



Visual and Performing Arts Sample Learning Targets for Media Arts

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Document Introduction

The Visual and Performing Arts are not only a vital component of a well-rounded education but also a powerful avenue for self-expression, creativity, and understanding. As educators, our mission is to cultivate these essential skills in our learners, enabling them to engage with the world around them through various artistic mediums.

This *Visual and Performing Arts Sample Learning Targets* document serves as a resource designed to guide educators in effectively implementing the *South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (SC CCR VPAPS)* within their classrooms.

The SC CCR VPAPS provide expectations for developmental growth across four artistic processes: Creating, Performing or Presenting, Responding, and Connecting. Within each of these artistic processes there is a framework of Benchmarks and Indicators. The Benchmarks simply establish the proficiency levels while the Indicators clearly outline what students should know and/or be able to demonstrate .

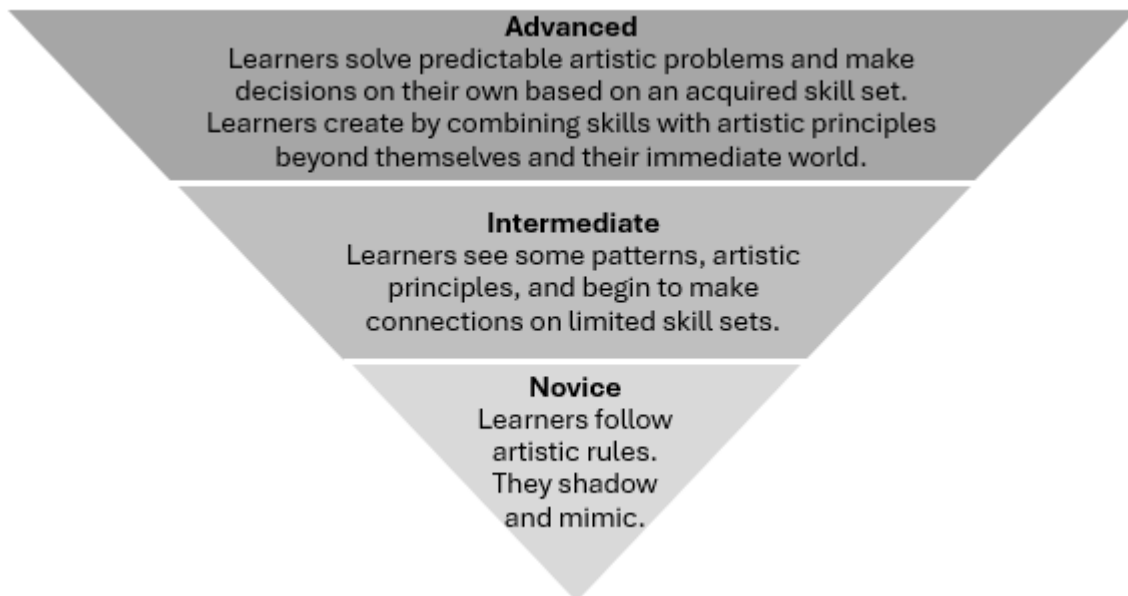
The Sample Learning Targets (SLT) included in this document are not intended to serve as a prescriptive curriculum or a one-size-fits-all approach. Instead, SLT are intended to provide educators with examples of how they might articulate instructional objectives related to the indicators. These SLT illustrate possible ways learners might demonstrate their abilities and understanding that can be adapted to fit the unique needs, context, and instructional style of each classroom.

Proficiency-Based Standards, Instruction, and Assessment

Proficiency-based standards represent a revolutionary approach to education that emphasizes mastery of skills and demonstration of knowledge. Learners progress toward proficiency at different rates, often influenced by instructional time, resulting in varied levels of proficiency among similarly aged learners. By prioritizing individual progress and personalized learning experiences, proficiency-based standards aim to cultivate a deeper understanding of the subject matter. The SC CCR VPAPS delineate a progression of skills based on proficiency rather than traditional grade levels, enabling educators to effectively identify and differentiate instruction and assessment for all learners. This document outlines indicators that learners should demonstrate at three distinct levels of proficiency.

