex. Photoshop, computer, digital camera, etc) the artist used help get across the idea/purpose of the artwork?

Activities:

Class discussion on what the purpose or intended meaning is. Who is the audience the artist is trying to reach? What techniques does the artist use in their artwork to create a message or purpose?

Resources:

www.ncsu.edu/science/route/usetech/digitalcamera/

www.webtech.kennesaw.edu/jcheek3/digitalcameras.htm

Assessments:

Written response from a visual prompt (media artwork)

Teacher observation during class discussion

MA4-3.2 Draw inferences and construct meaning by identifying overt and implied messages in **media texts**.

Essential Question: What is your evidence that the media text is an overt or implied message?

Concepts, Skills, Techniques, and Critical Knowledge:

Learn the difference between overt and implied messages. Analyze media text to determine messages, both overt and implied, and determine its meaning.

Activities:

Look at a short clip of an animated claymation movie such as Wallace and Grommit or Chicken Run and using a VCR remote, hit pause/play to demonstrate how each clip or “photo” change slightly to create smooth, fluid sequential movements in the characters. Talk about scale of background and props and how they relate to the sizes of clay characters. Discuss how these are made in studios.

Deconstruct a TV commercial. Students will be encouraged to look deeply and to ask questions about the production techniques used to make the commercial. (see resources for full lesson plan)

Resources:

http://www.frankwbaker.com/deconstructing_a_tv_commercial.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MA4-3.3 Express opinions about ideas, issues, and/or experiences presented in **media texts**.

Essential Question: What techniques are used in the presentation and what makes those effective? How do these techniques make this an effective visual arts piece / work of art?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding how artists create a message within their work. Students work on the ability to determine the success of the message. Discuss what makes an effective message.

Activities:

Brainstorm ways that television media “sell” us on a product such as cereal, candy, etc. Using those ideas/concepts, have students design their own cereal box label to sell their product. How would a commercial be created to market that product? Students can create their own “commercial” for their group.

Hold a class discussion on propaganda. How does propaganda work in the media? Discuss the difference between propaganda and advertising. Create propaganda posters.

Resources:

<http://www.frankwbaker.com/propaganda.htm>

Assessments:

Class Discussion

Project Rubric

Checklist

MA4-3.4 Explain why different audiences might respond differently to specific **media texts**.

Essential Question: Why do people react differently to a variety of media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand that that a meaning may change based on the audience.

Activities:

Hold a class discussion on images of the world war. From the Civil War to Wars in Iraq and the Middle East, photographic images have played a major role in how we perceive and understand conflicts. Look at photographs from articles that have covered the war. Discuss how we view these and how our interpretations may change based on our circumstances (families who are serving in war currently, families who have lost loved ones to war, etc). How do different media outlets (internet, newspapers, TV) change their coverage based on different audiences?

Resources: photos from articles that relate to war

Film or television clips that relate to the war

http://www.frankwbaker.com/images_of_war

Assessments:

Class Discussion

Project Rubric

Checklist

MA4-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question:

How do you determine and identify specific creative techniques used in media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to locate information from a variety of media (internet, newspaper, television, etc.)

Activities:

With any media art project (written or artwork) discuss with the student the best means of discovering and locating information. Hold a class discussion on the merits behind Internet sources. Discuss what a “logo” is in media. Demonstrate how to research and find various sources for a logo such as Nike or McDonald’s. Talk about how media sources are different and where they can be found.

Ask students to be logo spies and using a selected logo, research and find all of the media sources they can find of that logo. Bring these into class and create a poster using all of these. Share with the class.

Set up a mock interview with each child and ask them to do a sales pitch for their logo. What kind of marketing is used? Why?

Resources:

http://www.frankwbaker.com/critical_tv_viewing.html

<http://www.frankwbaker.com/bias.htm>

<http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html>

Assessments:

Class Discussion

Project Rubric

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA4-4.1 Describe ways that the media arts relate to everyday life and to activities in the world at large

Essential Question: How do media arts connect to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Knowing where media artwork exists in everyday life and the world.

Activities:

Hold a class discussion on social issues that are relevant to this grade level. Discuss how the media arts can help you understand these issues and gain awareness of the components that connect to everyday life and the world? An example may be character education or bullying.

Have students create a short claymation animated movie using Moviemaker. Work in small groups to create a short that highlights a topic (global warming, world hunger, bullying etc.) and share them with the class. Discuss the techniques they used to convey their meaning to help the audience gain awareness of their issue.

Resources:

http://www.media-awareness.ca/english/parents/television/good_things_tv.cfm

http://www.ithaca.edu/looksharp/?action=global_warming&PHPSESSID=0e03289a64f63892437c76460ed0cbf8

<http://www.microsoft.com/windowsxp/using/moviemaker/default.mspx>

Assessments:

Class Discussion

Project Rubric

MA4-4.2 Describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

How media arts is interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

Activities:

Hold a class discussion on how media arts are interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

How is history relevant within Media Arts? Students reenact a moment in the history of the community, state or nation.

Students work in a group to “act” or produce a live work of art based on a famous artwork.

Resources:

Books that relate to artists and their work or historical events from grade level book

http://www.frankwbaker.com/math_in_the_media.htm

<http://www.frankwbaker.com/mathactone.htm>

<http://www.frankwbaker.com/mathlinks.htm>

Assessments:

Activity Rubric/Checklist

Class discussion

Group/peer rubric for production assessment

MA4-4.3 Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What financial aspects are included in the production of creating a media artwork? What careers are available within media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

What job opportunities are found within media arts? Understanding budget and financial concepts within media arts (ex. Film budget, advertisement costs, etc.).

Activities:

Hold a class discussion on job opportunities in media arts. Then have small groups work together to create a simulated newscast giving info on different careers.

Have students create movie posters to illustrate a film. Discuss elements of design and how these could be done using technology vs. "hand" created pieces.

Hold a discussion on movie budgets. How much does it cost to make a movie? After looking at a movie budget breakdown, discuss recent movies (Avatar, Harry Potter, etc) and fabricate a budget.

Resources:

<http://userwww.sfsu.edu/~nshelley/>

<http://www.mediabynumbers.com/>

<http://www.frankwbaker.com/mathactfourfive.htm>

Assessments:

Rubric/Checklist

Class Discussion

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA4-5.1 Describe ways that media artwork from past and present culture has influenced human knowledge and experience.

Essential Question: How does art from the past or other cultures influence the artwork in the present?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding the correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc).

Activities:

Talk with the class about how media has changed over the years. Show them examples of a record player (photo or real object), typewriter, radio, cassette player, tape player, etc. Hold a class discussion on how' correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc). Discuss how the actual media forms have evolved and changed in both physical appearance and sound quality.

Have students research (can connect to language arts, history, writing) how news has been shared worldwide over the years and how today's technology/media has grown.

Discuss how a book/short story would be promoted at different time periods. In groups have students record a radio ad, film a short commercial, and create a print ad. When completed, have a class critique on which similarities and differences of each media type.

Resources:

<http://winclass.edublogs.org/2009/05/28/book-trailers/>

http://www.frankwbaker.com/tkam_compare

Assessments:

Class Critique Checklist

Project Rubric

MA4-5.2 View and discuss media artwork that portrays the people and cultures of the United States.

Essential Question: How do media artworks differ around the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding differences in media arts as they relate to a variety of cultures from around the world.

Activities:

Begin with a class discussion on how media is perceived differently around the world. What types of media is used and how do countries who are considered third world countries use media? Compare and contrast these with our own. How are do we create stereotypes in the media?

Divide the class into several "countries" that would illustrate differences in media and ask each "country" (group) to research what are some of the media most prevalent in those countries. Share these with the other "countries" during a world media blitz day. Record these during class and watch them on the Smartboard. Critique these using a peer led session.

Resources:

<http://www.livescience.com/culture/090812-movie-memory.html>

<http://nieonline.com/aaec/cftc.cfm>

<http://www.frankwbaker.com/parody.htm>

Assessments:

Teacher checklist

Peer rubric

MA4-5.3 Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question: What characteristics of media arts exist across time among different cultural and ethnic groups?

Concepts, Skills, Techniques, and Critical Knowledge:

Artwork can have a different meaning to different people and cultures. How has media arts evolved over time?

Activities:

Begin with a class discussion on media arts throughout history. What is the difference between digital artists and designers? Have students pick a different digital artist and create an artwork in their style. Have the students share them with the class, reporting on their process and what they did to convey that artist's style. Have them present chronologically.

Resources:

<http://www.artsz.org/difference-between-artist-graphic-designer/>

http://www.ehow.com/facts_5366878_history-digital-art.html

http://en.wikipedia.org/wiki/Digital_art

<http://art.net/Studios/digital.html>

Assessments:

Project Rubric

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA4-6.1 Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What kind of human, cultural, and societal considerations exist when creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Begin to differentiate time period in relation to the cultural, societal, and human issues.

Activities:

Discuss with the class how different methods of media sources such as television or internet relate in other places of the world. How is our news media or print media different/similar? Have students create a digital story (using Powerpoint, Photostory, Animoto) on a selected cultural, societal topic such as “going green” and have them share with the class.

Create a classroom “magazine” using digital photos or drawings students have done that relate to the topics discussed. Feature a “cover story” and talk about the power of the magazine cover in media. Discuss their process and as well as present information that they have gathered and used in their digital story.

Resources:

<http://courseweb.lis.illinois.edu/~jevogel2/lis506/howto.html>

http://pop17.com/abc_vs_bbc/

Assessments:

Project Rubric

Class Discussion

MA4-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What is considered legal and ethical in media arts and technology? How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand qualities of a responsible digital citizen. What is considered good legal and ethical behavior?

Activities:

Begin with a discussion on digital citizenship. Ask students what are the qualities of a digital citizen. Have students interview other students in various grade levels about what they think make a good "digital citizen". Use these clips to create a public service announcement or documentary on what it means to be a good digital citizen in the 21st century. Have the school host a "digital citizenship day" and air the films school wide.

Develop an alphabet book that illustrates digital citizenship using computer generated or magazine images in collage format and add text. Place in the classroom or library.

Create a series of print ads and posters to go around the school that advocate digital citizenship.

Resources:

<http://www.digitalcitizenship.net/>

<http://cybersmartcurriculum.org/digitalcitizenship/>

Assessments:

Project Rubric

Class Discussion

GRADE 5

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA5-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question: What techniques, concepts and skills do we use to create a piece of art?

Concepts, Skills, Techniques, and Critical Knowledge:

Identification of specific media tools and programs such as digital cameras, Wacom Tablet, Smartboard, etc and understand how they can be used to create art.

Activities:

Respond to/ask questions relating to use of media, techniques, and applications seen in works including: Why do you think this artist used this method? Compare works created by hand vs. by technology

Look at, discuss, compare, categorize, write about works of art

Resources: :

prints, magazines, books

<http://www.designflavr.com/resources/Photoshop-Masters-10-digital-Artists-you-should-know-i110/>

http://en.wikipedia.org/wiki/Digital_art#List_of_digital_artists

Assessments:

Teacher observation of class discussion

Checklist

MA5-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question: Identify, use various media technologies (cameras, art programs, etc) and create a work of art

How do you recognize and differentiate between different techniques, technologies and processes to create aesthetically pleasing work of art?

Concepts, Skills, Techniques, and Critical Knowledge:

Identify and use various media technologies (cameras, computers, art programs, etc) and create a piece of art

Activities:

Use a digital camera to teach composition and help students understand basic use of a digital camera, etc. Students may go on a "scavenger hunt" to find letters in their classroom and using the camera, take photos of these using different composition. Students select one photo and learn to load this to a computer. Adding a word using various "font" styles with shapes and color make stronger computer compositions

Use a computer to teach use of computer graphics such as shape and line

Resources:

<http://www.wacona.com/digicam/digicam.html>

<http://www.olejarz.com/arted/imaging03/>

print "I Saw the Figure Five in gold, 1928 or other prints from pop artists from 1950's or 1960's

Assessments:

Teacher observation

Student kept Journal/Blog

Portfolio

MA5-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question: What are the necessary procedures and responsibilities for proper use of and care of equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

Equipment used for media arts requires care and responsibility for proper use. Respect for equipment is essential for a responsible digital citizen.

Activities:

Go over proper use procedure with student when introducing any equipment or program.

An example could be proper use and care for a digital camera. Students could take a written test on its parts and functions or have a peer lead discussion on proper responsibility of its use.

A class discussion on why it is important to take proper care of equipment.

Students work in groups to develop and act out a "commercial" marketing their camera, identifying its parts and why it is a great tool to use in art.

Resources:

http://www.pctechguide.com/56DigCam_Features.htm

<http://www.basic-digital-photography.com/caring-for-your-digital-camera.html>

<http://www.librarysupportstaff.com/4compcare.html>

<http://www.youthlearn.org/activities/teaching-digital-photography-showing-kids-how-see-cameras-eye>

The Art Teacher's Survival Guide 2nd Edition, Helen D. Hume. Jossey-bass teacher

Assessments:

Written test

Class discussion

Checklist

MA5-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question: How do you decide what a good resource (when doing online research) is?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to have students distinguish and make informed decisions on selecting sources, pictures, and other media on the Internet.

Activities:

Have students research an artist and discuss different online resources. Students may develop a written document which includes photo references of the artist and their work.

Discuss as a class copyright issues when using a picture taken from the Internet

Resources:

<http://www.virtualsalt.com/evalu8it.htm>

<http://digitalliteracy.cornell.edu/tutorial/dpl3100.html>

Assessments:

Ethics/Plagiarism

Written Test/Quiz

Classroom discussion and self assessment using rubrics

MA5-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question: What are the criteria that you use to evaluate media artworks? How can you share knowledge and skills with others when working with media arts equipment as part of a visual arts project?

Concepts, Skills, Techniques, and Critical Knowledge:

Communication skills of students being able to lead and participate in discussion about artwork created by artists, their peers, and of their own.

Activities:

Using prints provided through the visual arts texts and state adopted materials, have students compare a traditional drawing or painting to that of a digitally rendered drawing or painting and discuss. Have student groups present their selected pieces to the class and lead a discussion on compare/contrasts of these.

Have a class critique on a particular project with a list of topics to discuss (composition, required elements, meaning, etc)

Resources:

<http://www.goshen.edu/art/ed/critique1.html>

<http://www.princetonol.com/groups/iad/Files/Jeannie-critique.htm>

<http://artsedge.kennedy-center.org/content/3932/>

Assessments:

Rubric

Teacher Observation

Class Critique

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA5-2.1 Use media arts vocabulary to identify elements of artistic design specific to individual media.

Essential Question: What techniques, elements and equipment work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Identification of vocabulary (see glossary) specific to media arts as it relates to visual arts

Activities:

Class discussion on how artists show balance, create a “mood” or emphasis in moving film and cartoons as opposed to digital photography.

Resources:

Clips from various claymation animated films such as Chicken Run or Wallace and Grommit

References to sketches and finished works by Walt Disney (print and film)

<http://artsedge.kennedy-center.org/content/3901/>

Assessments:

Checklist

Vocabulary Test

MA5-2.2 Design and create media artwork that communicates his or her personal experiences.

Essential Question: How do you communicate and express your personal experiences and creativity through your media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students examine how artists use media arts to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles) and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They analyze and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

Activities:

Create a short power point or digital presentation using photos that “tell a story” about a personal experience (use a prompt such as what is their favorite place or their summer vacation) in their life using a digital camera and computer. Use Comic Life to construct a comic to tell their story or other program such as Photostory or Animoto.

Resources:

<http://www.infotoday.com/MMSchools/jan02/banaszewski.htm>

<http://comiclfe.com/>

[http://www.frankwbaker.com/recent trends digital media.htm](http://www.frankwbaker.com/recent_trends_digital_media.htm)

www.animoto.com

Assessments:

Project Rubric/Checklist

Student Journals/Blogs

MA5-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question: What criteria do you use to evaluate your media artwork? How did you create your media art work?

Concepts, Skills, Techniques, and Critical Knowledge:

Student will be able to describe the process of creating their artwork. As well as evaluate their work.

Activities:

After completing a project in class, students can complete an after project questionnaire that gives information describing the process. This could be chronicled as a documentary or journal including their thoughts on how successful it was to previously given material

Students can keep a running blog or online journal that chronicles their daily thoughts of a projects progress

Resources:

<http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47>

Assessments:

Project Questionnaire

Informal/Formal Critique

Student Journal/Blog

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA5-3.1 Identify and describe the purpose and the intended audience for a variety of **media texts**.

Essential Question: What is the purpose and who is the audience of this media? How do you know what the purpose is? What makes this appropriate for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding what an intended purpose can mean when creating art.

How do the media arts tools (ex. Photoshop, computers, digital camera, etc) the artist used help get across the idea/purpose of the artwork?

Activities:

Class discussion on what the purpose or intended meaning may be. Who is the audience the artist is trying to reach? What techniques does the artist use in their artwork to create a message or purpose?

Resources:

www.ncsu.edu/science/route/usetech/digitalcamera/

www.webtech.kennesaw.edu/jcheek3/digitalcameras.htm

Assessments:

Written response from a visual prompt (media artwork)

Teacher observation during class discussion

MA5-3.2 Interpret **media texts**, using overt and implied messages as evidence for his or her interpretations.

Essential Question: What is your evidence that the media text is an overt or implied message?

Concepts, Skills, Techniques, and Critical Knowledge:

Learn the difference between overt and implied messages. Analyze media text to determine messages, both overt and implied, and determine its meaning.

Activities:

Look at a short clip of an animated claymation movie such as Wallace and Grommit or Chicken Run and using a VCR remote, hit pause/play to demonstrate how each clip or “photo” change slightly to create smooth, fluid sequential movements in the characters. Talk about scale of background and props and how they relate to the sizes of clay characters. Discuss how these are made in studios.

Deconstruct a TV commercial. Students will be encouraged to look deeply and to ask questions about the production techniques used to make the commercial. (see resources for full lesson plan)

Resources:

http://www.frankwbaker.com/deconstructing_a_tv_commercial.htm

Assessments:

Class Discussion

Project Rubric

Checklist

- MA5-3.3 Express opinions about ideas, issues, and/or experiences presented in **media texts** and give evidence from the texts to support his or her opinions.

Essential Question: What techniques are used in the presentation and what makes those effective? How do these techniques make this an effective visual arts piece / work of art?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding how artists create a message within their work. Students work on the ability to determine the success of the message. Discuss what makes an effective message.

Activities:

Brainstorm ways that television media “sell” us on a product such as cereal, candy, etc. Using those ideas/concepts, have students design their own cereal box label to sell their product. How would a commercial be created to market that product? Students can create their own “commercial” for their group.

Hold a class discussion on propaganda. How does propaganda work in the media? Discuss the difference between propaganda and advertising. Create propaganda posters.

Resources:

<http://www.frankwbaker.com/propaganda.htm>

Assessments:

Class Discussion

Project Rubric

Checklist

MA5-3.4 Explain why different audiences might have different responses to a variety of **media texts**.

Essential Question: Why do people react differently to a variety of media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand that that a meaning may change based on the audience.

Activities:

Hold a class discussion on images of the world war. From the Civil War to Wars in Iraq and the Middle East, photographic images have played a major role in how we perceive and understand conflicts. Look at photographs from articles that have covered the war. Discuss how we view these and how our interpretations may change based on our circumstances (families who are serving in war currently, families who have lost loved ones to war, etc). How do different media outlets (internet, newspapers, TV) change their coverage based on different audiences?

Resources: photos from articles that relate to war

Film or television clips that relate to the war

http://www.frankwbaker.com/images_of_war

Assessments:

Class Discussion

Project Rubric

Checklist

MA5-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question:

How do you determine and identify specific creative techniques used in media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to locate information from a variety of media (internet, newspaper, television, etc.)

Activities:

With any media art project (written or artwork) discuss with the student the best means of discovering and locating information. Hold a class discussion on the merits behind Internet sources. Discuss what a “logo” is in media. Demonstrate how to research and find various sources for a logo such as Nike or McDonald’s. Talk about how media sources are different and where they can be found.

Ask students to be logo spies and using a selected logo, research and find all of the media sources they can find of that logo. Bring these into class and create a poster using all of these. Share with the class.

Set up a mock interview with each child and ask them to do a sales pitch for their logo. What kind of marketing is used? Why?

Resources:

http://www.frankwbaker.com/critical_tv_viewing.html

<http://www.frankwbaker.com/bias.htm>

<http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html>

Assessments:

Class Discussion

Project Rubric

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA5-4.1 Describe ways that the media arts relate to everyday life and to activities in the world at large.

