



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

PK to Grade 8

MEDIA ARTS

| CREATING | | | | | | | | | |
|--|---|--|---|---|---|--|---|--|---|
| Anchor Standard 1: Generate and conceptualize artistic ideas and work. | | | | | | | | | |
| MA:Cr1.1a | | | | | | | | | |
| Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts. | | | | | | | | | |
| Essential Question(s): How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original? | | | | | | | | | |
| Pre K | Kindergarten | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
| MA:Cr1.1.PKa | MA:Cr1.1.Ka | MA:Cr1.1.1a | MA:Cr1.1.2a | MA:Cr1.1.3a | MA:Cr1.1.4a | MA:Cr1.1.5a | MA:Cr1.1.6a | MA:Cr1.1.7a | MA:Cr1.1.8a |
| Share ideas for media artworks through guided exploration of tools, methods, and imagining. | Discover and share ideas for media artworks using play and experimentation. | Express and share ideas for media artworks through sketching and modeling. | Discover multiple ideas for media artworks through brainstorming and improvising. | Develop multiple ideas for media artworks using a variety of tools, methods and/or materials. | Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling. | Envision original ideas and innovations for media artworks using personal experiences and/or the work of others. | Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming. | Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping. | Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting. |

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| Pre K | Kindergarten | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
| MA:Cr1.1.PKa | MA:Cr1.1.Ka | MA:Cr1.1.1a | MA:Cr1.1.2a | MA:Cr1.1.3a | MA:Cr1.1.4a | MA:Cr1.1.5a | MA:Cr1.1.6a | MA:Cr1.1.7a | MA:Cr1.1.8a |
| I CAN share ideas for media artworks and learn about tools and ways of making and imagining with help. | I CAN discover and share ideas for media artworks using play and experiments. | I CAN share ideas for media artworks and learn about tools and ways of making and imagining with help. | I CAN find many ideas for media artworks by brainstorming and problem solving. | I CAN develop multiple ideas for media artworks using a variety of tools, methods and/or materials. | I CAN develop original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling. | I CAN envision original ideas and innovations for media art-works using personal experiences and/or the work of others. | I CAN formulate variations of goals and solutions for media artworks by practicing creative processes, such as sketching, improvising and brainstorming. | I CAN produce a variety of ideas and solutions for media artworks through application of inventive processes, such as concept modeling and prototyping. | I CAN generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting. |

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| Anchor Standard 2: Organize and develop artistic ideas and work | | | | | | | | | |
| MA:Cr2.1a | | | | | | | | | |
| Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea. | | | | | | | | | |
| Essential Question(s): How do media artists organize and develop ideas and models into process structures to achieve the desired end product? | | | | | | | | | |
| Pre K | Kindergarten | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
| MA:Cr2.1.PKa | MA: Cr2.1.Ka | MA:Cr2.1.1a | MA:Cr2.1.2a | MA:Cr2.1.3a | MA:Cr2.1.4a | MA:Cr2.1.5a | MA:Cr2.1.6a | MA:Cr2.1.7a | MA:Cr2.1.8a |
| With guidance, form ideas into plans or models for media arts productions. | With guidance, use ideas to form plans or models for media arts productions. | With guidance, use identified ideas to form plans and models for media arts productions. | Choose ideas to create plans and models for media arts productions. | Form, share, and test ideas, plans, and models to prepare for media arts productions. | Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation. | Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience. | Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent. | Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources. | Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context. |

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| I CAN with help, develop ideas into steps to make for media arts products. | I CAN with help, use ideas to create storyboards or plans for media art products. | I CAN, with help, develop ideas into steps to make media arts products. | I CAN choose ideas to create plans and story boards for media arts products. | I CAN form, share, and test ideas, plans, and models to prepare for media arts productions. | I CAN discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation. | I CAN develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience. | I CAN organize, propose, and evaluate artistic ideas, plans, proto types, and production processes for media arts productions, considering purposeful intent. | I CAN design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources. | I CAN structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context. |

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| Anchor Standard 3: Refine and complete artistic work. | | | | | | | | | |
| MA:Cr3.1a | | | | | | | | | |
| Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks | | | | | | | | | |
| Essential Question(s): What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work? | | | | | | | | | |
| Pre K | Kindergarten | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
| MA:Cr3.1.PKa | MA: Cr3.1.Ka | MA:Cr3.1.1a | MA:Cr3.1.2a | MA:Cr3.1.3a | MA:Cr3.1.4a | MA:Cr3.1.5a | MA:Cr3.1.6a | MA:Cr3.1.7a | MA:Cr3.1.8a |
| Make and capture media arts content, freely and in guided practice, in media arts productions. | Form and capture media arts content for expression and meaning in media arts productions. | Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition. | Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention. | Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force. | Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such as balance and contrast. | Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration. | Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective. | Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition. | Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity. |

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| I CAN make and save media arts shows, by myself and with help. | I CAN make and save my ideas to show others in media arts shows. | I CAN make and save media arts shows by myself and with help. | I CAN make and build ideas into media arts shows, naming and using basic parts, such as placing ideas in order, and making some ideas important. | I CAN construct and order various content into unified, purposeful media arts productions, describing and applying principles, such as movement and force. | I CAN structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of principles, such as balance and contrast. | I CAN create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of principles, such as emphasis and exaggeration. | I CAN experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of principles, such as point of view and perspective. | I CAN coordinate production processes to integrate content and components for determined purpose & meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures & composition. | I CAN implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity. |

| CREATING | | | | | | | | | |
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| Anchor Standard 3: Refine and complete artistic work. | | | | | | | | | |
| MA:Cr3.1b | | | | | | | | | |
| Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks. | | | | | | | | | |
| Essential Question(s): What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work? | | | | | | | | | |
| Pre K | Kindergarten | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
| MA:Cr3.1.PKb | MA:Cr3.1.Kb | MA:Cr3.1.1b | MA:Cr3.1.2b | MA:Cr3.1.3b | MA:Cr3.1.4b | MA:Cr3.1.5b | MA:Cr3.1.6b | MA:Cr3.1.7b | MA:Cr3.1.8b |
| Attempt and share expressive effects, freely and in guided practice, in creating media artworks. | Make changes to the content, form, or presentation of media artworks and share results. | Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks. | Test and describe expressive effects in altering, refining, and completing media artworks. | Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks. | Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose. | Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose. | Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience. | Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place. | Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place. |

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| I CAN try and share feelings on my own and with help, in creating media artworks. | I CAN make changes to the ideas, and or the making of the media artworks show and share what happens. | I CAN identify and practice making changes in order to finish my media artworks. | I CAN test and describe expressive effects in altering, refining, and completing media artworks. | I CAN practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks. | I CAN demonstrate intentional effect in refining media art- works, emphasizing elements for a purpose. | I CAN create media artworks through the integration of multiple contents and forms, such as a media broadcast. | I CAN appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience. | I CAN improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place. | I CAN refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place. |