Proficiency-based instruction and assessment rely on the planned, intentional use of clear learning objectives, formative assessment, and summative assessment. Personalized instruction and feedback mechanisms are essential components of the educational structure.

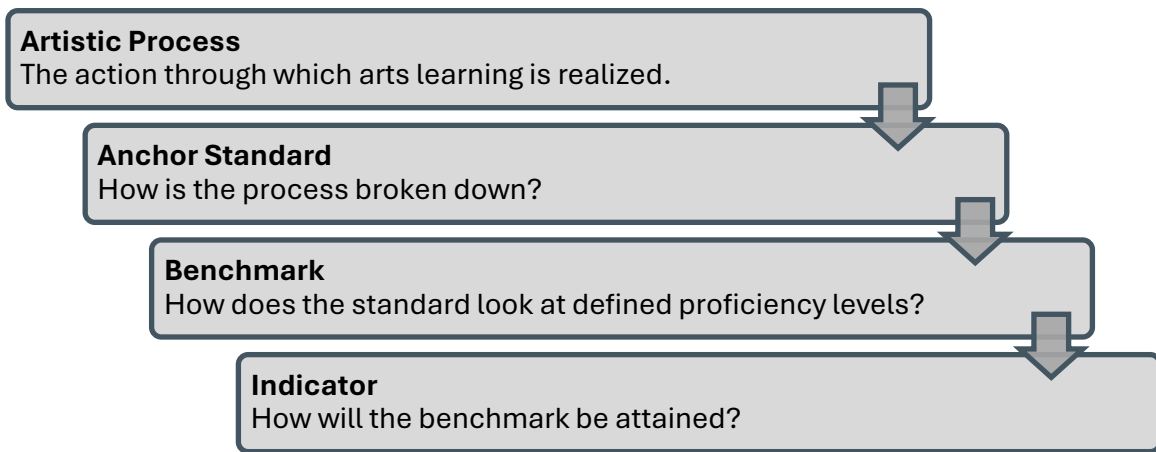
The three proficiency levels used within this document—Novice, Intermediate, and Advanced—are further subdivided into low, mid, and high sublevels.



SC CCR VPAPS Organization

The SC CCR VPAPS are organized according to the artistic processes outlined in the national arts standards, providing a unified structure for all arts disciplines. The order of the artistic processes and anchor standards is NOT intended to prescribe an instructional sequence.

Each artistic process is broken down into anchor standards that define learning and provide overarching goals. Benchmarks deconstruct the anchor standard into defined levels of proficiency to establish course or unit learning targets. Indicators dissect the benchmarks to further clarify specific learning goals.



Artistic Processes

The artistic processes are the cognitive and physical actions by which arts learning is realized. Inspired by the National Assessment of Educational Progress (NAEP) Arts Education Framework, the artistic processes are: Creating; Performing or Presenting; Responding; and Connecting. The collective inclusion of indicators from the four artistic processes in the development and alignment of instructional units differentiates what learners should experience in an arts education classroom versus what an individual might experience in a private studio.

The artistic processes are color-coded, as follows, for quick identification.

Artistic Process: Creating
Artistic Process: Performing/Presenting
Artistic Process: Responding
Artistic Process: Connecting

Creating, Responding, and Connecting are used in each of the arts disciplines; however, their “I can” descriptors may differ slightly from one discipline to another. Performing and Presenting are specific to their related disciplines. Performing is the artistic process demonstrated through dance, general music, choral music, instrumental music, and theatre. Presenting is the artistic process demonstrated through design, media arts, and visual arts.

Anchor Standards

Anchor standards provide broad, overarching guidelines that shape the learning process within artistic disciplines by expressing essential competencies developed consistently across all proficiency levels. All proficiency benchmarks map to these anchor standards, ensuring that each benchmark supports the overarching goals established by them.