Essential Question: How do media arts connect to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Knowing where media artwork exists in everyday life and the world.

Activities:

Hold a class discussion on social issues that are relevant to this grade level. Discuss how the media arts can help you understand these issues and gain awareness of the components that connect to everyday life and the world? An example may be character education or bullying.

Have students create a short claymation animated movie using Moviemaker or powerpoint. Work in small groups to create a short that highlights a topic (global warming, world hunger, bullying etc.) and share them with the class. Discuss the techniques they used to convey their meaning to help the audience gain awareness of their issue. Watching the clips together in a group will enable discussion and allow students to discuss their feelings about each movie theme.

Resources:

http://www.media-awareness.ca/english/parents/television/good_things_tv.cfm

http://www.ithaca.edu/looksharp/?action=global_warming&PHPSESSID=0e03289a64f63892437c76460ed0cbf8

<http://www.microsoft.com/windowsxp/using/moviemaker/default.msp>

Assessments:

Class Discussion

Project Rubric

MA5-4.2 Describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question: How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

How media arts is interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

Activities:

Hold a class discussion on how media arts are interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

How is history relevant within Media Arts? Students reenact a moment in the history of the community, state or nation.

Students work in a group to “act” or produce a live work of art based on a famous artwork.

Resources:

Books that relate to artists and their work or historical events from grade level book

http://www.frankwbaker.com/math_in_the_media.htm

<http://www.frankwbaker.com/mathactone.htm>

<http://www.frankwbaker.com/mathlinks.htm>

Assessments:

Activity Rubric/Checklist

Class discussion

Group/peer rubric for production assessment

MA5-4.3 Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question:

What financial aspects are included in the production of creating a media artwork? What careers are available within media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

What job opportunities are found within media arts? Understanding budget and financial concepts within media arts (ex. Film budget, advertisement costs, etc.).

Activities:

Discuss with students the marketing of artwork. How artists price their work and use the media/technology to make sales. Host a school wide art show and sale and have students create, mat, price and sell their work (marketing). Students can use the school website, create flyers/posters to market and promote the show school / community wide. Students then receive money from the sale of their work.

Hold a class discussion on job opportunities in media arts. Then have small groups work together to create a simulated newscast giving info on different careers.

Have students create movie posters to illustrate a film. Discuss elements of design and how these could be done using technology vs. "hand" created pieces.

Hold a discussion on movie budgets. How much does it cost to make a movie? After looking at a movie budget breakdown, discuss recent movies (Avatar, Harry Potter, etc) and fabricate a budget.

Resources:

<http://userwww.sfsu.edu/~nshelley/>

<http://www.mediabynumbers.com/>

<http://www.frankwbaker.com/mathactfourfive.htm>

Assessments:

Rubric/Checklist

Class Discussion

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA5-5.1 Describe ways that media artwork from past and present culture has influenced human knowledge and experience.

Essential Question: How does art from the past or other cultures influence the artwork in the present?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding the correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc).

Activities:

Talk with the class about how media has changed over the years. Show them examples of a record player (photo or real object), typewriter, radio, cassette player, tape player, etc. Hold a class discussion on how' correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc). Discuss how the actual media forms have evolved and changed in both physical appearance and sound quality.

Have students research (can connect to language arts, history, writing) how news has been shared worldwide over the years and how today's technology/media has grown.

Discuss how a book/short story would be promoted at different time periods. In groups have students record a radio ad, film a short commercial, and create a print ad. When completed, have a class critique on which similarities and differences of each media type.

Resources:

<http://winclass.edublogs.org/2009/05/28/book-trailers/>

http://www.frankwbaker.com/tkam_compare

Assessments:

Class Critique Checklist

Project Rubric

MA5-5.2 View and discuss media artwork that portrays the people and cultures of the United States.

Essential Question: How do media artworks differ around the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding differences in media arts as they relate to a variety of cultures from around the world.

Activities:

Begin with a class discussion on how media is perceived differently around the world. What types of media is used and how do countries who are considered third world countries use media? Compare and contrast these with our own. How are do we create stereotypes in the media?

Divide the class into several "countries" that would illustrate differences in media and ask each "country" (group) to research what are some of the media most prevalent in those countries. Share these with the other "countries" during a world media blitz day. Record these during class and watch them on the Smartboard. Critique these using a peer led session.

Resources:

<http://www.livescience.com/culture/090812-movie-memory.html>

<http://nieonline.com/aaec/cftc.cfm>

<http://www.frankwbaker.com/parody.htm>

Assessments:

Teacher checklist

Peer rubric

MA5-5.3 Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.

Essential Question: What characteristics of media arts exist across time among different cultural and ethnic groups?

Concepts, Skills, Techniques, and Critical Knowledge:

Artwork can have a different meaning to different people and cultures. How has media arts evolved over time?

Activities:

Begin with a class discussion on media arts throughout history. What is the difference between digital artists and designers? Have students pick a different digital artist and create an artwork in their style. Have the students share them with the class, reporting on their process and what they did to convey that artist's style. Have them present chronologically.

Resources:

<http://www.artsz.org/difference-between-artist-graphic-designer/>

http://www.ehow.com/facts_5366878_history-digital-art.html

http://en.wikipedia.org/wiki/Digital_art

<http://art.net/Studios/digital.html>

Assessments:

Project Rubric

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA5-6.1 Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question: What kind of human, cultural, and societal considerations exist when creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Begin to differentiate time period in relation to the cultural, societal, and human issues.

Activities:

Discuss with the class how different methods of media sources such as television or internet relate in other places of the world. How is our news media or print media different/similar? Have students create a digital story (using Powerpoint, Photostory, Animoto) on a selected cultural, societal topic such as “going green” and have them share with the class.

Create a classroom “magazine” using digital photos or drawings students have done that relate to the topics discussed. Feature a “cover story” and talk about the power of the magazine cover in media. Discuss their process and as well as present information that they have gathered and used in their digital story.

Resources:

<http://courseweb.lis.illinois.edu/~jevogel2/lis506/howto.html>

http://pop17.com/abc_vs_bbc/

Assessments:

Project Rubric

Class Discussion

MA5-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: What is considered legal and ethical in media arts and technology? How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand qualities of a responsible digital citizen. What is considered good legal and ethical behavior?

Activities:

Begin with a discussion on digital citizenship. Ask students what are the qualities of a digital citizen. Have students interview other students in various grade levels about what they think make a good "digital citizen". Use these clips to create a public service announcement or documentary on what it means to be a good digital citizen in the 21st century. Have the school host a "digital citizenship day" and air the films school wide.

Develop an alphabet book that illustrates digital citizenship using computer generated or magazine images in collage format and add text. Place in the classroom or library.

Create a series of print ads and posters to go around the school that advocate digital citizenship.

Resources:

<http://www.digitalcitizenship.net/>

<http://cybersmartcurriculum.org/digitalcitizenship/>

Assessments:

Project Rubric

Class Discussion

GRADE 6

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA6-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question:

How are media arts processes, techniques, and applications used in the visual arts?

Concepts, Skills, Techniques, and Critical Knowledge:

Identification of specific media tools and programs such as digital cameras, Photoshop, etc and understand how they can be used to create art.

Activities:

Respond to/ask questions relating to use of media, techniques, and applications seen in works including: Why do you think this artist used this method?

Compare works created by hand vs. by technology

Look at, discuss, compare, categorize, write about works of art

Resources:

<http://www.designflavr.com/resources/Photoshop-Masters-10-digital-Artists-you-should-know-i110/>

http://en.wikipedia.org/wiki/Digital_art#List_of_digital_artists

Assessments:

Teacher observation of class discussion

Student kept Journal/Blog

Checklist

MA6-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question:

How can you use media technology to create art?

Concepts, Skills, Techniques, and Critical Knowledge:

Identify and use various media technologies (cameras, art programs, etc) and create art

Activities:

Use a digital camera to teach composition, emphasis, etc

Use a Wacom Tablet to create a contour line drawing or a digital painting

Resources:

<http://www.wacona.com/digicam/digicam.html>

<http://www.olejarz.com/arted/imaging03/>

Assessments:

Teacher observation

Student kept Journal/Blog

Portfolio

MA6-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question:

What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

Equipment used for media arts requires care and responsibility for proper use. Respect for equipment is essential for a responsible digital citizen.

Activities:

Go over proper use procedure with student when introducing any equipment or program.

An example could be proper use and care for a digital camera. Students could take a written test on its parts and functions or have a peer lead discussion on proper responsibility of its use.

A class discussion on why it is important to take proper care of equipment.

Resources:

http://www.pctechguide.com/56DigCam_Features.htm

<http://www.basic-digital-photography.com/caring-for-your-digital-camera.html>

<http://www.librarysupportstaff.com/4compcare.html>

<http://www.youthlearn.org/activities/teaching-digital-photography-showing-kids-how-see-cameras-eye>

The Art Teacher's Survival Guide 2nd Edition, Helen D. Hume. Jossey-bass teacher

Assessments:

Written test

Class discussion

Checklist

MA6-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question:

How do you decide what a good resource (when doing online research) is?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to have students distinguish and make informed decisions on selecting sources, pictures, and other media on the Internet.

Activities:

Before a research assignment discuss merits of different online sources

Discuss as a class copyright issues when using a picture taken from the Internet

Resources:

<http://www.virtualsalt.com/evalu8it.htm>

<http://digitalliteracy.cornell.edu/tutorial/dpl3100.html>

Assessments:

AUP Policy, Ethics/Plagiarism

Written Test/Quiz

Classroom discussion

MA6-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question:

What are some of the criteria used to evaluate media art works?

Concepts, Skills, Techniques, and Critical Knowledge:

Communication skills of students being able to lead and participate in discussion about artwork created by artists, their peers, and of their own.

Activities:

Have a class critique on a particular project with a list of topics to discuss (composition, required elements, meaning, etc)

Compare and contrast digital paintings to traditional painting.

Resources:

<http://www.goshen.edu/art/ed/critique1.html>

<http://www.princetonol.com/groups/iad/Files/Jeannie-critique.htm>

<http://artsedge.kennedy-center.org/content/3932/>

Assessments:

Rubric

Teacher Observation

Class Critique

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA6-2.1 Expand his or her media arts vocabulary and identify elements of artistic design specific to individual media.

Essential Question:

What techniques, elements, and equipment work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Identification of vocabulary (see glossary) specific to media arts as it relates to visual arts

Activities:

Class discussion on how balance and emphasis are achieved in moving film, opposed to digital photography.

Resources:

<http://artsedge.kennedy-center.org/content/3901/>

Assessments:

Checklist

Vocabulary Test

MA6-2.2 Design and create media artwork that communicates his or her personal experiences.

Essential Question:

What techniques, elements, and equipment work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Identification of vocabulary (see glossary) specific to media arts as it relates to visual arts

Activities:

Class discussion on how balance and emphasis are achieved in moving film, opposed to digital photography.

Resources:

<http://artsedge.kennedy-center.org/content/3901/>

Assessments:

Checklist

Vocabulary Test

MA6-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question:

What criteria do you use to evaluate your media artwork? How did you create your media art work?

Concepts, Skills, Techniques, and Critical Knowledge:

Student will be able to describe the process of creating their artwork. As well as evaluate their work.

Activities:

Students can complete an after project questionnaire that can have them describe their process as well as their thoughts on how successful it was to previously given material

Students can keep a running blog or online journal that chronicles their daily thoughts of a projects progress

Resources:

<http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47>

Assessments:

Project Questionnaire

Informal/Formal Critique

Student Journal/Blog

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA6-3.1 Explain the ways that a variety of **media texts** address their intended purpose and audience.

Essential Question:

What is the purpose? Why did you create this media artwork for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding what an intended purpose can mean when creating art.

How do the media arts tools (ex. Photoshop, digital camera, etc) the artist used help get across the idea/purpose of the artwork?

Activities:

Class discussion on what is purpose or intended meaning. Who is the audience the artist is trying to reach? What techniques does the artist use in their artwork to create a message or purpose?

Resources:

www.ncsu.edu/science/route/usetech/digitalcamera/

www.webtech.kennesaw.edu/jcheek3/digitalcameras.htm

Assessments:

Written response from a visual prompt (media artwork)

Teacher observation during class discussion

MA6-3.2 Interpret **media texts**, using overt and implied messages as evidence for his or her interpretations.

Essential Question:

What is your evidence that the media text is an overt or implied message?

Concepts, Skills, Techniques, and Critical Knowledge:

Learn the difference between overt and implied messages. Analyze media text to determine messages, both overt and implied, and determine its meaning.

Activities:

Deconstruct a TV commercial. Students will be encouraged to look deeply and to ask questions about the production techniques used to make the commercial. (see resources for full lesson plan)

Resources:

http://www.frankwbaker.com/deconstructing_a_tv_commercial.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MA6-3.3 Evaluate the effectiveness of the presentation in **media texts** (for example, treatment of ideas, information, themes, opinions, issues).

Essential Question:

How successful is the artist in delivering the message to their audience? How do these techniques make this an effective artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding how artists create a message within their work. Students work on the ability to determine the success of the message. Discuss what makes an effective message.

Activities:

Hold a class discussion on propaganda. How does propaganda work in the media? Discuss the difference between propaganda and advertising. Create propaganda posters.

Resources:

<http://www.frankwbaker.com/propaganda.htm>

Assessments:

Class Discussion

Project Rubric

Checklist

MA6-3.4 Explain why different audiences might have different responses to a variety of **media texts**.

Essential Question:

Why do different audiences have different responses to a variety of media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand that that a meaning may change based on the audience.

Activities:

Hold a class discussion on images of war. From the Civil War to Wars in Iraq and the Middle East, photographic images have played a major role in how we perceive and understand conflicts. How do different media outlets (internet, newspapers, TV) change their coverage based on different audiences?

Resources:

http://www.frankwbaker.com/images_of_war

Assessments:

Class Discussion

Project Rubric

Checklist

MA6-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question:

Where is information and media found?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to locate information from a variety of media (internet, newspaper, television, etc.)

Activities:

With any media art project (written or artwork) discuss with the student the best means of discovering and locating information. Hold a class discussion on the merits behind Internet sources. Does TV have bias?

Resources:

http://www.frankwbaker.com/critical_tv_viewing.html

<http://www.frankwbaker.com/bias.htm>

<http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html>

Assessments:

Class Discussion

Project Rubric

MA6-3.6 Identify the techniques used in different **media texts** that reflect varying perspectives and points of view.

Essential Question:

Who creates media texts? Why are they created? How are media texts made?

Concepts, Skills, Techniques, and Critical Knowledge:

Determining who creates media texts and artwork. What different media art mediums (digital, photography) are used to create media texts?

Activities:

Hold a class discussion on advertisers vs. artists. What are their intentions, how are they alike/different?

Create an advertisement for a product (soda, shoes, etc) that you create. Answer a series of questions of questions about your created brand (see resources) and design and advertisement to sell your product to your chosen audience.

Resources:

<http://www.frankwbaker.com/advertising2.htm>

http://www.frankwbaker.com/media_messages.htm

Assessments:

Class Discussion

Project Rubric

MA6-3.7 Identify the techniques used in different **media texts** which reflect varying **perspectives** and **points-of-view**.

Essential Question:

What techniques does the artist use to create this media text? How does the artist show varying perspectives and points-of-view in his/her media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Determine an artist perspective and point-of-view. Understand what techniques that illustrate points-of-view.

Ability to discuss why a perspective was used and what was its purpose.

Activities:

Hold a class discussion on point-of-view. How do advertisers use point-of-view and varying perspectives to reach their target audience?

The teacher will introduce the common “techniques of persuasion”; use the toy advertising analysis worksheet as well as the “Buy Me That” video and critical thinking questions to help students understand the elements of production in commercials.

Resources:

<http://www.frankwbaker.com/toys.htm>

<http://www.frankwbaker.com/lessonplan.htm>

Assessments:

Class Discussion

Project Rubric

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA6-4.1 Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.

Essential Question:

How does media artwork help you gain awareness to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Knowing where media artwork exists in everyday life and the world.

Activities:

Hold a class discussion on how does media arts help you gain awareness of the components that connect to everyday life and the world? Use global warming as an example.

Have students work in small groups to create a short documentary film on a world topic (global warming, world hunger, etc.) and share them with the class. Discuss what techniques they used to convey their meaning to help the audience gain awareness of their issue.

Resources:

http://www.media-awareness.ca/english/parents/television/good_things_tv.cfm

http://www.ithaca.edu/looksharp/?action=global_warming&PHPSESSID=0e03289a64f63892437c76460ed0cbf8

<http://www.microsoft.com/windowsxp/using/moviemaker/default.msp>

Assessments:

Class Discussion

Project Rubric

MA6-4.2 Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question:

How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

How media arts is interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

Activities:

Hold a class discussion on how media arts are interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

How is math relevant within Media Arts? Teachers can discuss television ratings with students. Do an activity to determine the rating, given the audience and population.

Resources:

"Media Math-Basic Techniques of Media Evaluation" Second Edition, author: Robert W. Hall

http://www.frankwbaker.com/math_in_the_media.htm

<http://www.frankwbaker.com/mathactone.htm>

<http://www.frankwbaker.com/mathlinks.htm>

Assessments:

Activity Rubric/Checklist

Class discussion

MA6-4.3 Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question:

What financial aspects are included in the production of creating a media artwork? What careers are available within media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

What job opportunities are found within media arts? Understanding budget and financial concepts within media arts (ex. Film budget, advertisement costs, etc.)

Activities:

Hold a class discussion on job opportunities in media arts. Then have students record podcasts on various careers in media arts and share them with the class.

Hold a discussion on movie budgets. How much does it cost to make a movie? After looking at a movie budget breakdown, discuss recent movies (Avatar, Harry Potter, etc) and fabricate a budget.

Resources:

<http://userwww.sfsu.edu/~nshelley/>

<http://www.mediabynumbers.com/>

<http://www.frankwbaker.com/mathactfourfive.htm>

Assessments:

Podcast Rubric/Checklist

Class Discussion

Written test

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA6-5.1 Analyze ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question:

How does artwork from the past influence the media artwork in the present?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding the correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc).

Activities:

Hold a class discussion on how' correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc). Have students read a book (can connect to English class, or pick a short story) Discuss how the book/short story would be promoted at different time periods. In groups have students record a radio ad, film a short commercial, and create a print ad. When completed, have a class critique on which similarities and differences of each media type.

Resources:

<http://winclass.edublogs.org/2009/05/28/book-trailers/>

http://www.frankwbaker.com/tkam_compare

Assessments:

Class Critique Checklist

Project Rubric

MA6-5.2 View and discuss media artwork that portrays the people and cultures of the world.

Essential Question:

How do media artworks differ around the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding differences in media arts as they relate to a variety of cultures from around the world.

Activities:

Begin with a class discussion on how media is perceived differently around the world. How are do we create stereotypes in the media? Political cartoons were recently subject to some controversy when one culture found them offensive. Discuss the merits of satire and stereotypes.

Have students create political cartoons that satire recent world issues and share them with the class and discuss use of satire.

Resources:

<http://www.livescience.com/culture/090812-movie-memory.html>

<http://nieonline.com/aaec/cftc.cfm>

<http://www.frankwbaker.com/parody.htm>

MA6-5.3 Describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question: What characteristics of media arts exist across time among different cultural and ethnic groups?

Concepts, Skills, Techniques, and Critical Knowledge:

Artwork can have a different meaning to different people and cultures. How has media arts evolved over time?

Activities:

Begin with a class discussion on media arts throughout history. What is the difference between digital artists and designers? Have students pick a different digital artist and create an artwork in their style. Have the students share them with the class, reporting on their process and what they did to convey that artist's style. Have them present chronologically.

Resources:

<http://www.artsz.org/difference-between-artist-graphic-designer/>

http://www.ehow.com/facts_5366878_history-digital-art.html

http://en.wikipedia.org/wiki/Digital_art

<http://art.net/Studios/digital.html>

Assessments:

Project Rubric

Written Quiz

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA6-6.1 Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question:

What kind of human, cultural, and societal considerations exist when creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Begin to differentiate time period in relation to the cultural, societal, and human issues.

Activities:

Begin with a discussion on media arts in relation to the cultural, societal, and human issues. How do different methods (TV, internet) relate in other cultures. Discuss American TV vs. British BBC. Discuss American Hollywood and Indian Bollywood. Have students create a digital story (using Powerpoint, Photostory, ComicLife) on a selected cultural, societal topic and have them share with the class. Discuss their process and as well as present information that they have gathered and used in their digital story.

