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

Discipline: **Media Arts**

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

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

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

Grade: **Grade 2**

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

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

Strategies for Embedding in Instruction

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

Preferred Prior Knowledge: *Basic ability to use media arts vocabulary to describe and explain media artwork. Basic abilities in video camera usage and production steps, writing, speaking, camera set-up, shooting, reviewing, etc.*

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

Suggested Sequence:

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

Suggested Questions:

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

Detailed Assessment Procedures

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

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

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

Materials: Teacher designed process (formative) assessments during instruction. Final summative project assessment.
1. Process Assessment –to monitor ongoing activity, behavior and the learning process itself, including: participation, collaboration, effort, research, organization, revision, etc.
2. Project Assessment –to evaluate the final product, including: script, production, narration, technical skill, etc. informed by student planning documents and student reflection.

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

Knowledge, Skills and Vocabulary

[focusing on concepts required to successfully complete the task]

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

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

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

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

Differentiation Strategies	Strategies for Inclusion
(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.) *Resource:* *(sample)****http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction @-Building-a-Foundation-for-Leadership.aspx***	*(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities. This may be filled in by individual teachers based on their own students' needs.)* *Resource: (sample)* ***http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/_1229***

Resources Needed for task Implementation

[For task implementation]

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

Suggested Scoring Devices

[rubrics, checklists, rating scales, etc. based on the Traits]
1. Student Project Rubrics
    a. Formative Rubrics: Teacher designed process rubrics - Dimensions: knowledge, productivity, participation, collaboration, effort, etc
    b. Summative Rubric: Dimensions: script, production, planning tool, reflection, etc. (example attached)

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

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

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

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

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Assessment Focus			Project Assessment Rubric			
			Below Standard	**Approaching Standard**	**At Standard**	**Above Standard**
Interpret	**Responding** Interpret intent and meaning in artistic work.	**Key Traits/Look Fors**	**Evidence of Process** (script, storyboard, graphic organizer, etc.)	• Includes limited or no descriptions of the process.	• Includes descriptions; however descriptions are minimal and lack detail.	• Describes the plan for the work with some detail and includes both images and narration.	• Includes highly detailed descriptions of the work and detailed plans for matching images and narration.
	Gr 2 Determine the purposes and meanings of media artworks, considering their context.	States interpretation and opinion of media or artwork.					
Develop	**Creating** **Organize and develop artistic ideas and work.**	**Key Traits/Look Fors**					

	Gr 2 a. Choose ideas to create plans and models for media arts productions.	• Chooses artwork
		• Researches subject
		• Determines order of presentation
		• Writes script w/ images
		  o Artist
		  o Descriptions
		  o Ideas, feelings
		  o Opinions
			Content	• Ideas are unfocused and/or disorganized; images and narration are not clearly connected, lack logical sequence and/or are not clearly relevant to the presentation.
				• Lacks evidence of a personal response to the artwork.
					• Ideas are loosely organized; images and narration seem mostly connected.
					• Includes a limited personal response to the work.
						• Ideas are logically organized around narration and images with a clear beginning, middle and end.
						• Includes a personal response to the work.
							• Ideas expressed are sharply focused through choices of images and narration that show depth of thinking above grade level.
							• Articulates a compelling personal opinion and response to the work, citing evidence from research, with images/ illustrations to support conclusions drawn.

Synthesize	**Connecting** Synthesize and relate knowledge and personal experiences to make art.	**Key Traits/Look Fors**					
	Gr 2 a. Use personal experiences, interests, information, and models in creating media artworks.	Assembles information to explain and express constructed meaning of media artworks					
	Creating **Refine and complete artistic ideas and work.**	**Key Traits/Look Fors**	**Production Values**	• Narration and images or graphics are mismatched. • Narrating voice is most	• There are some mismatches between narration and image	• Images match narration. • Narration is	• Strong use of images to enhance and highlight

Construct	a. Construct and assemble content for unified media arts productions, identifying and applying basic principles such as positioning and attention.	• Records narrative
		• Edits sequence, effects using images
		
		or:
		    • Shoots a video
		    • Narrates from a script
				often hesitant and halting; and or narration is missing.
				• Sound levels are inconsistent and/or sound levels or background noise make it very difficult to hear.
					• Narrator occasionally falters
					• Sound levels are sometimes inconsistent; and or may include some loud distracting background noises.
						delivered in a clear, strong voice.
						• Sound levels are consistent and mostly easy to hear; background sounds are minimal.
							narration; images and narration are consistently matched.
							• Images are consistently steady, in focus and effectively framed with varied shot composition; effects are used (zoom, pan) to enhance the presentation.
							• Narration is delivered in a clear strong voice, spoken without faltering; narrator makes use of a range of vocal expression to highlight the presentation.
							• Sound levels are consistent and clear without background noises. Musical elements if present, subtly enhance the presentation.

	Producing **Develop and refine artistic techniques for presentation.**	Key Traits/Look Fors					
Practice	a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions.	Uses various production skills to craft basic video presentation (e.g. writing, planning, directing, narrating, etc)					
	Responding **Perceive and analyze artistic work.**	Key Traits/Look Fors	**Student Reflection**	Student reflection is lacking or limited.	Student reflection includes a minimal description of their work, vocabulary words may or may not be present.	Student reflects on their own work; identifies and describes choices and components of the work using relevant vocabulary words.	Student reflects on their own work and/or the work of others using relevant vocabulary words to analyze the artwork's construction. Student reflection includes details describing the composition, and the intent or message, citing evidence to support their conclusions.
Perceive	a. Identify and describe the components and messages in media artworks.	Identifies, describes components • Shot • Zoom • Narration • Images Identifies, describes relationship of narration to image					

Benchmarked Student Work

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

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