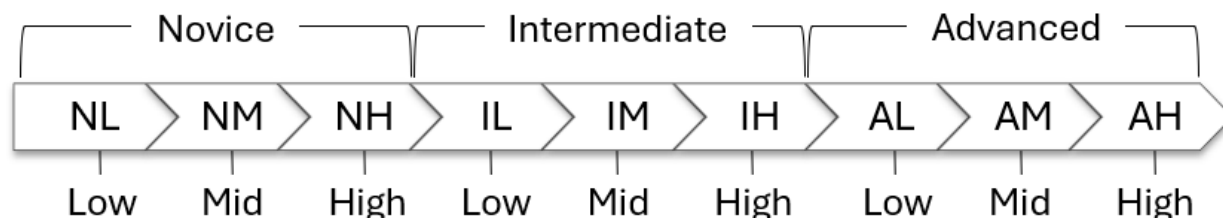
The anchor standards are color-coded similarly to artistic processes.

Artistic Process: Creating
Anchor Standard(s)
Artistic Process: Performing/Presenting
Anchor Standard(s)
Artistic Process: Responding
Anchor Standard(s)
Artistic Process: Connecting
Anchor Standard(s)

For instructional planning purposes, anchor standards should be utilized in the development of long-range goals for student achievement. Anchor standards are achieved over the course of a year or multiple years.

Benchmarks

Benchmarks are statements describing the skills and knowledge learners should demonstrate at each level of proficiency. Benchmarks begin with “I can,” empowering learners to chart their own progress fostering self-reflection, goal setting, and a strong sense of ownership over their individual learning journey towards mastery.



Building upon these foundations, benchmarks are carefully structured across a continuous spectrum of knowledge and skill acquisition. This continuum encompasses three primary levels (Novice, Intermediate, and Advanced), each representing a significant milestone in the learning process. It is important to note that these levels are not intended to directly correlate with traditional educational stages like elementary, middle, and high school. For example, a student in elementary school may exhibit Advanced proficiency in a specific discipline, while a high school student embarking on a new artistic pursuit may initially fall into the Novice category. Within each of these levels, further granularity is achieved through sub-levels designated as Low, Mid, and High. These sub-levels allow for a more nuanced assessment of progress. The benchmarks function as a series of progressive steps; learners should successfully demonstrate mastery of all indicators within a given benchmark before advancing to the subsequent, more challenging benchmark. This sequential structure ensures a steady and measured development of skills and knowledge, leading towards a comprehensive understanding of the art form.

For instructional planning purposes, benchmarks should be utilized in the development of unit goals and objectives for student achievement. Benchmarks are traditionally achieved over the course of a unit consisting of one or more lessons.