Resources:

<http://courseweb.lis.illinois.edu/~jevogel2/lis506/howto.html>

<http://mutiny.wordpress.com/2007/02/01/bollywood-vs-hollywood-the-complete-breakdown/>

http://pop17.com/abc_vs_bbc/

Assessments:

Project Rubric

Class Discussion

MA6-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question:

How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand qualities of a responsible digital citizen. What is considered good legal and ethical behavior?

Activities:

Begin with a discussion on digital citizenship. Ask students what are the qualities of a digital citizen. Have students create PSA in film and print form on what it means to be a good digital citizen in the 21st century. Have the films shown to the whole school. Create a series of print ads and posters to go around the school that advocate digital citizenship.

Resources:

<http://www.digitalcitizenship.net/>

<http://cybersmartcurriculum.org/digitalcitizenship/>

Assessments:

Project Rubric

Class Discussion

GRADE 7

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA7-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question:

How are media arts processes, techniques, and applications used in the visual arts?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to describe specific media tools and programs such as digital cameras, Photoshop, etc and understand how they can be used to create art.

Activities:

Respond to/ask questions relating to use of media, techniques, and applications seen in works including: Why do you think this artist used this method?

Describe and compare works created by hand vs. by technology

Look at, discuss, compare, categorize, and write about works of art

Resources:

<http://www.designflavr.com/resources/Photoshop-Masters-10-digital-Artists-you-should-know-i110/>

http://en.wikipedia.org/wiki/Digital_art#List_of_digital_artists

Assessments:

Teacher observation of class discussion

Student kept Journal/Blog

Checklist

MA7-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question:

How can you use and evaluate media technology to create art?

Concepts, Skills, Techniques, and Critical Knowledge:

Identify and evaluate use various media technologies (cameras, art programs, etc) and create art

Activities:

Use a digital camera to teach composition, emphasis, etc. Have students take their own photographs that focus on each element and principle of design. Have a class critique to discuss process and evaluate success of portraying each element in each photograph.

Use a Wacom Tablet to create a contour line drawing or a digital painting in Photoshop, Painter, or GIMP

Resources:

<http://psd.tutsplus.com/articles/web/40-fascinating-digital-painting-tutorials/>

<http://www.smashingmagazine.com/2009/11/13/35-incredible-digital-painting-tutorials/>

<http://www.wacona.com/digicam/digicam.html>

<http://www.olejarz.com/arted/imaging03/>

Assessments:

Teacher observation

Student kept Journal/Blog

Portfolio

Project Rubric

MA7-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question:

What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

Equipment used for media arts requires care and responsibility for proper use. Respect for equipment is essential for a responsible digital citizen.

Activities:

Go over proper use procedure with student when introducing any equipment or program.

An example could be proper use and care for a digital camera. Students could take a written test on its parts and functions or have a peer lead discussion on proper responsibility of its use.

A class discussion on why it is important to take proper care of equipment.

Resources:

http://www.pctechguide.com/56DigCam_Features.htm

<http://www.basic-digital-photography.com/caring-for-your-digital-camera.html>

<http://www.librarysupportstaff.com/4compcare.html>

<http://www.youthlearn.org/activities/teaching-digital-photography-showing-kids-how-see-cameras-eye>

The Art Teacher's Survival Guide 2nd Edition, Helen D. Hume. Jossey-bass teacher

Assessments:

Written test

Class discussion

Checklist

MA7-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question:

How do you decide what a good resource (when doing online research) is?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to have students distinguish and make informed decisions on selecting sources, pictures, and other media on the Internet.

Activities:

Before a research assignment discuss merits of different online sources

Discuss as a class copyright issues when using a picture taken from the Internet.

Have students create posters in Photoshop that promote proper use of site Internet sources.

Resources:

<http://www.virtualsalt.com/evalu8it.htm>

<http://digitalliteracy.cornell.edu/tutorial/dpl3100.html>

Assessments:

AUP Policy, Ethics/Plagiarism

Written Test/Quiz

Classroom discussion

MA7-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question:

What are some of the criteria used to evaluate media art works?

Concepts, Skills, Techniques, and Critical Knowledge:

Communication skills of students being able to lead and participate in discussion about artwork created by artists, their peers, and of their own.

Activities:

Have a class critique on a particular project with a list of topics to discuss (composition, required elements, meaning, etc)

Compare and contrast digital paintings to traditional painting.

Resources:

<http://www.goshen.edu/art/ed/critique1.html>

<http://www.princetonol.com/groups/iad/Files/Jeannie-critique.htm>

<http://artsedge.kennedy-center.org/content/3932/>

Assessments:

Rubric

Teacher Observation

Class Critique

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA7-2.1 Expand his or her media arts vocabulary and identify elements of artistic design specific to individual media.

Essential Question:

What techniques, elements, and equipment work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Identification of vocabulary (see glossary) specific to media arts as it relates to visual arts

Activities:

Class discussion on how balance and emphasis are achieved in moving film, opposed to digital photography.

Resources:

<http://artsedge.kennedy-center.org/content/3901/>

Assessments:

Checklist

Vocabulary Test

MA7-2.2 Design and create media artwork that communicates his or her experiences.

Essential Question:

How do you express your personal experience and creativity through your media artwork?

Concepts, Skills, Techniques, and Critical Knowledge: Students examine how artists use media arts to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles, optimism vs. pessimism), and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They analyze and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

Activities:

Create a series of photos that chronicle a personal experience (use a prompt such as what is their favorite place or their summer vacation) in their life using a digital camera. Use [Comic Life](#) to construct a comic to tell their story.

Resources:

<http://www.infoday.com/MMSchools/jan02/banaszewski.htm>

<http://comiclfe.com/>

[http://www.frankwbaker.com/recent trends digital media.htm](http://www.frankwbaker.com/recent_trends_digital_media.htm)

Assessments:

Project Rubric/Checklist

Student Journals/Blogs

MA7-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question:

What criteria do you use to evaluate and analyze your media artwork? How did you create your media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Student will be able to describe, analyze, and evaluate the process of creating their artwork. As well as evaluate their work.

Activities:

Students can complete an after project questionnaire that can have them describe their process as well as their thoughts on how successful it was to previously given material

Students can keep a running blog or online journal that chronicles their daily thoughts of a projects progress

Students receive project rubrics before each project. After the project lead a class critique that help students evaluate and analyze their work as it relates to the requirements listed in the rubric.

Resources:

<http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47>

<http://artcritiquegallery.com/gallery/>

Assessments:

Project Questionnaire

Informal/Formal Critique

Student Journal/Blog

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA7-3.1 Explain the ways that a variety of **media texts** address their intended purpose and audience.

Essential Question:

What is the purpose? Why did you create this media artwork for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding what an intended purpose can mean when creating art.

How do the media arts tools (ex. Photoshop, digital camera, etc) the artist used help get across the idea/purpose of the artwork?

Activities:

Class discussion on what is purpose or intended meaning. Who is the audience the artist is trying to reach? What techniques does the artist use in their artwork to create a message or purpose?

Resources:

www.ncsu.edu/science/route/usetech/digitalcamera/

www.webtech.kennesaw.edu/jcheek3/digitalcameras.htm

Assessments:

Written response from a visual prompt (media artwork)

Teacher observation during class discussion

MA7-3.2 Interpret increasingly complex **media texts**.

Essential Question:

How do you interpret complex media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Analyze media text to determine messages, both overt and implied, and determine its meaning.

Activities:

Deconstruct a TV commercial. Students will be encouraged to look deeply and to ask questions about the production techniques used to make the commercial. (See resources for full lesson plan)

Hold a class discussion as to how color works in media texts. Create designs that use color to convey a message.

Resources:

http://www.frankwbaker.com/deconstructing_a_tv_commercial.htm

http://www.frankwbaker.com/color_in_ads.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MA7-3.3 Evaluate the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question:

How successful is the artist in presenting the message to their audience? How do these treatment of ideas make this an effective artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding how artists create a message within their work. Students work on the ability to determine the success of the message. Discuss what makes an effective message.

Activities:

Hold a class discussion on propaganda. How does propaganda work in the media? Discuss the difference between propaganda and advertising. Create propaganda posters.

Resources:

<http://www.frankwbaker.com/propaganda.htm>

Assessments:

Class Discussion

Project Rubric

Checklist

MA7-3.4 Explain why different audiences might have different responses to a variety of **media texts**.

Essential Question:

Why do different audiences have different responses to a variety of media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand that that a meaning may change based on the audience.

Activities:

Hold a class discussion on images of war. From the Civil War to Wars in Iraq and the Middle East, photographic images have played a major role in how we perceive and understand conflicts. How do different media outlets (internet, newspapers, TV) change their coverage based on different audiences?

Resources:

http://www.frankwbaker.com/images_of_war

Assessments:

Class Discussion

Project Rubric

Checklist

MA7-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question:

How do you determine and identify specific creative techniques used in media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to identify creative techniques used variety of media (internet, newspaper, television, etc.)

Activities:

With any media art project (written or artwork) discuss with the student the best means of discovering and locating information.

Hold a class discussion comparing and contrasting various media texts (internet, newspaper, television, etc.) and how different mediums use different strategies to communicate. For example: Does TV have bias? Are Internet sources reliable? etc.

Resources:

http://www.frankwbaker.com/critical_tv_viewing.html

<http://www.frankwbaker.com/bias.htm>

<http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html>

Assessments:

Class Discussion

Project Rubric

- MA7-3.6 Identify the techniques used in different **media texts** that reflect varying perspectives and points of view.

Essential Question:

Who creates media texts? Why are they created? How are media texts made? What methods are used to produce the media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Determining who creates media texts and artwork. What different media art mediums (digital, photography) are used to create media texts?

Activities:

Hold a class discussion on advertisers vs. artists. What are their intentions, how are they alike/different?

Create an advertisement for a product (soda, shoes, etc) that you create. Answer a series of questions of questions about your created brand (see resources) and design and advertisement to sell your product to your chosen audience.

Resources:

<http://www.frankwbaker.com/advertising2.htm>

http://www.frankwbaker.com/media_messages.htm

Assessments:

Class Discussion

Project Rubric

MA7-3.7 Identify the techniques used in different **media texts** which reflect varying **perspectives** and **points-of-view**.

Essential Question:

How does the artist show varying perspectives and points-of-view in his/her media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Identify an artist perspective and point-of-view. Understand what different techniques that illustrate points-of-view.

Ability to identify and discuss why a perspective was used and what was its purpose.

Activities:

Hold a class discussion on point-of-view. How do advertisers use point-of-view and varying perspectives to reach their target audience?

The teacher will introduce the common “techniques of persuasion”; use the toy advertising analysis worksheet as well as the “Buy Me That” video and critical thinking questions to help students understand the elements of production in commercials.

Resources:

<http://www.frankwbaker.com/toys.htm>

<http://www.frankwbaker.com/lessonplan.htm>

Assessments:

Class Discussion

Project Rubric

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA7-4.1 Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.

Essential Question:

How does media artwork help you gain awareness to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Knowing where media artwork exists in everyday life and the world.

Activities:

Hold a class discussion on how does media arts help you gain awareness of the components that connect to everyday life and the world? Use global warming as an example.

Have students work in small groups to create a short documentary film on a world topic (global warming, world hunger, etc.) and share them with the class. Discuss what techniques they used to convey their meaning to help the audience gain awareness of their issue.

Resources:

http://www.media-awareness.ca/english/parents/television/good_things_tv.cfm

http://www.ithaca.edu/looksharp/?action=global_warming&PHPSESSID=0e03289a64f63892437c76460ed0cbf8

<http://www.microsoft.com/windowsxp/using/moviemaker/default.msp>

Assessments:

Class Discussion

Project Rubric

MA7-4.2 Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question:

How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

How media arts is interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

Activities:

Hold a class discussion on how media arts are interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

How is math relevant within Media Arts? Teachers can discuss television ratings with students. Do an activity to determine the rating, given the audience and population.

Resources:

"Media Math-Basic Techniques of Media Evaluation" Second Edition, author: Robert W. Hall

http://www.frankwbaker.com/math_in_the_media.htm

<http://www.frankwbaker.com/mathactone.htm>

<http://www.frankwbaker.com/mathlinks.htm>

Assessments:

Activity Rubric/Checklist

Class discussion

MA7-4.3 Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question:

What financial aspects are included in the production of creating a media artwork? What careers are available within media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

What job opportunities are found within media arts? Understanding budget and financial concepts within media arts (ex. Film budget, advertisement costs, etc.)

Activities:

Hold a class discussion on job opportunities in media arts. Then have students record podcasts on various careers in media arts and share them with the class.

Hold a discussion on movie budgets. How much does it cost to make a movie? After looking at a movie budget breakdown, discuss recent movies (Avatar, Harry Potter, etc) and fabricate a budget.

Resources:

<http://userwww.sfsu.edu/~nshelley/>

<http://www.mediabynumbers.com/>

<http://www.frankwbaker.com/mathactfourfive.htm>

Assessments:

Podcast Rubric/Checklist

Class Discussion

Written test

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA7-5.1 Analyze ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question:

How does artwork from the past influence the media artwork in the present?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding the correlation of media art forms from the past (radio, TV, etc) has influenced the media arts of today (internet, blogs, flash animation, etc).

Activities:

Hold a class discussion on how' correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc). Have students read a book (can connect to English class, or pick a short story) Discuss how the book/short story would be promoted at different time periods. In groups have students record a radio ad, film a short commercial, and create a print ad. When completed, have a class critique on which similarities and differences of each media type.

Resources:

<http://winclass.edublogs.org/2009/05/28/book-trailers/>

http://www.frankwbaker.com/tkam_compare

Assessments:

Class Critique Checklist

Project Rubric

MA7-5.2 View and discuss media artwork that portrays the people and cultures of the world.

Essential Question:

How do media artworks differ around the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding differences in media arts as they relate to a variety of cultures from around the world.

Activities:

Begin with a class discussion on how media is perceived differently around the world. How are do we create stereotypes in the media? Political cartoons were recently subject to some controversy when one culture found them offensive. Discuss the merits of satire and stereotypes.

Have students create political cartoons that satire recent world issues and share them with the class and discuss use of satire.

Resources:

<http://www.livescience.com/culture/090812-movie-memory.html>

<http://nieonline.com/aaec/cftc.cfm>

<http://www.frankwbaker.com/parody.htm>

Assessments:

Class Discussion Checklist

Project Rubric

MA7-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question:

What characteristics of media arts exist across time among different cultural and ethnic groups?

Concepts, Skills, Techniques, and Critical Knowledge:

Artwork can have a different meaning to different people and cultures. How has media arts evolved over time?

Activities:

Begin with a class discussion on media arts throughout history. What is the difference between digital artists and designers? Have students pick a different digital artist and create an artwork in their style. Have the students share them with the class, reporting on their process and what they did to convey that artist's style. Have them present chronologically.

Resources:

<http://www.artsz.org/difference-between-artist-graphic-designer/>

http://www.ehow.com/facts_5366878_history-digital-art.html

http://en.wikipedia.org/wiki/Digital_art

<http://art.net/Studios/digital.html>

Assessments:

Project Rubric

Written Quiz

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA7-6.1 Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question:

What kind of human, cultural, and societal considerations exist when creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Begin to differentiate time period in relation to the cultural, societal, and human issues.

Activities:

Begin with a discussion on media arts in relation to the cultural, societal, and human issues. How do different methods (TV, internet) relate in other cultures. Discuss American TV vs. British BBC. Discuss American Hollywood and Indian Bollywood. Have students create a digital story (using Powerpoint, Photostory, ComicLife) on a selected cultural, societal topic and have them share with the class. Discuss their process and as well as present information that they have gathered and used in their digital story.

Resources:

<http://courseweb.lis.illinois.edu/~jevogel2/lis506/howto.html>

<http://mutiny.wordpress.com/2007/02/01/bollywood-vs-hollywood-the-complete-breakdown/>

http://pop17.com/abc_vs_bbc/

Assessments:

Project Rubric

Class Discussion

MA7-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question:

How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand qualities of a responsible digital citizen. What is considered good legal and ethical behavior?

Activities:

Begin with a discussion on digital citizenship. Ask students what are the qualities of a digital citizen. Have students create PSA in film and print form on what it means to be a good digital citizen in the 21st century. Have the films shown to the whole school. Create a series of print ads and posters to go around the school that advocate digital citizenship.

Resources:

<http://www.digitalcitizenship.net/>

<http://cybersmartcurriculum.org/digitalcitizenship/>

Assessments:

Project Rubric

Class Discussion

GRADE 8

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MA8-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question:

How are media arts processes, and techniques applied in visual arts?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to apply specific media tools and programs (digital cameras, Photoshop, etc) to create art.

Activities:

Begin with a class discussion on comparing works created by hand vs. by technology. Have students replicate a famous painting digitally by either painting a digital copy (using Photoshop) or taking a digital photo that recreates a famous painting (ex. last supper with student eating pizza) Have a class critique after the project and discuss techniques used to create the work. How did it differ from the original?

Use Photoshop to have students to create a digital painting self-portrait that recreates the style of artist Andy Warhol's

Resources:

Warhol Tutorials:

<http://graphicssoft.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=graphicssoft&cdn=compute&tm=3&f=00&tt=14&bt=0&bts=0&st=4&zu=http%3A//www.melissaclifton.com/tutorial-warholphoto.html>

Recreating an Impressionist Painting Digitally:

<http://graphicssoft.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=graphicssoft&cdn=compute&tm=31&f=00&tt=14&bt=0&bts=0&st=4&zu=http%3A//www.bmcphotoart.com/impressionisttutorial.html>

http://en.wikipedia.org/wiki/Digital_art#List_of_digital_artists

Assessments:

Project Rubric

Teacher observation of class discussion

Student kept Journal/Blog

Checklist

MA8-1.2 Analyze and use a variety of media technologies, techniques, and processes.

Essential Question:

How can you use, evaluate and analyze media technology to create art?

Concepts, Skills, Techniques, and Critical Knowledge:

Evaluate and analyze various media technologies (cameras, art programs, etc) to create art

Activities:

Use a digital camera to teach composition, emphasis, etc. Have students take their own photographs that focus on each element and principle of design. Have a class critique to discuss process and evaluate success of portraying each element in each photograph.

Use a Wacom Tablet to create a contour line drawing or a digital painting in Photoshop, Painter, or GIMP. After completion have a class discussion and critique. Have students explain their process.

During any art project have students keep a live blog that has them journal daily on their process, technologies, and methods used to create their work.

Resources:

[Using Blogs and Wikis](#)

[Creating line drawings in Photoshop](#)

<http://psd.tutsplus.com/articles/web/40-fascinating-digital-painting-tutorials/>

<http://www.smashingmagazine.com/2009/11/13/35-incredible-digital-painting-tutorials/>

<http://www.wacona.com/digicam/digicam.html>

<http://www.olejarz.com/arted/imaging03/>

Assessments:

Teacher observation

Student kept Journal/Blog

Portfolio

Project Rubric

MA8-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question:

What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

Equipment used for media arts requires care and responsibility for proper use. Respect for equipment is essential for a responsible digital citizen.

Activities:

Go over proper use procedure with student when introducing any equipment or program.

An example could be proper use and care for a digital camera. Students could take a written test on its parts and functions or have a peer lead discussion on proper responsibility of its use.

A class discussion on why it is important to take proper care of equipment.

Resources:

http://www.pctechguide.com/56DigCam_Features.htm

<http://www.basic-digital-photography.com/caring-for-your-digital-camera.html>

<http://www.librarysupportstaff.com/4compcare.html>

<http://www.youthlearn.org/activities/teaching-digital-photography-showing-kids-how-see-cameras-eye>

The Art Teacher's Survival Guide 2nd Edition, Helen D. Hume. Jossey-bass teacher

Assessments:

Written test

Class discussion

Checklist

MA8-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.

Essential Question:

How do you decide what a good resource (when doing online research) is?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to have students distinguish and make informed decisions on selecting sources, pictures, and other media on the Internet.

Activities:

Before a research assignment discuss merits of different online sources

Discuss as a class copyright issues when using a picture taken from the Internet.

Have students create posters in Photoshop that promote proper use of site Internet sources.

Resources:

<http://www.virtualsalt.com/evalu8it.htm>

<http://digitalliteracy.cornell.edu/tutorial/dpl3100.html>

Assessments:

AUP Policy, Ethics/Plagiarism

Written Test/Quiz

Classroom discussion

MA8-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question:

What are some of the criteria used to evaluate media art works?