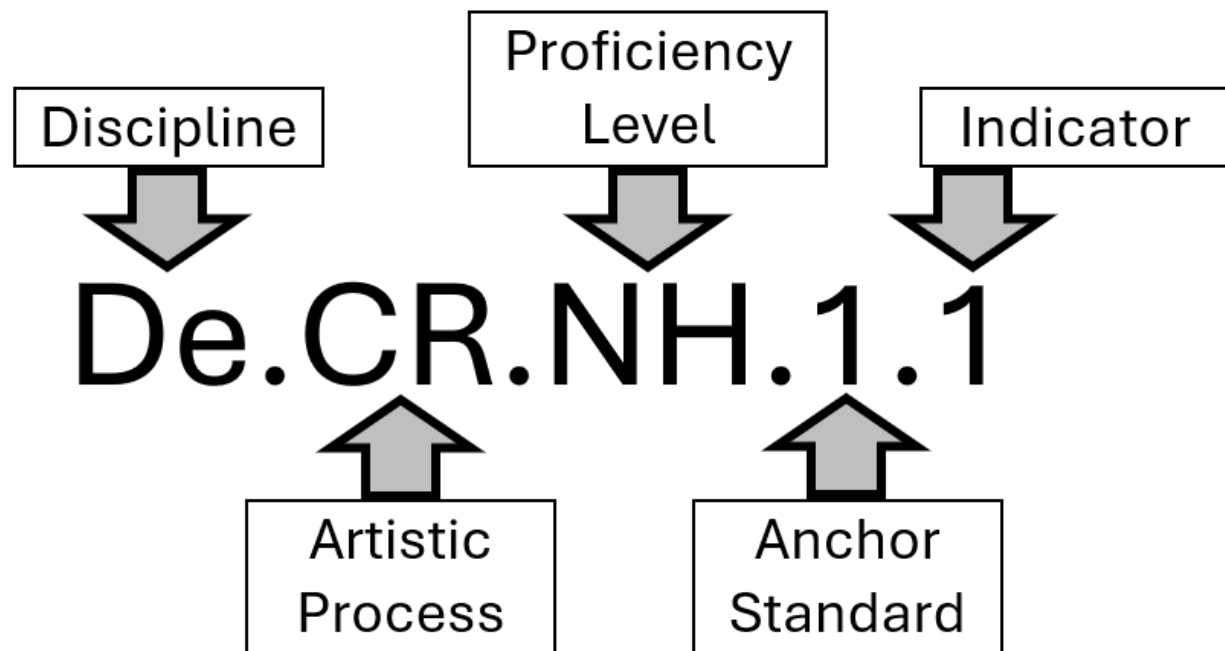
Indicators

Indicators serve as critical tools in the educational framework, breaking down benchmarks into specific, observable functions that outline the range of skills and knowledge a learner is expected to attain. These indicators clarify what learners should be able to demonstrate at various points in their learning journey, providing a clear set of expectations without prescribing the methods of instruction or assessment. By highlighting the “what” rather than the “how,” indicators empower educators with the flexibility to tailor their teaching strategies and assessment approaches to meet the unique needs of their students. This adaptability fosters an environment in which personalized learning can flourish, enabling educators to experiment with various pedagogical techniques while ensuring that each learner can achieve and demonstrate the necessary competencies outlined in the benchmarks.

For instructional planning purposes, indicators should be utilized in the development of individual lessons since they include the specific skills and knowledge that are both taught and assessed. The sequence in which indicators are addressed within a unit or lesson is flexible; while a logical progression may be beneficial, there is no strict requirement to teach indicators in a predetermined order. However, it is crucial to recognize that a student's successful achievement of a proficiency benchmark is only confirmed when they have successfully demonstrated mastery of all the indicators within that benchmark. This structure allows educators to adapt their teaching to suit the unique learning styles and needs of their students, while still ensuring a comprehensive and well-rounded understanding of the artistic discipline.

Coding System

The coding of the *SC CCR VPAPS* is presented in a format showing the arts discipline, artistic process, proficiency level, anchor standard number, and indicator number.



De.CR.NH.1.1 = Design, Creating, Novice High, Standard 1, Indicator 1

Media Arts Introduction

Students who participate in standards-based visual and performing arts education programs in South Carolina are heirs to excellent arts opportunities and programs because of the vision and tenacity of generations of devoted arts educators in our state.

Media arts education is an increasingly vital aspect of the curriculum in South Carolina, providing students with the skills and knowledge necessary to navigate and create within the digital landscape. The *South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (SC CCR VPAPS)* provide a comprehensive framework that integrates technology, creativity, and critical thinking, preparing students to engage with and contribute to the dynamic world of media. These standards emphasize not just the production of visual and auditory content but also the analysis and interpretation of media messages, enabling students to become informed and active participants in society.

The media arts standards are organized into four artistic processes: creating, presenting, responding, and connecting. These processes facilitate a holistic approach to media arts education, encouraging students to explore various digital tools and techniques, develop their artistic voice, and understand the impact of media. Studies in media arts utilize many of the elements and principles from other arts disciplines while creating a body of work that reflects its own list of developing elements and principles. Original media artworks reflect the aesthetics that are embedded in the visual and performing arts.

Research has demonstrated that engagement in media arts education fosters critical thinking skills and enhances students' ability to analyze complex information. A study published in the *Teachers College Record* found that students who participated in media arts programs exhibited increased media literacy and greater confidence in their ability to communicate effectively through various media channels (Peppler, 2010). Furthermore, media arts education equips students with technical skills that are increasingly essential in the modern workforce, from understanding digital platforms to mastering software applications used in creative industries.

In South Carolina, media arts programs often reflect the state's unique contexts. Students are encouraged to draw inspiration from local narratives and contemporary issues to foster a sense of community engagement and social responsibility. The South Carolina Arts Commission highlights that such educational initiatives not only empower students as content creators but also promote collaboration and interdisciplinary learning through partnerships with local organizations and industry professionals.

The *SC CCR VPAPS* in Media Arts provide a robust framework for fostering creativity, critical thinking, and technical proficiency among learners. By prioritizing digital literacy, awareness, and innovative expression, these standards aim to enrich the educational experience and inspire a new generation of media artists and informed citizens.

Novice Media Arts Sample Learning Targets

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 1: I can use past, current, and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.

Proficiency Level: Novice Low (NL)	Benchmark: MA.CR.NL.1 – I can recognize technology tools, procedures, and processes and use them in a safe and responsible manner to make media artworks.
Indicator	Sample Learning Targets
MA.CR.NL.1.1 – I can safely and responsibly show the parts of a technology tool used to make media arts.	• I can name some parts of a camera. • I can name the differences between a computer, tablet, and a smartphone.
MA.CR.NL.1.2 – I can follow the steps of some technology procedures and processes to make media artworks.	• I can take a photograph. • I can record my voice. • I can record a video.
Proficiency Level: Novice Mid (NM)	Benchmark: MA.CR.NM.1 – I can identify a technology tool, procedure, and process to make still pictures, moving pictures, or digital audio.
Indicator	Sample Learning Targets
MA.CR.NM.1.1 – I can safely and responsibly identify and use parts of some technology tools used to make media arts.	• I can label the parts of a camera. • I can follow the safety procedures when using a media tool. • I can secure an iPad into a stand safely.
MA.CR.NM.1.2 – I can identify the steps of a technology procedure and process to make media artworks.	• I can take a photograph that is in focus. • I can take a picture to tell a story. • I can video someone teaching a lesson.
Proficiency Level: Novice High (NH)	Benchmark: MA.CR.NH.1 – I can identify multiple technology processes to make still pictures, moving pictures, or digital audio.
Indicator	Sample Learning Targets
MA.CR.NH.1.1 – I can safely and responsibly identify and use multiple technology tools to make media arts.	• I can pick from a list of tools which tool would be the best to take a photograph that tells a story about what makes me happy. • I can identify where external components are entered into a device.
MA.CR.NH.1.2 – I can identify the steps of multiple technology procedures and processes to make media artworks.	• I can make an instructional video on how to take a photograph. (The video will include still and moving pictures.) • I can integrate still and moving images into an iMovie trailer.

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 2: I can organize, improve, and complete artistic work using media arts elements and principles.

Proficiency Level: Novice Low (NL)	Benchmark: MA.CR.NL.2 – I can recognize and explore some elements and principles in media arts.
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Indicator	Sample Learning Targets
MA.CR.NL.2.1 – I can recognize some elements or principles of media arts to communicate an idea.	• I can identify when the music changes mood in a film. • I can explore different music choices for a video. • I can explore how different fonts are used on magazine covers.

Proficiency Level: Novice Mid (NM)	Benchmark: MA.CR.NM.2 – I can combine elements and principles of media arts to make media artwork.
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Indicator	Sample Learning Targets
MA.CR.NM.2.1 – I can combine elements and principles of media arts using multiple media techniques.	• I can use sound and moving images to tell a story. • I can use lighting and contrast in a photo to convey mood.

Proficiency Level: Novice High (NH)	Benchmark: MA.CR.NH.2 – I can communicate meaning in my work by selecting and arranging elements and principles of media arts.
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Indicator	Sample Learning Targets
MA.CR.NH.2.1 – I can change the meaning of a media artwork using different elements or principles.	• I can change the font and color on a magazine cover to create emphasis. • I can change the speed and camera angle of an animation.

Artistic Process: Presenting – I can share artistic ideas and work.

Anchor Standard 3: I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.