Concepts, Skills, Techniques, and Critical Knowledge:

Communication skills of students being able to lead and participate in discussion about artwork created by artists, their peers, and of their own.

Activities:

Have a class critique on a particular project with a list of topics to discuss (composition, required elements, meaning, etc)

Compare and contrast digital paintings to traditional painting.

Resources:

<http://www.goshen.edu/art/ed/critique1.html>

<http://www.princetonol.com/groups/iad/Files/Jeannie-critique.htm>

<http://artsedge.kennedy-center.org/content/3932/>

Assessments:

Rubric

Teacher Observation

Class Critique

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MA8-2.1 Expand his or her media arts vocabulary.

Essential Question:

What techniques, elements, and equipment work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Identification of vocabulary (see glossary) specific to media arts as it relates to visual arts

Activities:

Written test on parts of a camera, toolbox in Photoshop, camera angles in film, etc.

Class discussion on how balance and emphasis are achieved in moving film, opposed to digital photography.

Resources:

<http://artsedge.kennedy-center.org/content/3901/>

<http://www.mediacollege.com/video/shots/>

Assessments:

Checklist

Written Test

MA8-2.2 Design and create media artwork that communicates his or her experiences.

Essential Question:

How do you express your personal experience and creativity through your media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students analyze how artists use media arts to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles, optimism vs. pessimism), and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They evaluate and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

Activities:

Create a series of photos that chronicle a personal experience (use a prompt such as what is their favorite place or their summer vacation) in their life using a digital camera. Use [Comic Life](http://comiclifecom.com/) to construct a comic to tell their story.

Resources:

<http://www.infotoday.com/MMSchools/jan02/banaszewski.htm>

<http://comiclifecom.com/>

http://www.frankwbaker.com/recent_trends_digital_media.htm

Assessments:

Project Rubric/Checklist

Student Journals/Blogs

MA8-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question:

What criteria do you use to evaluate and analyze your media artwork? How did you create your media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Student will be able to describe, analyze, and evaluate the process of creating their artwork. As well as evaluate their work.

Activities:

Students can complete an after project questionnaire that can have them describe their process as well as their thoughts on how successful it was to previously given material

Students can keep a running blog or online journal that chronicles their daily thoughts of a projects progress

Students receive project rubrics before each project. After the project lead a class critique that help students evaluate and analyze their work as it relates to the requirements listed in the rubric.

Resources:

<http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47>

<http://artcritiquegallery.com/gallery/>

Assessments:

Project Questionnaire

Informal/Formal Critique

Student Journal/Blog

MA8-2.4 Apply elements of artistic design specific to individual media.

Essential Question:

How do you apply elements of artistic design specific to individual media?

Concepts, Skills, Techniques, and Critical Knowledge:

Students display an understanding of elements and principles of design in relation to how they are used most effectively in the creation of media artwork.

Activities:

Students will compare and contrast a contour line drawing they created with pen and paper and another drawn in a computer art program – Discuss how the elements and principles of design are apparent and visible throughout different mediums.

Resources:

<http://www.princetonol.com/groups/iad/Files/elements2.htm>

<http://www.ashrae.org/students/page/1420>

http://www.digital-web.com/articles/principles_and_elements_of_design/

Assessments:

Project Rubric

Informal/Formal Critique

Student Journal/Blog

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MA8-3.1 Explain the ways that a variety of **media texts** address their intended purpose and audience.

Essential Question:

What is the purpose? How do you know what the purpose is? Why did you create this media artwork for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding what an intended purpose can mean when creating art.

How do the media arts tools (ex. Photoshop, digital camera, etc) the artist used help get across the idea/purpose of the artwork?

Activities:

Class discussion on what is purpose or intended meaning. Who is the audience the artist is trying to reach? What techniques does the artist use in their artwork to create a message or purpose?

Resources:

www.ncsu.edu/science/route/usetech/digitalcamera/

www.webtech.kennesaw.edu/jcheek3/digitalcameras.htm

Assessments:

Written response from a visual prompt (media artwork)

Teacher observation during class discussion

MA8-3.2 Interpret increasingly complex **media texts**.

Essential Question:

How do you interpret complex media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Analyze media text to determine messages, both overt and implied, and determine its meaning.

Activities:

Deconstruct a TV commercial. Students will be encouraged to look deeply and to ask questions about the production techniques used to make the commercial. (See resources for full lesson plan)

Hold a class discussion as to how color works in media texts. Create designs that use color to convey a message.

Resources:

http://www.frankwbaker.com/deconstructing_a_tv_commercial.htm

http://www.frankwbaker.com/color_in_ads.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MA8-3.3 Evaluate the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question:

How successful is the artist in presenting the message to their audience? How do these treatment of ideas make this an effective artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding how artists create a message within their work. Students work on the ability to determine the success of the message. Discuss what makes an effective message.

Activities:

Hold a class discussion on propaganda. How does propaganda work in the media? Discuss the difference between propaganda and advertising. Create propaganda posters.

Resources:

<http://www.frankwbaker.com/propaganda.htm>

Assessments:

Class Discussion

Project Rubric

Checklist

MA8-3.4 Explain why different audiences might have different responses to a variety of **media texts**.

Essential Question:

Why do different audiences have different responses to a variety of media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand that that a meaning may change based on the audience.

Activities:

Hold a class discussion on images of war. From the Civil War to Wars in Iraq and the Middle East, photographic images have played a major role in how we perceive and understand conflicts. How do different media outlets (internet, newspapers, TV) change their coverage based on different audiences?

Resources:

http://www.frankwbaker.com/images_of_war

Assessments:

Class Discussion

Project Rubric

Checklist

MA8-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

Essential Question:

How do you determine and identify specific creative techniques used in media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to identify creative techniques used variety of media (internet, newspaper, television, etc.)

Activities:

With any media art project (written or artwork) discuss with the student the best means of discovering and locating information.

Hold a class discussion comparing and contrasting various media texts (internet, newspaper, television, etc.) and how different mediums use different strategies to communicate. For example: Does TV have bias? Are Internet sources reliable? Etc.

Resources:

http://www.frankwbaker.com/critical_tv_viewing.html

<http://www.frankwbaker.com/bias.htm>

<http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html>

Assessments:

Class Discussion

Project Rubric

MA8-3.6 Identify whose point of view is presented in a **media text** and identify missing or alternative points of view.

Essential Question:

Who creates media texts? Why are they created? How are media texts made? What methods are used to produce the media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Determining who creates media texts and artwork. What different media art mediums (digital, photography) are used to create media texts?

Activities:

Hold a class discussion on advertisers vs. artists. What are their intentions, how are they alike/different?

Create an advertisement for a product (soda, shoes, etc) that you create. Answer a series of questions of questions about your created brand (see resources) and design and advertisement to sell your product to your chosen audience.

Resources:

<http://www.frankwbaker.com/advertising2.htm>

http://www.frankwbaker.com/media_messages.htm

Assessments:

Class Discussion

Project Rubric

MA8-3.7 Identify whose **point-of-view** is presented in a media text and identify missing or alternative **points-of-view**.

Essential Question:

How do you identify points-of-view in media artwork? What is a missing or alternative points-of-view, and how is it identified?

Concepts, Skills, Techniques, and Critical Knowledge:

Determine an artist perspective and point-of-view, techniques that illustrate points-of-view, both apparent and alternative.

Ability to discuss why a perspective was used and what was its purpose.

Activities:

Begin with a class discussion on point-of-view. How do advertisers use point-of-view and varying perspectives to reach their target audience? Can a point of view be skewed? What is an example of a "missing" point-of-view? Have students then create a video commercial that illustrates their point-of-view on a school issue their choosing (homework, tests on Friday, amount of time at lunch, healthy choices in snack machines, etc.)

The teacher will introduce the common "techniques of persuasion"; use the toy advertising analysis worksheet as well as the "Buy Me That" video and critical thinking questions to help students understand the elements of production in commercials. Have students create an ad campaign for a particular toy. Have them create a series of print ads in Photoshop that identify and audience and point of view. Upon conclusion, have a class critique that allows student to discuss what perspective they used and what was their purpose.

Resources:

<http://www.frankwbaker.com/toys.htm>

<http://www.frankwbaker.com/lessonplan.htm>

Assessments:

Class Discussion

Project Rubric

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MA8-4.1 Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.

Essential Question:

How does media artwork help you gain awareness to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Knowing where media artwork exists in everyday life and the world.

Activities:

Hold a class discussion on how does media arts help you gain awareness of the components that connect to everyday life and the world? Use global warming as an example.

Have students work in small groups to create a short documentary film on a world topic (global warming, world hunger, etc.) and share them with the class. Discuss what techniques they used to convey their meaning to help the audience gain awareness of their issue.

Resources:

http://www.media-awareness.ca/english/parents/television/good_things_tv.cfm

http://www.ithaca.edu/looksharp/?action=global_warming&PHPSESSID=0e03289a64f63892437c76460ed0cbf8

<http://www.microsoft.com/windowsxp/using/moviemaker/default.mspx>

Assessments:

Class Discussion

Project Rubric

MA8-4.2 Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.

Essential Question:

How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

How media arts is interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

Activities:

Hold a class discussion on how media arts are interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

How is math relevant within Media Arts? Teachers can discuss television ratings with students. Do an activity to determine the rating, given the audience and population.

Resources:

"Media Math-Basic Techniques of Media Evaluation" Second Edition, author: Robert W. Hall

http://www.frankwbaker.com/math_in_the_media.htm

<http://www.frankwbaker.com/mathactone.htm>

<http://www.frankwbaker.com/mathlinks.htm>

Assessments:

Activity Rubric/Checklist

Class discussion

MA8-4.3 Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question:

What financial aspects are included in the production of creating a media artwork? What careers are available within media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

What job opportunities are found within media arts? Understanding budget and financial concepts within media arts (ex. Film budget, advertisement costs, etc.)

Activities:

Hold a class discussion on job opportunities in media arts. Then have students record podcasts on various careers in media arts and share them with the class.

Hold a discussion on movie budgets. How much does it cost to make a movie? After looking at a movie budget breakdown, discuss recent movies (Avatar, Harry Potter, etc) and fabricate a budget.

Resources:

<http://userwww.sfsu.edu/~nshelley/>

<http://www.mediabynumbers.com/>

<http://www.frankwbaker.com/mathactfourfive.htm>

Assessments:

Podcast Rubric/Checklist

Class Discussion

Written test

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MA8-5.1 Analyze ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question:

How does artwork from the past influence the media artwork in the present?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding the correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc).

Activities:

Hold a class discussion on how' correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc). Have students read a book (can connect to English class, or pick a short story) Discuss how the book/short story would be promoted at different time periods. In groups have students record a radio ad, film a short commercial, and create a print ad. When completed, have a class critique on which similarities and differences of each media type.

Resources:

<http://winclass.edublogs.org/2009/05/28/book-trailers/>

http://www.frankwbaker.com/tkam_compare

Assessments:

Written Essay

Discussion/Critique Rubric

MA8-5.2 Compare and contrast media artwork that portrays the people and cultures of the world and those of South Carolina.

Essential Question:

How do media artworks differ around the world? What kinds of media art works are in South Carolina?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding differences in media arts as they relate to a variety of cultures from around the world and those of South Carolina.

Activities:

Lead a class discussion on media art in South Carolina? What kind of job opportunities are there for media artists in South Carolina?

Look at work of SC illustrator Vernon Grant. Talk about mascots used to sell products such as cereal to children. (Vernon Grant created the illustration for SNAP, CRAKLE, and POP). Have students create mascots for a fake cereal they create. They can design the mascots and box art in Photoshop. Have a class critique that has the students discuss the process they used to create their mascots. Why did they use the ones they created? Who was their target audience? Did they keep this in mind when they created their cereal mascots?

Resources:

[Media Arts Careers in South Carolina](#)

<http://www.vernongrant.org/index.html>

<http://www.knowitall.org/artopia/media/artist/index.html>

Assessments:

Class Critique Checklist

Project Rubric

MA8-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question:

What characteristics of media arts exist across time among different cultural and ethnic groups?

Concepts, Skills, Techniques, and Critical Knowledge:

Artwork can have a different meaning to different people and cultures. How has media arts evolved over time?

Activities:

Begin with a class discussion on media arts throughout history. What is the difference between digital artists and designers? Have students pick a different digital artist and create an artwork in their style. Have the students share them with the class, reporting on their process and what they did to convey that artist's style. Have them present chronologically.

Resources:

<http://www.artsz.org/difference-between-artist-graphic-designer/>

http://www.ehow.com/facts_5366878_history-digital-art.html

http://en.wikipedia.org/wiki/Digital_art

<http://art.net/Studios/digital.html>

Assessments:

Project Rubric

Written Quiz

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MA8-6.1 Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question:

What kind of human, cultural, and societal considerations exist when creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Begin to differentiate time period in relation to the cultural, societal, and human issues.

Activities:

Begin with a discussion on media arts in relation to the cultural, societal, and human issues. How do different methods (TV, internet) relate in other cultures. Discuss American TV vs. British BBC. Discuss American Hollywood and Indian Bollywood. Have students create a digital story (using Powerpoint, Photostory, ComicLife) on a selected cultural, societal topic and have them share with the class. Discuss their process and as well as present information that they have gathered and used in their digital story.

Resources:

<http://courseweb.lis.illinois.edu/~jevogel2/lis506/howto.html>

<http://mutiny.wordpress.com/2007/02/01/bollywood-vs-hollywood-the-complete-breakdown/>

http://pop17.com/abc_vs_bbc/

Assessments:

Project Rubric

Class Discussion

MA8-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question:

How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand qualities of a responsible digital citizen. What is considered good legal and ethical behavior?

Activities:

Begin with a discussion on digital citizenship. Ask students what are the qualities of a digital citizen. Have students create PSA in film and print form on what it means to be a good digital citizen in the 21st century. Have the films shown to the whole school. Create a series of print ads and posters to go around the school that advocate digital citizenship.

Resources:

<http://www.digitalcitizenship.net/>

<http://cybersmartcurriculum.org/digitalcitizenship/>

Assessments:

Project Rubric

Class Discussion

HIGH SCHOOL: LEVEL 1

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS1-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question:

How are specific media arts processes, techniques, and applications used in the visual arts?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to apply specific media tools and programs (digital cameras, movie editing software, Adobe design software, etc) to create art.

Activities:

Students draw a self-portrait in Photoshop or Illustrator using the pen tool to create a vector drawing.

Have students take a series of digital photographs that depict visual problems such as a still life that depicts "What Color Tastes Like", a self-portrait with personal objects, visual narratives, etc

Hold a class discussion on comparing works created by hand vs. by technology. Have students replicate a famous painting digitally by either painting a digital copy (using Photoshop) or taking a digital photo that recreates a famous painting (ex. last supper with student eating pizza) Have a class critique after the project and discuss techniques used to create the work. How did it differ from the original?

Resources:

[Vector Drawing Tutorials](#)

[Various Digital Photography Projects](#)

[List of Digital Artists](#)

Assessments:

Project Rubric
Teacher observation of class discussion
Student kept Journal/Blog
Checklist

MAHS1-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question:

How can you variety of media **technologies**, techniques, and processes to communicate an idea?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will be able to use various media technologies (cameras, art programs, etc) to create art as well as communicate an idea.

Activities:

Students create a series of documentary digital photos that chronicle a social issue within their school (cliques, bullying, teen relationships, etc) During the project have students keep a live blog that has them journal daily on their process, technologies, and methods used to create their work and how they are communicating their ideas. Have students share their work with the class during a critique. Have them discuss their methods? What techniques and processes did they use to communicate their ideas?

Resources:

Making Sense of [Documentary Photography](#)

[How was the photograph presented?](#)

[Using Blogs and Wikis](#)

Assessments:

Teacher observation
Student kept Journal/Blog
Portfolio
Project Rubric

MAHS1-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question:

What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

Equipment used for media arts requires care and responsibility for proper use. Respect for equipment is essential for a responsible digital citizen.

Activities:

Go over proper use procedure with student when introducing any equipment or program.

An example could be proper use and care for a digital camera. Students could take a written test on its parts and functions or have a peer lead discussion on proper responsibility of its use.

A class discussion on why it is important to take proper care of equipment.

Resources:

http://www.pctechguide.com/56DigCam_Features.htm

<http://www.basic-digital-photography.com/caring-for-your-digital-camera.html>

<http://www.librarysupportstaff.com/4compcare.html>

<http://www.youthlearn.org/activities/teaching-digital-photography-showing-kids-how-see-cameras-eye>

The Art Teacher's Survival Guide 2nd Edition, Helen D. Hume. Jossey-bass teacher

Assessments:

Written test

Class discussion

Checklist

MAHS1-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question:

How do you decide what are good digital tools and resources in creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to have students distinguish and make informed decisions on selecting sources, pictures, and other media on the Internet, TV or other media outlets.

Activities:

Discuss as a class copyright issues whether it be using pictures taken from the Internet, or downloading mp3s and how it relates to plagiarism and copyright law. Have students create a multi-level media campaign on Internet copyright issues. Film a newscast/documentary and design print ads on the subject.

Before any research/art/written assignment, discuss merits of different online sources before beginning the assignment.

Resources:

[Copyright and the Internet](#)

[Copyright Myths](#)

[Understanding Information Literacy](#)

Assessments:

AUP Policy, Ethics/Plagiarism

Written Test/Quiz

Classroom discussion

Project Rubric

MAHS1-1.5 Create self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question:

What criteria are used to evaluate and assess media art works?

Concepts, Skills, Techniques, and Critical Knowledge:

Communication skills of students being able to both lead and participate in discussion about artwork created by artists, their peers, and of their own.

Activities:

Have a class critique on any media artwork (student or artist created) with a list of topics to discuss (composition, required elements, meaning, etc) and how it relates to

Compare and contrast digital photography to traditional photography or digital paintings to traditional painting. Have students discuss with examples. Divide the class in two and have a peer led debate over digital vs. traditional means of creating artwork.

Resources:

Critique Strategies:

<http://www.goshen.edu/art/ed/critique1.html>

<http://www.princetonol.com/groups/iad/Files/Jeannie-critique.htm>

Assessments:

Rubric

Teacher Observation

Class Critique

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS1-2.1 Communicate effectively using media arts vocabulary.

Essential Question:

What techniques, equipment and elements of artistic design, work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students should be able to communicate using correct vocabulary (see glossary) specific to media arts as it relates to visual arts

Activities:

Students create a multi-media presentation (video, and print) that communicates certain elements specific to individual media. Examples could include but are not limited to parts of a camera, toolbox in Photoshop, camera angles in film, etc.

Resources:

<http://artsedge.kennedy-center.org/content/3901/>

<http://www.mediacollege.com/video/shots/>

Assessments:

Checklist

Project Rubric

Written Journal/Blog

MAHS1-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question:

How do you express your personal experience of a social or community issue creativity through your media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students analyze how artists use media arts to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles, optimism vs. pessimism), and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They evaluate and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

Activities:

Begin with a class discussion on what social or community issues affect your life? (Economy, job loss, siblings/friends serving overseas, immigration, racial profiling, etc) Have students create a photo documentary or construct a comic (using comic life, or a series of digital paintings) that portray a particular social issue in their life. Upon completion, share with the class. Reflect on their process and techniques utilized to create their work and communicate their ideas.

Resources:

[Digital Storytelling](#)

<http://www.slideshare.net/courosa/popular-issues-in-digital-media-literacy>

[http://www.frankwbaker.com/recent trends digital media.htm](http://www.frankwbaker.com/recent_trends_digital_media.htm)

Assessments:

Project Rubric/Checklist

Student Journals/Blogs

MAHS1-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question:

How do you express your personal experience of a social or community issue creativity through your media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students analyze how artists use media arts to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles, optimism vs. pessimism), and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They evaluate and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

Activities:

Begin with a class discussion on what social or community issues affect your life? (Economy, job loss, siblings/friends serving overseas, immigration,

racial profiling, etc) Have students create a photo documentary or construct a comic (using comic life, or a series of digital paintings) that portray a particular social issue in their life. Upon completion, share with the class. Reflect on their process and techniques utilized to create their work and communicate their ideas.

Resources:

Digital Storytelling

<http://www.slideshare.net/courosa/popular-issues-in-digital-media-literacy>

[http://www.frankwbaker.com/recent trends digital media.htm](http://www.frankwbaker.com/recent_trends_digital_media.htm)

Assessments:

Project Rubric/Checklist

Student Journals/Blogs

MAHS1-2.4 Apply elements of artistic design specific to individual media.