Proficiency Level: Novice Low (NL)	Benchmark: MA.P.NL.3 – I can identify media artworks as communication.
Indicator	Sample Learning Targets
MA.P.NL.3.1 – I can present a media artwork to an audience.	• I can present photography as a media artwork. • I can present film as moving pictures to create meaning. • I can present posters and brochures as advertisements.
Proficiency Level: Novice Mid (NM)	Benchmark: MA.P.NM.3 – I can explain ways media artworks are presented.
Indicator	Sample Learning Targets
MA.P.NM.3.1 – I can identify venues appropriate for still and moving images in media artworks.	• I can name places to show my work. • I can identify where a still image is more appropriate to use than a moving image. • I can identify two places to post a video.
Proficiency Level: Novice High (NH)	Benchmark: MA.P.NH.3 – I can identify venues appropriate for still and moving images in media artworks.
Indicator	Sample Learning Targets
MA.P.NM.3.1 – I can examine how audience response varies depending on how media artwork is presented.	• I can name places to show my work. • I can identify where a still image is more appropriate to use than a moving image. • I can identify two places to post a video.

Artistic Process: Responding – I can interpret (read) and evaluate how media is represented and conveys meaning.

Anchor Standard 4: I can describe, analyze, and evaluate the meaning of my work and the work of others.

Proficiency Level: Novice Low (NL)	Benchmark: MA.R.NL.4 – I can explore message and purpose in my media artworks and the work of others.
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Indicator	Sample Learning Targets
MA.R.NL.4.1 – I can describe parts of a media artwork.	• I can identify a type of media artwork (video, podcast, animation, etc.). • I can name the subject in a photograph. • I can identify color, size, font, and space choices in a media artwork.
MA.R.NL.4.2 – I can name a message in media artworks.	• I can identify a message in a commercial. • I can identify the message in a print advertisement. • I can identify the plot in a movie.
MA.R.NL.4.3 – I can name a purpose of some media artworks.	• I can predict the message of a media artwork based on an image. • I can identify the choices made by a choreographer in music video. • I can explain the choices made by a filmmaker when making a movie.
MA.R.NL.4.4 – I can make a statement about my media artwork.	• I can name the subject of my media artwork. • I can name the setting of my media artwork. • I can write a title for my work.

Proficiency Level: Novice Mid (NM)	Benchmark: MA.P.NM.4 – I can identify some messages and purposes in media artworks.
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Indicator	Sample Learning Targets
MA.R.NM.4.1 – I can identify how media artworks are put together.	• I can name color as an element of a media artwork. • I can tell that a photograph only shows value, as an element of art, because it is black and white. • I can define an element and a principle of media art in a short film or advertisement.
MA.R.NM.4.2 – I can describe my thoughts about messages in media artworks.	• I can tell my thoughts about the message in a movie, video, etc. • I can explain for whom a media artwork message was created.
MA.R.NM.4.3 – I can identify the purpose of a media artwork.	• I can describe the preferences of an artist that makes a video blog. • I can describe the preferences of a radio broadcaster. • I can identify how a filmmaker uses light, sound, costume, and setting to convey a purpose.
MA.R.NM.4.4 – I can describe my media artwork.	• I can explain what inspired me to make my artwork. • I can explain how I made my media artwork.

Proficiency Level: Novice High (NH)		Benchmark: MA.R.NH.4 – I can identify the messages and purposes in my media artworks and the work of others.
Indicator		Sample Learning Targets
MA.R.NH.4.1 – I can identify the subject, composition, and media arts elements and principles for a variety of media artworks.		• I can describe how different camera angles are used in a film. • I can describe the rule of thirds and how it is used in more than one media art form. • I can recognize how lighting is used to change the mood or intent of the film. • I can recognize how costume choices are used to convey meaning.
MA.R.NH.4.2 – I can identify ideas, issues, and/or experiences presented in the messages of media artworks.		• I can explain my thoughts about the ideas, issues, and experiences shown on a TV episode and movie. • I can explain my thoughts about ideas, issues, and experiences shown in an advertisement and photograph. • I can explain my thoughts about the effectiveness of an advertisement or film.
MA.R.NH.4.3 – I can identify the purpose and audience of a media artwork.		• I can explain why different age groups may respond differently to an internet meme. • I can explain how different age groups may respond differently to a movie or TV show. • I can explain how people from different backgrounds would react to a video game.
MA.R.NH.4.4 – I can recognize an element and/or principle of media art in my work.		• I can explain some compositional elements in my media artwork. • I can explain how setting, color, lighting, etc., are used in my work.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 5: I can examine the role of media arts through history and cultures.