Essential Question:

How do you apply elements of artistic design specific to individual media?

Concepts, Skills, Techniques, and Critical Knowledge:

Students display an understanding of elements and principles of design in relation to how they are used most effectively in the creation of media artwork.

Activities:

Students will compare and contrast a contour line drawing they created with pen and paper and another drawn in a computer art program – Discuss how the elements and principles of design are apparent and visible throughout different mediums.

Resources:

<http://www.princetonol.com/groups/iad/Files/elements2.htm>

<http://www.ashrae.org/students/page/1420>

[http://www.digital-web.com/articles/principles and elements of design/](http://www.digital-web.com/articles/principles_and_elements_of_design/)

Assessments:

Project Rubric

Informal/Formal Critique

Student Journal/Blog

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS1-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question: What is the purpose? How do you know what the purpose is? Why did you create this media artwork for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding what an intended purpose can mean when creating art.

How do the media arts tools (ex. Photoshop, digital camera, etc) the artist used help get across the idea/purpose of the artwork?

Activities:

Class discussion on what is purpose or intended meaning. Who is the audience the artist is trying to reach? What techniques does the artist use in their artwork to create a message or purpose? Students can then create a series of advertisements (three or four) for a fictional product of their own creation in Photoshop. Upon completion, display the results for the class. Discuss their intended purpose, who was their audience? Was it successful?

Resources:

[Questions to ask about Media Messages](#)

<http://www.frankwbaker.com/advertising1.htm>

Assessments:

Written response from a visual prompt (student artwork)

Teacher observation/rubric/checklist during class discussion

MAHS1-3.2 Create messages using **media texts**.

Essential Question:

How do you create messages within media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Analyze media text to determine messages, both overt and implied, and determine its meaning and the create them.

Activities:

Deconstruct a TV commercial. Students will be encouraged to look deeply and to ask questions about the production techniques used to make the commercial. (See resources for full lesson plan) Then after discussing what techniques (color, sound, shot composition) the director used have students create a commercial for a product. Upon completion, have them describe techniques they used to create messages to their intended audience.

Resources:

http://www.frankwbaker.com/deconstructing_a_tv_commercial.htm

http://www.frankwbaker.com/color_in_ads.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MAHS1-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question:

How successful is the artist in presenting the message to their audience? How do these treatment of ideas make this an effective artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding how artists create a message within their work. Students work on the ability to determine the success of the message. Discuss what makes an effective message.

Activities:

Hold a class discussion on propaganda. How does propaganda work in the media? Discuss the difference between propaganda and advertising. Look at artist Shepard Fairey. What techniques does he use to create a message with his work? What is the message? Using Photoshop or Illustrator, have students pick a 21st century pop icon of their choosing and create a propaganda poster in the style of Shepard Fairey. Upon completion, have a

class critique. Students can discuss techniques used to create the work as well as compare and contrast it to their peers as well as the Shepard Fairey.

Resources:

<http://obeygiant.com/archives>

<http://www.frankwbaker.com/propaganda.htm>

Assessments:

Class Discussion

Project Rubric

Checklist

MAHS1-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways in which they help to create meaning.

Essential Question:

How do codes and conventions used in media texts create meaning?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand and identify what are codes and conventions. The media construct reality. The media have their own forms, codes and conventions. The media present ideologies and value messages. The media are a business. They have commercial interests. Audiences negotiate meaning in media.

Activities:

Hold a class discussion on the codes and conventions used in the media. View a series of commercials or print ads. Have students identify three categories of codes that may be used to convey meanings in media messages: technical codes, which include camera techniques, framing, depth of field, lighting and exposure and juxtaposition; symbolic codes, which refer to objects, setting, body language, clothing and color; and written codes in the form of headlines, captions, speech bubbles and language style.

Resources:

Codes and Conventions in the Media

Assessments:

Class Discussion/checklist

MAHS1-3.5 Evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question:

How do you identify and evaluate specific creative techniques used in media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to evaluate creative techniques used variety of media (internet, newspaper, television, etc.)

Activities:

Hold a class discussion on bias. Does TV news have bias? Discuss the elements of reporting, influences on the media, journalistic ethics, the media's coverage of politics and how the media have changed and are still changing. Have the students working in groups to develop their own print ads and film broadcasts about current events (see resource lesson plan)

Resources:

[Analyzing Media Bias Lesson Plan](#)

http://www.frankwbaker.com/critical_tv_viewing.html

<http://www.frankwbaker.com/bias.htm>

<http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html>

Assessments:

Class Discussion

Project Rubric

MAHS1-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question:

Who artists use language, tone, and point-of-view when creating media texts? How do artists use this to influence the interpretation and meaning of the messages they create?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand who creates media text and media artwork. Understand how artists use language, tone, and point-of-view to influence the interpretation and meaning of their messages.

Activities:

Students use current technologies (Photoshop, GIMP, Dreamweaver, Flash, etc) to produce an advertisement or web page that demonstrates their understanding of media’s ability to influence the viewer’s perception of a social issue of their choice, such as environmental awareness, mass transit, or the economy.

Begin with a class discussion on point-of-view. How do advertisers use point-of-view and varying perspectives to reach their target audience? Can a point of view be skewed? What is an example of a “missing” point-of-view? Have students then create a video commercial that illustrates their point-of-view on a school issue their choosing (homework, tests on Friday, amount of time at lunch, healthy choices in snack machines, etc.)

Resources:

<http://www.eschoolnews.com/2010/07/15/new-tool-shows-how-arts-education-boosts-21st-century-skills/>

<http://www.frankwbaker.com/lessonplan.htm>

Assessments:

Class Discussion

Project Rubric

MAHS1-3.7 Describe the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question:

How do specific media genres and forms (TV, Internet, radio, etc) differ in their ability to convey meaning and influence the audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Media would not exist without audiences. People also use, interpret and respond to media in very different ways. A given media text will not mean the same thing to everybody. Understanding and reflecting on our own and others' uses of media are therefore an important part of media education.

Activities:

Hold a class discussion on audience and influence form media. What are students' feelings on the effects on media violence in video games, broadcast news, etc? Have them create a series of print ads in Photoshop that identify and audience and point of view in relation to a particular media or social issue. Upon conclusion, have a class critique that allows student to discuss what perspective they used and what was their purpose.

Resources:

[How to Teach Audience](#)

[Key Questions to ask Students about influence and audience](#)

<http://www.frankwbaker.com/audience.htm>

Assessments:

Class Discussion

Project Rubric

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS1-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question:

How does media artwork connect to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding where media artwork exists and connects in everyday life and the world.

Activities:

Hold a class discussion on how does media arts help you gain awareness of the components that connect to everyday life and the world? Use global warming as an example. Have students work in small groups to create a short documentary film on a world topic (global warming, world hunger, etc.) and share them with the class. Discuss what techniques they used to convey their meaning to help the audience gain awareness of their issue.

Resources:

http://www.media-awareness.ca/english/parents/television/good_things_tv.cfm

http://www.ithaca.edu/looksharp/?action=global_warming&PHPSESSID=0e03289a64f63892437c76460ed0cbf8

<http://www.microsoft.com/windowsxp/using/moviemaker/default.mspx>

Assessments:

Class Discussion

Project Rubric

MAHS1-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question:

How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

How media arts is interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

Activities:

Hold a class discussion on how media arts are interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film) How is music, color, movement, etc used to create mood in a film? Have students work in groups create a short film that portrays a specific emotion (happiness, sadness, anger, joy, etc). Students are to music and shot composition to convey their emotion. Upon completion, view each film as a class and discuss techniques and strategies that are in different visual and performing arts disciplines and how they were utilized to convey mood.

Resources:

<http://www.mfiles.co.uk/film-cliches.htm>

http://www.frankwbaker.com/motion_pictures.htm

Assessments:

Activity Rubric/Checklist

Class discussion

MAHS1-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question: What financial aspects are included in the production of creating a media artwork? What careers are available within media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

What job opportunities are found within media arts? Understanding budget and financial concepts within media arts (ex. Film budget, advertisement costs, etc.)

Activities:

Hold a discussion on movie budgets. How much does it cost to make a movie? After looking at a movie budget breakdown, discuss recent movies (Avatar, Harry Potter, etc) and fabricate a budget. When students create a film related to any of the other standards have them budget their cost of the film. Have them include everything, including cost of school provided materials as part of the overall assignment.

Hold a class discussion on job opportunities in media arts. Then have students record podcasts on various careers in media arts and share them with the class.

Resources:

<http://userwww.sfsu.edu/~nshelley/>

<http://www.mediabynumbers.com/>

<http://www.frankwbaker.com/mathactfourfive.htm>

Assessments:

Podcast Rubric/Checklist

Class Discussion

Written test

MAHS1-4.4 Analyze and evaluate the effects of the media arts in the global economy.

Essential Question:

How are the creative aspects of media arts affect the global economic value?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding that the media arts have a significant impact on local and global economy.

Activities:

Hold a class discussion on the economic impact of the arts. How do media arts affect the economy? Have students research careers and economic impact of the arts. Students create a print ad campaign that promotes the arts as an important economic resource.

Resources:

[From Celluloid to Cyberspace: The Media Arts and the Changing Arts World:](#)
By: Kevin F. McCarthy, Elizabeth Heneghan Ondaatje

[Using Arts and Culture to Stimulate State Economic Development](#)

<http://www.frankwbaker.com/thirtysecadcosts.htm>

Assessments:

Project Rubric/Checklist

Class Discussion

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS1-5.1 Describe ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question:

How do we evaluate artwork from the past and its influence on media artwork in the present?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding the correlation of media art forms from the past (radio, TV, etc) has influenced the media arts of today (internet, blogs, flash animation, etc).

Activities:

Hold a class discussion on how' correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc). Have students read a short story or watch a new story. Discuss how the short story or any other media text would be promoted at different time periods. In groups have students record a radio ad, film a short commercial, and create a print ad. When completed, have a class critique and analyze the similarities and differences of each media type and how they pertain to the students' work.

Resources:

<http://winclass.edublogs.org/2009/05/28/book-trailers/>

http://www.frankwbaker.com/tkam_compare

Assessments:

Discussion Rubric

Project Rubric

MAHS1-5.2 Analyze and evaluate ways that media artwork portrays the people and cultures of the world.

Essential Question:

How do we analyze and evaluate media artworks differ around the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding differences in media arts as they relate to a variety of cultures from around the world.

Activities:

Begin with a class discussion on how media is perceived differently around the world. How are do we create stereotypes in the media? Political cartoons were recently subject to some controversy when one culture found them offensive. Discuss the merits of satire and stereotypes. Analyze a series of political cartoons. Look at the work of SC political cartoonist Robert Ariail. Have students create their own cartoons that satire recent world issues. Upon completion, have students share their work with the class Analyze and evaluate their use of satire, how they conveyed their message, etc.

Resources:

<http://robertariaail.com/>

<http://www.livescience.com/culture/090812-movie-memory.html>

<http://nieonline.com/aaec/cftc.cfm>

<http://www.frankwbaker.com/parody.htm>

Assessments:

Class Discussion Checklist

Project Rubric

MAHS1-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question:

How do we analyze and evaluate characteristics of media arts exist across time among different cultural and ethnic groups?

Artwork can have a different meaning to different people and cultures. How has media arts evolved over time?

Activities:

Begin with a class discussion on media arts throughout history. What is the difference between digital artists and designers? Have students pick a different digital artist and create an artwork after researching their style. Have students evaluate the artists based on ability to communicate their message (look at artists like Shepard Fairey or different film directors as examples) Have the students share them with the class, reporting on their process and what they did to convey that artist's style. Have them present chronologically. Have students do a final evaluation on how a media art has progressed over time.

Resources:

<http://www.artsz.org/difference-between-artist-graphic-designer/>

http://www.ehow.com/facts_5366878_history-digital-art.html

http://en.wikipedia.org/wiki/Digital_art

<http://art.net/Studios/digital.html>

Assessments:

Project Rubric

Written Quiz

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS1-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question:

How do you demonstrate understanding of human, cultural, and societal considerations exist when creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand and differentiate time period in relation to the cultural, societal, and human issues.

Hold a class discussion on media arts in relation to a specific cultural, societal, and human issues. How do different methods (TV, internet) relate in other cultures. Examples could include but are not limited to: American TV vs. British BBC or American Hollywood and Indian Bollywood. Have students create a digital story (using Powerpoint, Photostory, ComicLife) on a specific cultural, societal topic and have them share with the class. Discuss their process as well as their understanding of the information that they have gathered and used in their digital story.

Resources:

<http://courseweb.lis.illinois.edu/~jevogel2/lis506/howto.html>

<http://mutiny.wordpress.com/2007/02/01/bollywood-vs-hollywood-the-complete-breakdown/>

http://pop17.com/abc_vs_bbc/

Assessments:

Project Rubric

Class Discussion

MAHS1-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand qualities of a responsible digital citizen. What is considered good legal and ethical behavior?

Activities:

Begin with a discussion on digital citizenship. Ask students what are the qualities of a digital citizen. Have students create PSA in film and print form on what it means to be a good digital citizen in the 21st century. Have the films shown to the whole school. Create a series of print ads and posters to go around the school that advocate digital citizenship.

Resources:

<http://www.digitalcitizenship.net/>

<http://cybersmartcurriculum.org/digitalcitizenship/>

Assessments:

Project Rubric

Class Discussion

HIGH SCHOOL: LEVEL 2

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS2-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question:

How are specific media arts processes, techniques, and applications used in the visual arts?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to apply specific media tools and programs (digital cameras, movie editing software, Adobe design software, etc) to create art.

Activities:

Students draw a self-portrait in Photoshop or Illustrator using the pen tool to create a vector drawing.

Have students take a series of digital photographs that depict visual problems such as a still life that depicts "What Color Tastes Like", a self-portrait with personal objects, visual narratives, etc

Hold a class discussion on comparing works created by hand vs. by technology. Have students replicate a famous painting digitally by either painting a digital copy (using Photoshop) or taking a digital photo that recreates a famous painting (ex. last supper with student eating pizza) Have a class critique after the project and discuss techniques used to create the work. How did it differ from the original?

Resources:

[Vector Drawing Tutorials](#)

[Various Digital Photography Projects](#)

[List of Digital Artists](#)

Assessments:

Project Rubric

Discussion/Critique Rubric

MAHS2-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question:

How can you variety of media **technologies**, techniques, and processes to communicate an idea?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will be able to use various media technologies (cameras, art programs, etc) to create art as well as communicate an idea.

Activities:

Students create a series of documentary digital photos that chronicle a social issue within their school (cliques, bullying, teen relationships, etc) During the project have students keep a live blog that has them journal daily on their process, technologies, and methods used to create their work and how they are communicating their ideas. Have students share their work with the class during a critique. Have them discuss their methods? What techniques and processes did they use to communicate their ideas?

Resources:

Making Sense of [Documentary Photography](#)

[How was the photograph presented?](#)

[Using Blogs and Wikis](#)

Assessments:

Teacher observation

Student kept Journal/Blog

Portfolio

Project Rubric

MAHS2-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question:

What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

Equipment used for media arts requires care and responsibility for proper use. Respect for equipment is essential for a responsible digital citizen.

Activities:

Go over proper use procedure with student when introducing any equipment or program.

An example could be proper use and care for a digital camera. Students could take a written test on its parts and functions or have a peer lead discussion on proper responsibility of its use.

A class discussion on why it is important to take proper care of equipment.

Resources:

http://www.pctechguide.com/56DigCam_Features.htm

<http://www.basic-digital-photography.com/caring-for-your-digital-camera.html>

<http://www.librarysupportstaff.com/4compcare.html>

<http://www.youthlearn.org/activities/teaching-digital-photography-showing-kids-how-see-cameras-eye>

The Art Teacher's Survival Guide 2nd Edition, Helen D. Hume. Jossey-bass teacher

Assessments:

Written test

Class discussion

Checklist

MAHS2-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question:

How do you decide what are good digital tools and utilize resources in creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to have students distinguish and make informed decisions on selecting sources, pictures, and other media on the Internet, TV or other media outlets.

Activities:

Discuss as a class copyright issues whether it be using pictures taken from the Internet, or downloading mp3s and how it relates to plagiarism and copyright law. Have students create a multi-level media campaign on Internet copyright issues. Film a newscast/documentary and design print ads on the subject.

Before any research/art/written assignment, discuss merits of different online sources before beginning the assignment.

Resources:

[Copyright and the Internet](#)

[Copyright Myths](#)

[Understanding Information Literacy](#)

Assessments:

AUP Policy, Ethics/Plagiarism

Written Test/Quiz

Classroom discussion

Project Rubric

MAHS2-1.5 Create self-led and peer-led instruction and assessment materials for evaluating media artwork.

Essential Question:

What criteria are used to evaluate and assess media art works?

Concepts, Skills, Techniques, and Critical Knowledge:

Communication skills of students being able to both lead and participate in discussion about artwork created by artists, their peers, and of their own.

Activities:

Have a class critique on any media artwork (student or artist created) with a list of topics to discuss (composition, required elements, meaning, etc) and how it relates to

Compare and contrast digital photography to traditional photography or digital paintings to traditional painting. Have students discuss with examples. Divide the class in two and have a peer led debate over digital vs. traditional means of creating artwork.

Resources:

Critique Strategies:

<http://www.goshen.edu/art/ed/critique1.html>

<http://www.princetonol.com/groups/iad/Files/Jeannie-critique.htm>

Assessments:

Rubric

Teacher Observation

Class Critique

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS2-2.1 Communicate effectively using media arts vocabulary.

Essential Question:

What techniques, equipment and elements of artistic design, work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students should be able to communicate using correct vocabulary (see glossary) specific to media arts as it relates to visual arts

Activities:

Students create a multi-media presentation (video, and print) that communicates certain elements specific to individual media. Examples could include but are not limited to parts of a camera, toolbox in Photoshop, camera angles in film, etc.

Resources:

<http://artsedge.kennedy-center.org/content/3901/>

<http://www.mediacollege.com/video/shots/>

Assessments:

Checklist

Project Rubric

Written Journal/Blog

MAHS2-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question:

How do you express your personal experience of a social or community issue creativity through your media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students analyze how artists use media arts to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles, optimism vs. pessimism), and to evoke particular emotions or feelings (joy, sadness,

tension, relaxation) in the listener or viewer. They evaluate and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

Activities:

Begin with a class discussion on what social or community issues affect your life? (Economy, job loss, siblings/friends serving overseas, immigration, racial profiling, etc) Have students create a photo documentary or construct a comic (using comic life, or a series of digital paintings) that portray a particular social issue in their life. Upon completion, share with the class. Reflect on their process and techniques utilized to create their work and communicate their ideas.

Resources:

[Digital Storytelling](#)

<http://www.slideshare.net/courosa/popular-issues-in-digital-media-literacy>

[http://www.frankwbaker.com/recent trends digital media.htm](http://www.frankwbaker.com/recent_trends_digital_media.htm)

Assessments:

Project Rubric/Checklist

Student Journals/Blogs

MAHS2-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question:

What criteria do you use to evaluate and analyze your media artwork? Describe how you created your media art work?

Concepts, Skills, Techniques, and Critical Knowledge:

Student will be able to describe, analyze, and evaluate the process of creating their artwork. As well as evaluate their work.

Activities:

Students can complete an after project questionnaire that can have them describe, analyze, and evaluate their process as well as their thoughts on how successful it was to previously given material

Students can keep a running blog or online journal that describes, analyzes and chronicles their daily thoughts of a projects progress

Students receive project rubrics before each project. After the project lead a class critique that help students describe, analyze, and evaluate their work as it relates to the requirements listed in the rubric.

Resources:

<http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47>

<http://artcritiquegallery.com/gallery/>

Assessments:

Project Questionnaire

Informal/Formal Critique

Student Journal/Blog

MAHS2-2.4 Apply elements of artistic design specific to individual media.

Essential Question:

How do you apply elements of artistic design specific to individual media?

Concepts, Skills, Techniques, and Critical Knowledge:

Students display an understanding of elements and principles of design in relation to how they are used most effectively in the creation of media artwork.

Activities:

Students will compare and contrast a contour line drawing they created with pen and paper and another drawn in a computer art program – Discuss how the elements and principles of design are apparent and visible throughout different mediums.

Resources:

<http://www.princetonol.com/groups/iad/Files/elements2.htm>

<http://www.ashrae.org/students/page/1420>

http://www.digital-web.com/articles/principles_and_elements_of_design/

Assessments:

Project Rubric

Informal/Formal Critique

Student Journal/Blog

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS2-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question: What is the purpose? How do you know what the purpose is? Why did you create this media artwork for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding what an intended purpose can mean when creating art.

How do the media arts tools (ex. Photoshop, digital camera, etc) the artist used help get across the idea/purpose of the artwork?

Activities:

Class discussion on what is purpose or intended meaning. Who is the audience the artist is trying to reach? What techniques does the artist use in their artwork to create a message or purpose? Students can then create a series of advertisements (three or four) for a fictional product of their own creation in Photoshop. Upon completion, display the results for the class. Discuss their intended purpose, who was their audience? Was it successful?

Resources:

[Questions to ask about Media Messages](#)

<http://www.frankwbaker.com/advertising1.htm>

Assessments:

Written response from a visual prompt (student artwork)

Teacher observation/rubric/checklist during class discussion

MAHS2-3.2 Create messages using **media texts**.

Essential Question:

How do you create messages within media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Analyze media text to determine messages, both overt and implied, and determine its meaning and the create them.

Activities:

Deconstruct a TV commercial. Students will be encouraged to look deeply and to ask questions about the production techniques used to make the commercial. (See resources for full lesson plan) Then after discussing what techniques (color, sound, shot composition) the director used have students create a commercial for a product. Upon completion, have them describe techniques they used to create messages to their intended audience.

Resources:

http://www.frankwbaker.com/deconstructing_a_tv_commercial.htm

http://www.frankwbaker.com/color_in_ads.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MAHS2-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question:

How successful is the artist in presenting the message to their audience? How do these treatment of ideas make this an effective artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding how artists create a message within their work. Students work on the ability to determine the success of the message. Discuss what makes an effective message.

Activities:

Hold a class discussion on propaganda. How does propaganda work in the media? Discuss the difference between propaganda and advertising. Look at artist Shepard Fairey. What techniques does he use to create a message with his work? What is the message? Using Photoshop or Illustrator, have students pick a 21st century pop icon of their choosing and create a propaganda poster in the style of Shepard Fairey. Upon completion, have a

class critique. Students can discuss techniques used to create the work as well as compare and contrast it to their peers as well as the Shepard Fairey.

Resources:

<http://obeygiant.com/archives>

<http://www.frankwbaker.com/propaganda.htm>

Assessments:

Class Discussion

Project Rubric

Checklist

MAHS2-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question:

How do codes and conventions used in media texts create meaning?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand and identify what are codes and conventions. The media construct reality. The media have their own forms, codes and conventions. The media present ideologies and value messages. The media are a business. They have commercial interests. Audiences negotiate meaning in media.

Activities:

Hold a class discussion on the codes and conventions used in the media. View a series of commercials or print ads. Have students identify three categories of codes that may be used to convey meanings in media messages: technical codes, which include camera techniques, framing, depth of field, lighting and exposure and juxtaposition; symbolic codes, which refer to objects, setting, body language, clothing and color; and written codes in the form of headlines, captions, speech bubbles and language style.

Resources:

Codes and Conventions in the Media

Assessments:

Class Discussion/checklist

MAHS2-3.5 Analyze the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question:

How do you best analyze creative techniques found within a variety of media source (TV, film, radio, Internet, mobile devices, etc.)?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to evaluate and analyze creative techniques used variety of media (internet, newspaper, television, etc.)

Activities:

Hold a class discussion on bias. Does TV news have bias? Discuss the elements of reporting, influences on the media, journalistic ethics, the media's coverage of politics and how the media have changed and are still changing. Have the students working in groups to develop their own print ads and film broadcasts about current events (see resource lesson plan)

Resources:

[Analyzing Media Bias Lesson Plan](#)

http://www.frankwbaker.com/critical_tv_viewing.html

<http://www.frankwbaker.com/bias.htm>

<http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html>

Assessments:

Class Discussion

Project Rubric

MAHS2-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question:

Who artists use language, tone, and point-of-view when creating media texts? How do artists use this to influence the interpretation and meaning of the messages they create?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand who creates media text and media artwork. Understand how artists use language, tone, and point-of-view to influence the interpretation and meaning of their messages.

Activities:

Students use current technologies (Photoshop, GIMP, Dreamweaver, Flash, etc) to produce an advertisement or web page that demonstrates their understanding of media’s ability to influence the viewer’s perception of a social issue of their choice, such as environmental awareness, mass transit, or the economy.

Begin with a class discussion on point-of-view. How do advertisers use point-of-view and varying perspectives to reach their target audience? Can a point of view be skewed? What is an example of a “missing” point-of-view? Have students then create a video commercial that illustrates their point-of-view on a school issue their choosing (homework, tests on Friday, amount of time at lunch, healthy choices in snack machines, etc.)

Resources:

<http://www.eschoolnews.com/2010/07/15/new-tool-shows-how-arts-education-boosts-21st-century-skills/>

<http://www.frankwbaker.com/lessonplan.htm>

Assessments:

Class Discussion

Project Rubric

MAHS2-3.7 Describe the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question:

How do specific media genres and forms (TV, Internet, radio, etc) differ in their ability to convey meaning and influence the audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Media would not exist without audiences. People also use, interpret and respond to media in very different ways. A given media text will not mean the same thing to everybody. Understanding and reflecting on our own and others' uses of media are therefore an important part of media education.

Activities:

Hold a class discussion on audience and influence form media. What are students' feelings on the effects on media violence in video games, broadcast news, etc? Have them create a series of print ads in Photoshop that identify and audience and point of view in relation to a particular media or social issue. Upon conclusion, have a class critique that allows student to discuss what perspective they used and what was their purpose.

Resources:

[How to Teach Audience](#)

[Key Questions to ask Students about influence and audience](#)

<http://www.frankwbaker.com/audience.htm>

Assessments:

Class Discussion

Project Rubric

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS2-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question:

How do we analyze and evaluate media artwork connect to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding and analyzing where media artwork exists and connects in everyday life and the world.

Activities:

Hold a class discussion on how does media arts help you gain awareness of the components that connect to everyday life and the world? Use global warming as an example. Have students work in small groups to create a short documentary film on a world topic (global warming, world hunger, etc.) and share them with the class. Analyze and discuss what techniques they used to convey their meaning to help the audience gain awareness of their issue.

Resources:

http://www.media-awareness.ca/english/parents/television/good_things_tv.cfm

http://www.ithaca.edu/looksharp/?action=global_warming&PHPSESSID=0e03289a64f63892437c76460ed0cbf8

<http://www.microsoft.com/windowsxp/using/moviemaker/default.mspx>

Assessments:

Class Discussion

Project Rubric

MAHS2-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question:

How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

How media arts is interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

Activities:

Hold a class discussion on how media arts are interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film) How is music, color, movement, etc used to create mood in a film? Have students work in groups create a short film that portrays a specific emotion (happiness, sadness, anger, joy, etc). Students are to music and shot composition to convey their emotion. Upon completion, view each film as a class and discuss techniques and strategies that are in different visual and performing arts disciplines and how they were utilized to convey mood.

Resources:

<http://www.mfiles.co.uk/film-cliches.htm>

http://www.frankwbaker.com/motion_pictures.htm

Assessments:

Activity Rubric/Checklist

Class discussion

MAHS2-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question:

How do we analyze and evaluate financial aspects included in the production of creating a media artwork? What careers are available within media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

What job opportunities are found within media arts? Understanding and evaluating budget and financial concepts within media arts (ex. Film budget, advertisement costs, etc.)

Activities:

Have students analyze movie budgets. How much does it cost to make a movie? After looking at a movie budget breakdown, discuss recent movies (Avatar, Harry Potter, etc) and fabricate a budget. When students create a film related to any of the other standards have them budget their cost of the film. Have them include everything, including cost of school provided materials as part of the overall assignment. Have them analyze their finding? How could they cut cost? What where unexpected expenses? Etc.

Hold a class discussion on job opportunities in media arts. Then have students create and record podcasts that analyze and evaluate various careers in media arts and share them with the class.

Resources:

<http://userwww.sfsu.edu/~nshelley/>

<http://www.mediabynumbers.com/>

<http://www.frankwbaker.com/mathactfourfive.htm>

Assessments:

Podcast Rubric/Checklist

Class Discussion

Written test

MAHS2-4.4 Analyze and evaluate the effects of the media arts in the global economy.

Essential Question:

How are the creative aspects of media arts affect the global economic value?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding that the media arts have a significant impact on local and global economy.

Activities:

Hold a class discussion on the economic impact of the arts. How do media arts affect the economy? Have students research careers and economic impact of the arts. Students create a print ad campaign that promotes the arts as an important economic resource.

Resources:

[From Celluloid to Cyberspace: The Media Arts and the Changing Arts World:](#)
By: Kevin F. McCarthy, Elizabeth Heneghan Ondaatje

[Using Arts and Culture to Stimulate State Economic Development](#)

<http://www.frankwbaker.com/thirtysecadcosts.htm>

Assessments:

Project Rubric/Checklist

Class Discussion

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS2-5.1 Describe ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question:

How do we evaluate artwork from the past and its influence on media artwork in the present?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding the correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc).

Activities:

Hold a class discussion on how' correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc). Have students read a short story or watch a new story. Discuss how the short story or any other media text would be promoted at different time periods. In groups have students record a radio ad, film a short commercial, and create a print ad. When completed, have a class critique and analyze the similarities and differences of each media type and how they pertain to the students' work.

Resources:

<http://winclass.edublogs.org/2009/05/28/book-trailers/>

http://www.frankwbaker.com/tkam_compare

Assessments:

MAHS2-5.2 Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question:

How do we demonstrate how media artworks portray the people and cultures of the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding differences in media arts as they relate to a variety of people and cultures from around the world.

Activities:

Begin with a class discussion on how media is perceived differently around the world. How are do we create stereotypes in the media? Political cartoons were recently subject to some controversy when one culture found them offensive. Discuss the merits of satire and stereotypes. Analyze a series of political cartoons. Look at the work of SC political cartoonist Robert Ariail. Have students create their own cartoons that satire recent world issues. Upon completion, have students share their work with the class. Analyze and evaluate their use of satire, how they conveyed their message, etc.

Resources:

<http://robertariaail.com/>

<http://www.livescience.com/culture/090812-movie-memory.html>

<http://nieonline.com/aaec/cftc.cfm>

<http://www.frankwbaker.com/parody.htm>

Assessments:

Class Discussion Checklist

Project Rubric

MAHS2-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question:

How do we analyze and evaluate characteristics of media arts exist across time among different cultural and ethnic groups?

Artwork can have a different meaning to different people and cultures. How has media arts evolved over time?

Activities:

Begin with a class discussion on media arts throughout history. What is the difference between digital artists and designers? Have students pick a different digital artist and create an artwork after researching their style. Have students evaluate the artists based on ability to communicate their message (look at artists like Shepard Fairey or different film directors as examples) Have the students share them with the class, reporting on their process and what they did to convey that artist's style. Have them present chronologically. Have students do a final evaluation on how media arts have progressed over time.

Resources:

<http://www.artsz.org/difference-between-artist-graphic-designer/>

http://www.ehow.com/facts_5366878_history-digital-art.html

http://en.wikipedia.org/wiki/Digital_art

<http://art.net/Studios/digital.html>

Assessments:

Project Rubric

Written Quiz

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS2-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question:

How do you demonstrate understanding of human, cultural, and societal considerations exist when creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand and differentiate time period in relation to the cultural, societal, and human issues.

Hold a class discussion on media arts in relation to a specific cultural, societal, and human issues. How do different methods (TV, internet) relate in other cultures. Examples could include but are not limited to: American TV vs. British BBC or American Hollywood and Indian Bollywood. Have students create a digital story (using Powerpoint, Photostory, ComicLife) on a specific cultural, societal topic and have them share with the class. Discuss their process as well as their understanding of the information that they have gathered and used in their digital story.

Resources:

<http://courseweb.lis.illinois.edu/~jevogel2/lis506/howto.html>

<http://mutiny.wordpress.com/2007/02/01/bollywood-vs-hollywood-the-complete-breakdown/>

http://pop17.com/abc_vs_bbc/

Assessments:

Project Rubric

Class Discussion

MAHS2-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question: How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand qualities of a responsible digital citizen. What is considered good legal and ethical behavior?

Activities:

Begin with a discussion on digital citizenship. Ask students what are the qualities of a digital citizen. Have students create PSA in film and print form on what it means to be a good digital citizen in the 21st century. Have the films shown to the whole school. Create a series of print ads and posters to go around the school that advocate digital citizenship.

Resources:

<http://www.digitalcitizenship.net/>

<http://cybersmartcurriculum.org/digitalcitizenship/>

Assessments:

Project Rubric

Class Discussion

HIGH SCHOOL: LEVEL 3

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS3-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question:

How do you apply specific media arts processes, techniques, and applications used in the visual arts?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to apply specific media tools and programs (digital cameras, movie editing software, Adobe design software, etc) to create art.

Activities:

Students draw a self-portrait in Photoshop or Illustrator using the pen tool to create a vector drawing.

Have students take a series of digital photographs that depict visual problems such as a still life that depicts "What Color Tastes Like", a self-portrait with personal objects, visual narratives, etc

Hold a class discussion on comparing works created by hand vs. by technology. Have students replicate a famous painting digitally by either painting a digital copy (using Photoshop) or taking a digital photo that recreates a famous painting (ex. last supper with student eating pizza) Have a class critique after the project and discuss techniques used to create the work. How did it differ from the original?

Resources:

[Vector Drawing Tutorials](#)

[Various Digital Photography Projects](#)

[List of Digital Artists](#)

MAHS3-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question:

How can you variety of media **technologies**, techniques, and processes to communicate an idea?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will be able to use various media technologies (cameras, art programs, etc) to create art as well as communicate an idea.

Activities:

Students create a series of documentary digital photos that chronicle a social issue within their school (cliques, bullying, teen relationships, etc) During the project have students keep a live blog that has them journal daily on their process, technologies, and methods used to create their work and how they are communicating their ideas. Have students share their work with the class during a critique. Have them discuss their methods? What techniques and processes did they use to communicate their ideas?

Resources:

Making Sense of [Documentary Photography](#)

[How was the photograph presented?](#)

[Using Blogs and Wikis](#)

Assessments:

Teacher observation

Student kept Journal/Blog

Portfolio

Project Rubric

MAHS3-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question:

What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

Equipment used for media arts requires care and responsibility for proper use. Respect for equipment is essential for a responsible digital citizen.

Activities:

Go over proper use procedure with student when introducing any equipment or program.

An example could be proper use and care for a digital camera. Students could take a written test on its parts and functions or have a peer lead discussion on proper responsibility of its use.

A class discussion on why it is important to take proper care of equipment.

Resources:

http://www.pctechguide.com/56DigCam_Features.htm

<http://www.basic-digital-photography.com/caring-for-your-digital-camera.html>

<http://www.librarysupportstaff.com/4compcare.html>

<http://www.youthlearn.org/activities/teaching-digital-photography-showing-kids-how-see-cameras-eye>

The Art Teacher's Survival Guide 2nd Edition, Helen D. Hume. Jossey-bass teacher

Assessments:

Written test

Class discussion

Checklist

MAHS3-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question:

How do you decide what are good digital tools and utilize resources in creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to have students distinguish and make informed decisions on selecting sources, pictures, and other media on the Internet, TV or other media outlets.

Activities:

Discuss as a class copyright issues whether it be using pictures taken from the Internet, or downloading mp3s and how it relates to plagiarism and copyright law. Have students create a multi-level media campaign on Internet copyright issues. Film a newscast/documentary and design print ads on the subject.

Before any research/art/written assignment, discuss merits of different online sources before beginning the assignment.

Resources:

[Copyright and the Internet](#)

[Copyright Myths](#)

[Understanding Information Literacy](#)

Assessments:

AUP Policy, Ethics/Plagiarism

Written Test/Quiz

Classroom discussion

Project Rubric

MAHS3-1.5 Evaluate media artwork using self-led and peer-led instruction and assessment materials.

Essential Question:

What criteria are used to evaluate and assess media art works?

Concepts, Skills, Techniques, and Critical Knowledge:

Communication skills of students being able to both lead and participate in discussion about artwork created by artists, their peers, and of their own.

Activities:

Have a class critique on any media artwork (student or artist created) with a list of topics to discuss (composition, required elements, meaning, etc) and how it relates to

Compare and contrast digital photography to traditional photography or digital paintings to traditional painting. Have students discuss with examples. Divide the class in two and have a peer led debate over digital vs. traditional means of creating artwork.

Resources:

Critique Strategies:

<http://www.goshen.edu/art/ed/critique1.html>

<http://www.princetonol.com/groups/iad/Files/Jeannie-critique.htm>

Assessments:

Rubric

Teacher Observation

Class Critique

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS3-2.1 Communicate effectively using media arts vocabulary.

Essential Question:

What techniques, equipment and elements of artistic design, work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students should be able to communicate using correct vocabulary (see glossary) specific to media arts as it relates to visual arts

Activities:

Students create a multi-media presentation (video, and print) that communicates certain elements specific to individual media. Examples could include but are not limited to parts of a camera, toolbox in Photoshop, camera angles in film, etc.

Resources:

<http://artsedge.kennedy-center.org/content/3901/>

<http://www.mediacollege.com/video/shots/>

Assessments:

Checklist

Project Rubric

Written Journal/Blog

MAHS3-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question:

How do you express your personal experience of a social or community issue creativity through your media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students analyze how artists use media arts to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles, optimism vs. pessimism), and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They evaluate and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

Activities:

Begin with a class discussion on what social or community issues affect your life? (Economy, job loss, siblings/friends serving overseas, immigration, racial profiling, etc) Have students create a photo documentary or construct a comic (using comic life, or a series of digital paintings) that portray a particular social issue in their life. Upon completion, share with the class. Reflect on their process and techniques utilized to create their work and communicate their ideas.

Resources:

[Digital Storytelling](#)

<http://www.slideshare.net/courosa/popular-issues-in-digital-media-literacy>

[http://www.frankwbaker.com/recent trends digital media.htm](http://www.frankwbaker.com/recent_trends_digital_media.htm)

Assessments:

Project Rubric/Checklist

Student Journals/Blogs

MAHS3-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question:

What criteria do you use to evaluate, and justify your media artwork? Describe how and why you created your media art work?

Concepts, Skills, Techniques, and Critical Knowledge:

Student will be able to describe, analyze, evaluate, and justify the process of creating their artwork. As well as evaluate their work.

Activities:

Students can complete an after project questionnaire that can have them describe, analyze, evaluate, and justify their process as well as their thoughts on how successful it was to previously given material

Students can keep a running blog or online journal that describes, analyzes and justifies their daily chronicles and thoughts of a projects progress

Students receive project rubrics before each project. After the project lead a class critique that help students describe, analyze, evaluate, and justify their work as it relates to the requirements listed in the rubric.

Resources:

<http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47>

<http://artcritiquegallery.com/gallery/>

Assessments:

Project Questionnaire

Informal/Formal Critique

Student Journal/Blog

MAHS3-2.4 Apply elements of artistic design specific to individual media.

Essential Question:

How do you apply elements of artistic design specific to individual media?

Concepts, Skills, Techniques, and Critical Knowledge:

Students display an understanding of elements and principles of design in relation to how they are used most effectively in the creation of media artwork.

Create any artwork with an emphasis on the element and principles of design during creation.

Activities:

Students will compare and contrast a contour line drawing they created with pen and paper and another drawn in a computer art program – Discuss how the elements and principles of design are apparent and visible throughout different mediums.

Resources:

<http://www.princetonol.com/groups/iad/Files/elements2.htm>

<http://www.ashrae.org/students/page/1420>

http://www.digital-web.com/articles/principles_and_elements_of_design/

Assessments:

Project Rubric

Informal/Formal Critique

Student Journal/Blog

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS3-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question:

What is the purpose? How do you know what the purpose is? Why did you create this media artwork for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding what an intended purpose can mean when creating art.

How do the media arts tools (ex. Photoshop, digital camera, etc) the artist used help get across the idea/purpose of the artwork?

Activities:

Class discussion on what is purpose or intended meaning. Who is the audience the artist is trying to reach? What techniques does the artist use in their artwork to create a message or purpose? Students can then create a series of advertisements (three or four) for a fictional product of their own creation in Photoshop. Upon completion, display the results for the class. Discuss their intended purpose, who was their audience? Was it successful?

Resources:

[Questions to ask about Media Messages](#)

<http://www.frankwbaker.com/advertising1.htm>

Assessments:

Written response from a visual prompt (student artwork)

Teacher observation/rubric/checklist during class discussion

MAHS3-3.2 Create messages using **media texts**.

Essential Question:

How do you create messages within media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Analyze media text to determine messages, both overt and implied, and determine its meaning and the create them.

Activities:

Deconstruct a TV commercial. Students will be encouraged to look deeply and to ask questions about the production techniques used to make the commercial. (See resources for full lesson plan) Then after discussing what techniques (color, sound, shot composition) the director used have students create a commercial for a product. Upon completion, have them describe techniques they used to create messages to their intended audience.

Resources:

http://www.frankwbaker.com/deconstructing_a_tv_commercial.htm

http://www.frankwbaker.com/color_in_ads.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MAHS3-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question:

How successful is the artist in presenting the message to their audience? How do these treatment of ideas make this an effective artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding how artists create a message within their work. Students work on the ability to determine the success of the message. Discuss what makes an effective message.

Activities:

Hold a class discussion on propaganda. How does propaganda work in the media? Discuss the difference between propaganda and advertising. Look at artist Shepard Fairey. What techniques does he use to create a message with his work? What is the message? Using Photoshop or Illustrator, have students pick a 21st century pop icon of their choosing and create a propaganda poster in the style of Shepard Fairey. Upon completion, have a

class critique. Students can discuss techniques used to create the work as well as compare and contrast it to their peers as well as the Shepard Fairey.

Resources:

<http://obeygiant.com/archives>

<http://www.frankwbaker.com/propaganda.htm>

Assessments:

Class Discussion

Project Rubric

Checklist

MAHS3-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question:

How do codes and conventions used in media texts create meaning?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand and identify what are codes and conventions. The media construct reality. The media have their own forms, codes and conventions. The media present ideologies and value messages. The media are a business. They have commercial interests. Audiences negotiate meaning in media.

Activities:

Hold a class discussion on the codes and conventions used in the media. View a series of commercials or print ads. Have students identify three categories of codes that may be used to convey meanings in media messages: technical codes, which include camera techniques, framing, depth of field, lighting and exposure and juxtaposition; symbolic codes, which refer to objects, setting, body language, clothing and color; and written codes in the form of headlines, captions, speech bubbles and language style.

Resources:

Codes and Conventions in the Media

Assessments:

Class Discussion/checklist

MAHS3-3.5 Analyze and evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question:

How do you best analyze and evaluate information, media, and the creative techniques used within each specific media source (TV, film, radio, Internet, mobile devices, etc.)?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to evaluate and analyze creative techniques used variety of media (internet, newspaper, television, etc.)

Activities:

With any media art project (written or artwork) discuss with the student the best means of discovering and locating information. Hold a class discussion and analyze the merits behind Internet sources.

Hold a class discussion on bias. Does TV news have bias? Discuss and analyze the elements of reporting, influences on the media, journalistic ethics, the media's coverage of politics and how the media have changed and are still changing. Have the students working in groups to develop their own print ads and film broadcasts about current events (see resource lesson plan)

Resources:

[Analyzing Media Bias Lesson Plan](#)

http://www.frankwbaker.com/critical_tv_viewing.html

<http://www.frankwbaker.com/bias.htm>

<http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html>

Assessments:

Class Discussion

Project Rubric

MAHS3-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question:

Who artists use language, tone, and point-of-view when creating media texts? How do artists use this to influence the interpretation and meaning of the messages they create?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand who creates media text and media artwork. Understand how artists use language, tone, and point-of-view to influence the interpretation and meaning of their messages.

Activities:

Students use current technologies (Photoshop, GIMP, Dreamweaver, Flash, etc) to produce an advertisement or web page that demonstrates their understanding of media’s ability to influence the viewer’s perception of a social issue of their choice, such as environmental awareness, mass transit, or the economy.

Begin with a class discussion on point-of-view. How do advertisers use point-of-view and varying perspectives to reach their target audience? Can a point of view be skewed? What is an example of a “missing” point-of-view? Have students then create a video commercial that illustrates their point-of-view on a school issue their choosing (homework, tests on Friday, amount of time at lunch, healthy choices in snack machines, etc.)

Resources:

<http://www.eschoolnews.com/2010/07/15/new-tool-shows-how-arts-education-boosts-21st-century-skills/>

<http://www.frankwbaker.com/lessonplan.htm>

Assessments:

Class Discussion

Project Rubric

MAHS3-3.7 Critique the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question:

How do we critique specific media genres and forms (TV, Internet, radio, etc) and their difference in ability to convey meaning and influence the audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Media would not exist without audiences. People also use, interpret and respond to media in very different ways. A given media text will not mean the same thing to everybody. Understanding and reflecting on our own and others' uses of media are therefore an important part of media education.

Activities:

Hold a class discussion on audience and influence form media. What are students' feelings on the effects on media violence in video games, broadcast news, etc? Have them create a series of print ads in Photoshop that identify and audience and point of view in relation to a particular media or social issue. Upon conclusion, have a class critique that allows student to discuss what perspective they used and what was their purpose.

Resources:

[How to Teach Audience](#)

[Key Questions to ask Students about influence and audience](#)

<http://www.frankwbaker.com/audience.htm>

Assessments:

Class Discussion

Project Rubric

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS3-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question:

How do we demonstrate the connection of media artwork to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

The ability to understand, analyze, and demonstrate where media artwork exists and connects in everyday life and the world.

Activities:

Hold a class discussion on how does media arts help you gain awareness of the components that connect to everyday life and the world? Use global warming as an example. Have students work in small groups to create a short documentary film on a world topic (global warming, world hunger, etc.) and share them with the class. Analyze and discuss what techniques they used to convey their meaning to help the audience gain awareness of their issue.

Resources:

http://www.media-awareness.ca/english/parents/television/good_things_tv.cfm

http://www.ithaca.edu/looksharp/?action=global_warming&PHPSESSID=0e03289a64f63892437c76460ed0cbf8

<http://www.microsoft.com/windowsxp/using/moviemaker/default.mspx>

Assessments:

Class Discussion

Project Rubric

MAHS3-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question:

How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

How media arts is interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

Activities:

Hold a class discussion on how media arts are interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film) How is music, color, movement, etc used to create mood in a film? Have students work in groups create a short film that portrays a specific emotion (happiness, sadness, anger, joy, etc). Students are to music and shot composition to convey their emotion. Upon completion, view each film as a class and discuss techniques and strategies that are in different visual and performing arts disciplines and how they were utilized to convey mood.

Resources:

<http://www.mfiles.co.uk/film-cliches.htm>

http://www.frankwbaker.com/motion_pictures.htm

Assessments:

Activity Rubric/Checklist

Class discussion

MAHS3-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question:

How do we analyze and evaluate financial aspects included in the production of creating a media artwork? What careers are available within media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

What job opportunities are found within media arts? Understanding and evaluating budget and financial concepts within media arts (ex. Film budget, advertisement costs, etc.)

Activities:

Have students analyze movie budgets. How much does it cost to make a movie? After looking at a movie budget breakdown, discuss recent movies (Avatar, Harry Potter, etc) and fabricate a budget. When students create a film related to any of the other standards have them budget their cost of the film. Have them include everything, including cost of school provided materials as part of the overall assignment. Have them analyze their finding? How could they cut cost? What where unexpected expenses? Etc.

Hold a class discussion on job opportunities in media arts. Then have students create and record podcasts that analyze and evaluate various careers in media arts and share them with the class.

Resources:

<http://userwww.sfsu.edu/~nshelley/>

<http://www.mediabynumbers.com/>

<http://www.frankwbaker.com/mathactfourfive.htm>

Assessments:

Podcast Rubric/Checklist

Class Discussion

MAHS3-4.4 Analyze and evaluate the effects of the media arts in the global economy.

Essential Question:

How are the creative aspects of media arts affect the global economic value?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding that the media arts have a significant impact on local and global economy.

Activities:

Hold a class discussion on the economic impact of the arts. How do media arts affect the economy? Have students research careers and economic impact of the arts. Students create a print ad campaign that promotes the arts as an important economic resource.

Resources:

[From Celluloid to Cyberspace: The Media Arts and the Changing Arts World:](#)

By: Kevin F. McCarthy, Elizabeth Heneghan Ondaatje

[Using Arts and Culture to Stimulate State Economic Development](#)

<http://www.frankwbaker.com/thirtysecadcosts.htm>

Assessments:

Project Rubric/Checklist

Class Discussion

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS3-5.1 Analyze and evaluate ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question:

How do we analyze and evaluate artwork from the past and its influence on media artwork in the present and integrate it into artwork of our own?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding the correlation of media art forms from the past (radio, TV, etc) has influenced the media arts of today (internet, blogs, flash animation, etc). Using knowledge of the past will in kind help to create better artwork.

Activities:

Hold a class discussion on how' correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc). Have students read a short story or watch a new story. Discuss how the short story or any other media text would be promoted at different time periods. In groups have students record a radio ad, film a short commercial, and create a print ad. When completed, have a class critique and analyze the similarities and differences of each media type and how they pertain to the students' work. Have students critique how they were able to integrate knowledge of the past with the work they made today.

Resources:

<http://winclass.edublogs.org/2009/05/28/book-trailers/>

http://www.frankwbaker.com/tkam_compare

Assessments:

Class Discussion Checklist/Rubric

Project Rubric

MAHS3-5.2 Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question:

How do we demonstrate how media artworks portray the people and cultures of the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding differences in media arts as they relate to a variety of people and cultures from around the world.

Activities:

Begin with a class discussion on how media is perceived differently around the world. How are do we create stereotypes in the media? Political cartoons were recently subject to some controversy when one culture found them offensive. Discuss the merits of satire and stereotypes. Analyze a series of political cartoons. Look at the work of SC political cartoonist Robert Ariail. Have students create their own cartoons that satire recent world issues. Upon completion, have students share their work with the class. Analyze and evaluate their use of satire, how they conveyed their message, etc.

Resources:

<http://robertariaail.com/>

<http://www.livescience.com/culture/090812-movie-memory.html>

<http://nieonline.com/aaec/cftc.cfm>

<http://www.frankwbaker.com/parody.htm>

Assessments:

Class Discussion Checklist

Project Rubric

MAHS3-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question:

How do we analyze and evaluate characteristics of media arts exist across time among different cultural and ethnic groups?

Artwork can have a different meaning to different people and cultures. How has media arts evolved over time?

Activities:

Begin with a class discussion on media arts throughout history. What is the difference between digital artists and designers? Have students pick a different digital artist and create an artwork after researching their style. Have students evaluate the artists based on ability to communicate their message (look at artists like Shepard Fairey or different film directors as examples) Have the students share them with the class, reporting on their process and what they did to convey that artist's style. Have them present chronologically. Have students do a final evaluation on how media arts have progressed over time.

Resources:

<http://www.artsz.org/difference-between-artist-graphic-designer/>

http://www.ehow.com/facts_5366878_history-digital-art.html

http://en.wikipedia.org/wiki/Digital_art

<http://art.net/Studios/digital.html>

Assessments:

Project Rubric

Written Quiz

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS3-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question:

How do you demonstrate understanding of human, cultural, and societal considerations exist when creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand and differentiate time period in relation to the cultural, societal, and human issues.

Hold a class discussion on media arts in relation to a specific cultural, societal, and human issues. How do different methods (TV, internet) relate in other cultures. Examples could include but are not limited to: American TV vs. British BBC or American Hollywood and Indian Bollywood. Have students create a digital story (using Powerpoint, Photostory, ComicLife) on a specific cultural, societal topic and have them share with the class. Discuss their process as well as their understanding of the information that they have gathered and used in their digital story.

Resources:

<http://courseweb.lis.illinois.edu/~jevogel2/lis506/howto.html>

<http://mutiny.wordpress.com/2007/02/01/bollywood-vs-hollywood-the-complete-breakdown/>

http://pop17.com/abc_vs_bbc/

Assessments:

Project Rubric

Class Discussion

MAHS3-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question:

How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand qualities of a responsible digital citizen. What is considered good legal and ethical behavior?

Activities:

Begin with a discussion on digital citizenship. Ask students what are the qualities of a digital citizen. Have students create PSA in film and print form on what it means to be a good digital citizen in the 21st century. Have the films shown to the whole school. Create a series of print ads and posters to go around the school that advocate digital citizenship.

Resources:

<http://www.digitalcitizenship.net/>

<http://cybersmartcurriculum.org/digitalcitizenship/>

Assessments:

Project Rubric

Class Discussion

HIGH SCHOOL: LEVEL 4

Creating Media Artwork

Standard 1: The student will develop and expand his or her knowledge of processes, techniques, and applications used in the creation of media artwork.

Indicators

MAHS4-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

Essential Question:

How do you apply specific media arts processes, techniques, and applications used in the visual arts?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to apply specific media tools and programs (digital cameras, movie editing software, Adobe design software, etc) to create art.

Activities:

Students draw a self-portrait in Photoshop or Illustrator using the pen tool to create a vector drawing.

Have students take a series of digital photographs that depict visual problems such as a still life that depicts "What Color Tastes Like", a self-portrait with personal objects, visual narratives, etc

Hold a class discussion on comparing works created by hand vs. by technology. Have students replicate a famous painting digitally by either painting a digital copy (using Photoshop) or taking a digital photo that recreates a famous painting (ex. last supper with student eating pizza) Have a class critique after the project and discuss techniques used to create the work. How did it differ from the original?

Resources:

[Vector Drawing Tutorials](#)

[Various Digital Photography Projects](#)

[List of Digital Artists](#)

Assessments:

Project Rubric

MAHS4-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

Essential Question:

How can you variety of media **technologies**, techniques, and processes to communicate an idea?

Concepts, Skills, Techniques, and Critical Knowledge:

Students will be able to use various media technologies (cameras, art programs, etc) to create art as well as communicate an idea.

Activities:

Students create a series of documentary digital photos that chronicle a social issue within their school (cliques, bullying, teen relationships, etc) During the project have students keep a live blog that has them journal daily on their process, technologies, and methods used to create their work and how they are communicating their ideas. Have students share their work with the class during a critique. Have them discuss their methods? What techniques and processes did they use to communicate their ideas?

Resources:

Making Sense of [Documentary Photography](#)

[How was the photograph presented?](#)

[Using Blogs and Wikis](#)

Assessments:

Teacher observation

Student kept Journal/Blog

Portfolio

Project Rubric

MAHS4-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

Essential Question:

What are the necessary procedures and responsibilities for proper use of and care for equipment? Why are these important?

Concepts, Skills, Techniques, and Critical Knowledge:

Equipment used for media arts requires care and responsibility for proper use. Respect for equipment is essential for a responsible digital citizen.

Activities:

Go over proper use procedure with student when introducing any equipment or program.

An example could be proper use and care for a digital camera. Students could take a written test on its parts and functions or have a peer lead discussion on proper responsibility of its use.

A class discussion on why it is important to take proper care of equipment.

Resources:

http://www.pctechguide.com/56DigCam_Features.htm

<http://www.basic-digital-photography.com/caring-for-your-digital-camera.html>

<http://www.librarysupportstaff.com/4compcare.html>

<http://www.youthlearn.org/activities/teaching-digital-photography-showing-kids-how-see-cameras-eye>

The Art Teacher's Survival Guide 2nd Edition, Helen D. Hume. Jossey-bass teacher

Assessments:

Written test

Class discussion

Checklist

MAHS4-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

Essential Question:

How do you decide what are good digital tools and utilize resources in creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to have students distinguish and make informed decisions on selecting sources, pictures, and other media on the Internet, TV or other media outlets.

Activities:

Discuss as a class copyright issues whether it be using pictures taken from the Internet, or downloading mp3s and how it relates to plagiarism and copyright law. Have students create a multi-level media campaign on Internet copyright issues. Film a newscast/documentary and design print ads on the subject.

Before any research/art/written assignment, discuss merits of different online sources before beginning the assignment.

Resources:

[Copyright and the Internet](#)

[Copyright Myths](#)

[Understanding Information Literacy](#)

Assessments:

AUP Policy, Ethics/Plagiarism

Written Test/Quiz

Classroom discussion

Project Rubric

MAHS4-1.5 Evaluate media artwork using self-led and peer-led instruction and assessment materials.

Essential Question:

What criteria are used to evaluate and assess media art works?

Concepts, Skills, Techniques, and Critical Knowledge:

Communication skills of students being able to both lead and participate in discussion about artwork created by artists, their peers, and of their own.

Activities:

Have a class critique on any media artwork (student or artist created) with a list of topics to discuss (composition, required elements, meaning, etc) and how it relates to

Compare and contrast digital photography to traditional photography or digital paintings to traditional painting. Have students discuss with examples. Divide the class in two and have a peer led debate over digital vs. traditional means of creating artwork.

Resources:

Critique Strategies:

<http://www.goshen.edu/art/ed/critique1.html>

<http://www.princetonol.com/groups/iad/Files/Jeannie-critique.htm>

Assessments:

Rubric

Teacher Observation

Class Critique

Understanding Artistic Design

Standard 2: The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.

Indicators

MAHS4-2.1 Communicate effectively using media arts vocabulary.

Essential Question:

What techniques, equipment and elements of artistic design, work best for creating your artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students should be able to communicate using correct vocabulary (see glossary) specific to media arts as it relates to visual arts

Activities:

Students create a multi-media presentation (video, and print) that communicates certain elements specific to individual media. Examples could include but are not limited to parts of a camera, toolbox in Photoshop, camera angles in film, etc.

At this level, students should be able to communicate using correct vocabulary (see glossary) specific to media arts as it relates to every media arts activity during both the creation period and during the after project critique.

Resources:

<http://artsedge.kennedy-center.org/content/3901/>

<http://www.mediacollege.com/video/shots/>

Assessments:

Checklist

Project Rubric

Written Journal/Blog

MAHS4-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

Essential Question:

How do you express your personal experience of a social or community issue creativity through your media artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Students analyze how artists use media arts to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles, optimism vs. pessimism), and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the listener or viewer. They evaluate and compare these devices and develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

Activities:

Begin with a class discussion on what social or community issues affect your life? (Economy, job loss, siblings/friends serving overseas, immigration, racial profiling, etc) Have students create a photo documentary or construct a comic (using comic life, or a series of digital paintings) that portray a particular social issue in their life. Upon completion, share with the class. Reflect on their process and techniques utilized to create their work and communicate their ideas.

Resources:

[Digital Storytelling](#)

<http://www.slideshare.net/courosa/popular-issues-in-digital-media-literacy>

[http://www.frankwbaker.com/recent trends digital media.htm](http://www.frankwbaker.com/recent_trends_digital_media.htm)

Assessments:

Project Rubric/Checklist

Student Journals/Blogs

MAHS4-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

Essential Question:

What criteria do you use to evaluate, and justify your media artwork? Describe how and why you created your media art work?

Concepts, Skills, Techniques, and Critical Knowledge:

Student will be able to describe, analyze, evaluate, and justify the process of creating their artwork. As well as evaluate their work.

Activities:

Students can complete an after project questionnaire that can have them describe, analyze, evaluate, and justify their process as well as their thoughts on how successful it was to previously given material

Students can keep a running blog or online journal that describes, analyzes and justifies their daily chronicles and thoughts of a projects progress

Students receive project rubrics before each project. After the project lead a class critique that help students describe, analyze, evaluate, and justify their work as it relates to the requirements listed in the rubric.

Resources:

<http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47>

<http://artcritiquegallery.com/gallery/>

Assessments:

Project Questionnaire

Informal/Formal Critique

Student Journal/Blog

MAHS4-2.4 Apply elements of artistic design specific to individual media.

Essential Question:

How do you apply elements of artistic design specific to individual media?

Concepts, Skills, Techniques, and Critical Knowledge:

Students display an understanding of elements and principles of design in relation to how they are used most effectively in the creation of media artwork.

Activities:

Students will compare and contrast a contour line drawing they created with pen and paper and another drawn in a computer art program – Discuss how the elements and principles of design are apparent and visible throughout different mediums.

Resources:

<http://www.princetonol.com/groups/iad/Files/elements2.htm>

<http://www.ashrae.org/students/page/1420>

http://www.digital-web.com/articles/principles_and_elements_of_design/

Assessments:

Project Rubric

Informal/Formal Critique

Student Journal/Blog

MAHS4-2.5 Create works that demonstrate high levels of competency in design principles and effective composition in the media arts.

Essential Question:

How do you create a media artwork that demonstrates the highest levels of competency in design principles and effective composition?

Concepts, Skills, Techniques, and Critical Knowledge:

Students display an understanding of elements and principles of design in relation to how they are used most effectively in the creation of media artwork.

Activities:

Students are to create and design a complete identity for a fictional company where they are the CEO. They are to create a logo, slogan, and product line. Students are to create a multi-faced advertisement and identity campaign complete with 5-6 print ads, billboard designs, a TV commercial, and a website. Students cater to an audience of their own merit; they must be able to justify all of their design choices and decisions to the class during a final critique.

Resources:

<http://www.princetonol.com/groups/iad/Files/elements2.htm>

<http://www.ashrae.org/students/page/1420>

http://www.digital-web.com/articles/principles_and_elements_of_design/

Assessments:

Project Rubric

Informal/Formal Critique

Student Journal/Blog

Media Literacy

Standard 3: The student will access, analyze, interpret, and create **media texts**.

Indicators

MAHS4-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.

Essential Question: What is the purpose? How do you know what the purpose is? Why did you create this media artwork for this audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding what an intended purpose can mean when creating art.

How do the media arts tools (ex. Photoshop, digital camera, etc) the artist used help get across the idea/purpose of the artwork?

Activities:

Class discussion on what is purpose or intended meaning. Who is the audience the artist is trying to reach? What techniques does the artist use in their artwork to create a message or purpose? Students can then create a series of advertisements (three or four) for a fictional product of their own creation in Photoshop. Upon completion, display the results for the class. Discuss their intended purpose, who was their audience? Was it successful?

Resources:

[Questions to ask about Media Messages](#)

<http://www.frankwbaker.com/advertising1.htm>

Assessments:

Written response from a visual prompt (student artwork)

Teacher observation/rubric/checklist during class discussion

MAHS4-3.2 Create messages using **media texts**.

Essential Question:

How do you create messages within media texts?

Concepts, Skills, Techniques, and Critical Knowledge:

Analyze media text to determine messages, both overt and implied, and determine its meaning and the create them.

Activities:

Deconstruct a TV commercial. Students will be encouraged to look deeply and to ask questions about the production techniques used to make the commercial. (See resources for full lesson plan) Then after discussing what techniques (color, sound, shot composition) the director used have students create a commercial for a product. Upon completion, have them describe techniques they used to create messages to their intended audience.

Resources:

http://www.frankwbaker.com/deconstructing_a_tv_commercial.htm

http://www.frankwbaker.com/color_in_ads.htm

Assessments:

Class Discussion

Project Rubric

Checklist

MAHS4-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.

Essential Question:

How successful is the artist in presenting the message to their audience? How do these treatment of ideas make this an effective artwork?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding how artists create a message within their work. Students work on the ability to determine the success of the message. Discuss what makes an effective message.

Activities:

Hold a class discussion on propaganda. How does propaganda work in the media? Discuss the difference between propaganda and advertising. Look at artist Shepard Fairey. What techniques does he use to create a message with his work? What is the message? Using Photoshop or Illustrator, have students pick a 21st century pop icon of their choosing and create a propaganda poster in the style of Shepard Fairey. Upon completion, have a

class critique. Students can discuss techniques used to create the work as well as compare and contrast it to their peers as well as the Shepard Fairey.

At this level all critiques should hold student s accountable in their ability to display an understanding of elements and principles of design in relation to how they are used most effectively in the creation of media artwork during all after project analysis and critiques

Resources:

<http://apcentral.collegeboard.com/apc/members/homepage/35112.html>

<http://obeygiant.com/archives>

<http://www.frankwbaker.com/propaganda.htm>

Assessments:

Class Discussion

Project Rubric

Checklist

MAHS4-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.

Essential Question:

How do codes and conventions used in media texts create meaning?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand and identify what are codes and conventions. The media construct reality. The media have their own forms, codes and conventions. The media present ideologies and value messages. The media are a business. They have commercial interests. Audiences negotiate meaning in media.

Activities:

Hold a class discussion on the codes and conventions used in the media. View a series of commercials or print ads. Have students identify three categories of codes that may be used to convey meanings in media messages: technical codes, which include camera techniques, framing, depth of field, lighting and exposure and juxtaposition; symbolic codes, which refer to objects, setting, body language, clothing and color; and written codes in the form of headlines, captions, speech bubbles and language style.

Resources:

[Codes and Conventions in the Media](#)

Assessments:

Class Discussion/checklist

MAHS4-3.5 Analyze and evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).

Essential Question:

How do you best analyze and evaluate information, media, and the creative techniques used within each specific media source (TV, film, radio, Internet, mobile devices, etc.)?

Concepts, Skills, Techniques, and Critical Knowledge:

Ability to evaluate and analyze creative techniques used variety of media (internet, newspaper, television, etc.)

Activities:

With any media art project (written or artwork) discuss with the student the best means of discovering and locating information. Hold a class discussion and analyze the merits behind Internet sources.

Hold a class discussion on bias. Does TV news have bias? Discuss and analyze the elements of reporting, influences on the media, journalistic ethics, the media's coverage of politics and how the media have changed and are still changing. Have the students working in groups to develop their own print ads and film broadcasts about current events (see resource lesson plan)

Resources:

[Analyzing Media Bias Lesson Plan](#)

http://www.frankwbaker.com/critical_tv_viewing.html

<http://www.frankwbaker.com/bias.htm>

<http://www.yale.edu/bass/writing/sources/kinds/citeinternet/index.html>

Assessments:

Class Discussion

Project Rubric

Project Rubric

MAHS4-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.

Essential Question:

Who artists use language, tone, and point-of-view when creating media texts? How do artists use this to influence the interpretation and meaning of the messages they create?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand who creates media text and media artwork. Understand how artists use language, tone, and point-of-view to influence the interpretation and meaning of their messages.

Activities:

Students use current technologies (Photoshop, GIMP, Dreamweaver, Flash, etc) to produce an advertisement or web page that demonstrates their understanding of media’s ability to influence the viewer’s perception of a social issue of their choice, such as environmental awareness, mass transit, or the economy.

Begin with a class discussion on point-of-view. How do advertisers use point-of-view and varying perspectives to reach their target audience? Can a point of view be skewed? What is an example of a “missing” point-of-view? Have students then create a video commercial that illustrates their point-of-view on a school issue their choosing (homework, tests on Friday, amount of time at lunch, healthy choices in snack machines, etc.)

Resources:

<http://www.eschoolnews.com/2010/07/15/new-tool-shows-how-arts-education-boosts-21st-century-skills/>

<http://www.frankwbaker.com/lessonplan.htm>

Assessments:

Class Discussion

Project Rubric

MAHS4-3.7 Critique the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

Essential Question:

How do we describe specific media genres and forms (TV, Internet, radio, etc) and their difference in ability to convey meaning and influence the audience?

Concepts, Skills, Techniques, and Critical Knowledge:

Media would not exist without audiences. People also use, interpret and respond to media in very different ways. A given media text will not mean the same thing to everybody. Understanding and reflecting on our own and others' uses of media are therefore an important part of media education.

Activities:

Hold a class discussion on audience and influence from media. What are students' feelings on the effects on media violence in video games, broadcast news, etc? Have them create a series of print ads in Photoshop that identify and audience and point of view in relation to a particular media or social issue. Upon conclusion, have a class critique that allows student to discuss and describe in detail what perspective they used and what was their purpose.

Resources:

[How to Teach Audience](#)

[Key Questions to ask Students about influence and audience](#)

<http://www.frankwbaker.com/audience.htm>

Assessments:

Class Discussion

Project Rubric

Making Connections

Standard 4: The student will make connections between the media arts and other arts disciplines, other content areas, and the world.

Indicators

MAHS4-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

Essential Question:

How do we demonstrate the connection of media artwork to everyday life and the world?

Concepts, Skills, Techniques, and Critical Knowledge:

The ability to understand, analyze, and demonstrate where media artwork exists and connects in everyday life and the world.

Activities:

Hold a class discussion on how does media arts help you gain awareness of the components that connect to everyday life and the world? Use global warming as an example. Have students work in small groups to create a short documentary film on a world topic (global warming, world hunger, etc.) and share them with the class. Analyze and discuss what techniques they used to convey their meaning to help the audience gain awareness of their issue.

Have students investigate hunger during a holiday season food drive. Have research advertising strategies to best connect with youth to get them to donate can goods. Have students design an ad campaign for an in house can food drive and have them blog, chronicle, and analyze their results as to as to how well their media arts campaign effected the amount of cans donated.

Resources:

http://www.media-awareness.ca/english/parents/television/good_things_tv.cfm

http://www.ithaca.edu/looksharp/?action=global_warming&PHPSESSID=0e03289a64f63892437c76460ed0cbf8

<http://www.microsoft.com/windowsxp/using/moviemaker/default.mspix>

Assessments:

Class Discussion

Student Blog/Journal

Project Rubric

MAHS4-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

Essential Question:

How do media arts impact other disciplines' ability to communicate?

Concepts, Skills, Techniques, and Critical Knowledge:

How media arts is interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film)

Activities:

Hold a class discussion on how media arts are interconnected between visual and performing arts. (Example – theatre, music and visual arts all work collectively within film) How is music, color, movement, etc used to create mood in a film? Have students work in groups create a short film that portrays a specific emotion (happiness, sadness, anger, joy, etc). Students are to music and shot composition to convey their emotion. Upon completion, view each film as a class and discuss techniques and strategies that are in different visual and performing arts disciplines and how they were utilized to convey mood.

Resources:

<http://www.mfiles.co.uk/film-cliches.htm>

http://www.frankwbaker.com/motion_pictures.htm

Assessments:

Activity Rubric/Checklist

Class discussion

MAHS4-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

Essential Question:

How do we analyze and evaluate financial aspects included in the production of creating a media artwork? What careers are available within media arts?

Concepts, Skills, Techniques, and Critical Knowledge:

What job opportunities are found within media arts? Understanding and evaluating budget and financial concepts within media arts (ex. Film budget, advertisement costs, etc.)

Activities:

Have students analyze movie budgets. How much does it cost to make a movie? After looking at a movie budget breakdown, discuss recent movies (Avatar, Harry Potter, etc) and fabricate a budget. When students create a film related to any of the other standards have them budget their cost of the film. Have them include everything, including cost of school provided materials as part of the overall assignment. Have them analyze their finding? How could they cut cost? What where unexpected expenses? Etc.

Hold a class discussion on job opportunities in media arts. Then have students create and record podcasts that analyze and evaluate various careers in media arts and share them with the class.

Resources:

<http://userwww.sfsu.edu/~nshelley/>

<http://www.mediabynumbers.com/>

<http://www.frankwbaker.com/mathactfourfive.htm>

Assessments:

Podcast Rubric/Checklist

Class Discussion

MAHS4-4.4 Analyze and evaluate the effects of the media arts in the global economy.

Essential Question:

How are the creative aspects of media arts affect the global economic value?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding that the media arts have a significant impact on local and global economy.

Activities:

Hold a class discussion on the economic impact of the arts. How do media arts affect the economy? Have students research careers and economic impact of the arts. Students create a print ad campaign that promotes the arts as an important economic resource.

Resources:

From Celluloid to Cyberspace: The Media Arts and the Changing Arts World:
By: Kevin F. McCarthy, Elizabeth Heneghan Ondaatje

Using Arts and Culture to Stimulate State Economic Development

<http://www.frankwbaker.com/thirtysecadcosts.htm>

Assessments:

Project Rubric/Checklist

Class Discussion

History and Culture

Standard 5: The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.

Indicators

MAHS4-5.1 Analyze and evaluate ways that information from past and present culture has influenced the evolution of the media arts.

Essential Question:

How do we analyze and evaluate artwork from the past and its influence on media artwork in the present and integrate it into artwork of our own?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding the correlation of media art forms from the past (radio, TV, etc) has influenced the media arts of today (internet, blogs, flash animation, etc). Using knowledge of the past will in kind help to create better artwork.

Activities:

Hold a class discussion on how' correlation of media art forms from the past (radio, TV, etc) have influenced the media arts of today (internet, blogs, flash animation, etc). Have students read a short story or watch a new story. Discuss how the short story or any other media text would be promoted at different time periods. In groups have students record a radio ad, film a short commercial, and create a print ad. When completed, have a class critique and analyze the similarities and differences of each media type and how they pertain to the students' work. Have students critique how they were able to integrate knowledge of the past with the work they made today.

Resources:

<http://winclass.edublogs.org/2009/05/28/book-trailers/>

http://www.frankwbaker.com/tkam_compare

Assessments:

Project Rubric

Student Journal/Blog

Class Discussion Checklist

MAHS4-5.2 Describe ways in which media artwork portrays the people and cultures of the world.

Essential Question:

How do we demonstrate how media artworks portray the people and cultures of the world?

Concepts, Skills, Techniques, and Critical Knowledge:

Understanding differences in media arts as they relate to a variety of people and cultures from around the world.

Activities:

Begin with a class discussion on how media is perceived differently around the world. How are do we create stereotypes in the media? Political cartoons were recently subject to some controversy when one culture found them offensive. Discuss the merits of satire and stereotypes. Analyze a series of political cartoons. Look at the work of SC political cartoonist Robert Ariail. Have students create their own cartoons that satire recent world issues. Upon completion, have students share their work with the class. Analyze and evaluate their use of satire, how they conveyed their message, etc.

Resources:

<http://robertariaail.com/>

<http://www.livescience.com/culture/090812-movie-memory.html>

<http://nieonline.com/aaec/cftc.cfm>

<http://www.frankwbaker.com/parody.htm>

Assessments:

Class Discussion Checklist

Project Rubric

MAHS4-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

Essential Question:

How do we analyze and evaluate characteristics of media arts exist across time among different cultural and ethnic groups?

Artwork can have a different meaning to different people and cultures. How has media arts evolved over time?

Activities:

Begin with a class discussion on media arts throughout history. What is the difference between digital artists and designers? Have students pick a different digital artist and create an artwork after researching their style. Have students evaluate the artists based on ability to communicate their message (look at artists like Shepard Fairey or different film directors as examples) Have the students share them with the class, reporting on their process and what they did to convey that artist's style. Have them present chronologically. Have students do a final evaluation on how media arts have progressed over time.

Resources:

<http://www.artsz.org/difference-between-artist-graphic-designer/>

http://www.ehow.com/facts_5366878_history-digital-art.html

http://en.wikipedia.org/wiki/Digital_art

<http://art.net/Studios/digital.html>

Assessments:

Project Rubric

Written Quiz

Using Technology Responsibly

Standard 6: The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

Indicators

MAHS4-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

Essential Question:

How do you demonstrate understanding of human, cultural, and societal considerations exist when creating media artworks?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand and differentiate time period in relation to the cultural, societal, and human issues.

Hold a class discussion on media arts in relation to a specific cultural, societal, and human issues. How do different methods (TV, internet) relate in other cultures. Examples could include but are not limited to: American TV vs. British BBC or American Hollywood and Indian Bollywood. Have students create a digital story (using Powerpoint, Photostory, ComicLife) on a specific cultural, societal topic and have them share with the class. Discuss their process as well as their understanding of the information that they have gathered and used in their digital story.

Resources:

<http://courseweb.lis.illinois.edu/~jevogel2/lis506/howto.html>

<http://mutiny.wordpress.com/2007/02/01/bollywood-vs-hollywood-the-complete-breakdown/>

http://pop17.com/abc_vs_bbc/

Assessments:

Project Rubric

Class Discussion

MAHS4-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Essential Question:

How do you practice legal and ethical behavior as a responsible digital citizen?

Concepts, Skills, Techniques, and Critical Knowledge:

Understand qualities of a responsible digital citizen. What is considered good legal and ethical behavior?

Activities:

Begin with a discussion on digital citizenship. Ask students what are the qualities of a digital citizen. Have students create PSA in film and print form on what it means to be a good digital citizen in the 21st century. Have the films shown to the whole school. Create a series of print ads and posters to go around the school that advocate digital citizenship.

Resources:

<http://www.digitalcitizenship.net/>

<http://cybersmartcurriculum.org/digitalcitizenship/>

Assessments:

Project Rubric

Class Discussion

Glossary

Aesthetic awareness encompasses the abilities necessary for a student to respond in a considered or profound way to artistic creations and the natural environment. An aesthetic experience results in a reasoned judgment regarding the beauty of an object, event, or place. In terms of media arts examples could include identifying emotional and intellectual responses to a certain film or advertisement, or acknowledging the differing aesthetic values in media of diverse cultures and time periods.

Analyze is to examine critically, so as to bring out the essential elements or give the essence of: *to analyze a poem.*

Art Concepts (a) An object of thought such as an element of art or principle of design. (b) Theories and ideas about art and how it contributes to human growth, how it may be understood in terms of styles and techniques, and how it rests on philosophical and aesthetic assumptions.

Arts disciplines are the areas of emphasis in arts education, including music, dance, theater, and visual arts.

Codes: systems of signs, put together (usually in a sequence) to create meaning. These systems may be verbal, visual, non-verbal or aural (sound effects, music). Visuals, for example, may use a number of technical codes such as camera angles, framing, composition, lighting etc to convey a particular attitude to a subject. Codes can also be symbolic, eg. The clothes the actor is wearing may have associations with another period such as the thirties.

Communications is the field of study concerned with the transmission of information by various means, such as print or broadcasting.

Content areas are specific subject areas.

Conventions habits or long accepted ways of doing things through repeated experiences, audiences become familiar with these. Through experiencing a technique over and over an audience becomes used to the convention. There are hundreds of conventions developed over the years which audiences accept as natural. Conventions may have to do with the structure of a narrative such as how the passing of time is shown on film and television -- the fading to black. Conventions have usually been agreed upon by an audience.

Create is to evolve from one's own thought or imagination, as a work of art or an invention.

Creative Expression is the act of making art, either through production or performance.

Deconstruct is to take apart, analyze, or break down a media text into its component parts in order to understand how and why it was created.

Digital Arts the creative combination of arts and technology.

Digital Citizenship the norms of behavior with regard to technology use.

Forms (see Media Art Forms)

Genre (see Media Genre)

Implied Messages suggested messages without being directly or explicitly stated

Information Literacy Skills

Media materials that hold data in any form or that allow data to pass through them, including paper, transparencies, multipart forms, hard, floppy and optical disks, magnetic tape, wire, cable and fiber. Media is the plural of "medium."; or any form of information, including music, design, advertisements and film. Media may also refer to CDs, DVDs, videotapes and other prerecorded material.

Media Arts the study and practice of human communication through photography, film or video, audio, computer or digital arts, and interactive media.

Media Art Forms (see Media Arts)

Media Genres a category of media texts characterized by a particular style, form or content

Media Literacy is the process of understanding and using the mass media in an assertive and non-passive way. This includes an informed and critical understanding of the nature of the media, the techniques used by them and the impact of these techniques.

Media texts include spoken, print, graphic and electronic **communications** with a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. The **media texts** studied in English are found in newspapers, magazines, and on television, video, film, radio, computer software and the Internet.

Overt Messages are messages which are directly stated or obvious

Perspective how different authors/artists bring various viewpoints to their created works

Point-of-View (see perspective)

Production is the industrial process of creating **media texts** as well as the people who are engaged in this process.

Production Values describe the quality of a media production—which is generally proportional to the money and technology expended on it.

Simple Media Texts (see Media Texts)

Technology/Technologies is the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society and the environment. It can also be described, as the machinery, tools, and materials required producing a media text. In media literacy terms, technology greatly impacts upon the construction and connotation of a text.

Terms in the glossary are defined as they relate to media arts content. It is important to note that a single term may have more than one definition or explanation.

The following source was utilized in the creation of the Media Arts glossary:

Boles, Derek. 1994. "The Language of Media Literacy: A Glossary of Terms." *Mediacy* [letter of the Association for Media Literacy (Ontario, Canada)] 16, no. 3. Available online at http://www.media-awareness.ca/english/resources/educational/teaching_backgrounders/media_literacy/glossary_media_literacy.cfm.

Media Arts Glossary	
codes and conventions	<p><i>Codes</i> are systems of signs put together (usually in a sequence) to create meaning. These systems may be verbal, visual, nonverbal, 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. <i>Conventions</i> are the commonly accepted or generally known methods of doing something.</p> <p>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.</p>
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.
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.
media art	Types of art created with media technologies—computer graphics, for example, and digital imaging.
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.