Proficiency Level: Novice Low (NL)	Benchmark: MA.C.NL.5 – I can explore ideas that connect media arts to different cultures and time periods.
Indicator	Sample Learning Targets
MA.C.NL.5.1 – I can recognize ideas that connect media arts to history, cultures, and the world.	• I can watch a commercial and recognize that cultures are different based on clothing, language, or environment. • I can choose a book that shows differences in cultures and/or time periods.
Proficiency Level: Novice Mid (NM)	Benchmark: MA.C.NM.5 – I can recognize some examples of media arts found in different cultures and time periods.
Indicator	Sample Learning Targets
MA.C.NM.5.1 – I can relate to ideas that connect media arts to history, cultures, and the world.	• I discuss ideas that connect to different cultures other than my own by watching a video, newsbyte, or commercial. • I can discuss ideas that connect to my classmates from different cultures after viewing current news reports. • I can make an infographic about different cultures and historical figures.
Proficiency Level: Novice High (NH)	Benchmark: MA.C.NH.5 – I can identify media arts used for different purposes in various cultures and time periods.
Indicator	Sample Learning Targets
MA.C.NH.5.1 – I can show how ideas connect media arts to history, cultures, and the world.	• I can write about the connections to another culture when looking at a media artwork. • I can present a film that connects to my family history.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 6: I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.

Proficiency Level: Novice Low (NL)	Benchmark: MA.C.NL.6 – I can explore media arts concepts among other arts disciplines, content areas, and related careers.
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Indicator	Sample Learning Targets
MA.C.NL.6.1 – I can identify a relationship between media arts and another subject in my school.	- I can gather an example and show how a media art and a fine art can be the same, or similar. - I can find ways that line can be shown in visual art, dance, and media art. - I can name another discipline used in a video or picture conveying a message to an audience.
MA.C.NL.6.2 – I can identify different types of media arts that interest me.	- I can identify the media I use at home or school. - I can identify the media I use for different purposes.

Proficiency Level: Novice Mid (NM)	Benchmark: MA.C.NM.6 – I can recognize a media arts concept among other arts disciplines, content areas, and related careers.
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Indicator	Sample Learning Targets
MA.C.NM.6.1 – I can demonstrate a relationship between media arts and another subject in my school.	- I can show and describe the relationship between media art and fine art in a media presentation. - I can look at three commercials and tell what other areas are connected within the commercial such as E*TRADE's baby, Doritos and Clorox.
MA.C.NM.6.2 – I can identify and demonstrate the skills used to make media artwork that interests me.	- I can name the skills used to make a magazine layout. - I can name the skills used to make a music video. - I can name the skill used to make a commercial or video game. - I can name the skills used to create a podcast.

Proficiency Level: Novice High (NH)	Benchmark: MA.C.NH.6 – I can apply media arts concepts among other arts disciplines, content areas, and related careers.
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Indicator	Sample Learning Targets
MA.C.NH.6.1 – I can demonstrate and describe the relationship between media arts and a concept from another subject in my school.	- I can show how ideas connect media arts and fine arts by creating a media presentation. - I can show how ideas connect line in visual art, dance, and media art. - I can make a picture, advertisement or short video that uses another discipline.
MA.C.NH.6.2 – I can describe specific careers in media arts.	- I can document the purpose of a director on a film. - I can research roles in video game and music video production. - I can research the role of a sound engineer. - I can review movie credits to see all the careers needed to make a movie.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 7: I can practice digital citizenship in researching and creating art.

Proficiency Level: Novice Low (NL)	Benchmark: MA.C.NL.7 – I can imitate digital citizenship when I am online.
Indicator	Sample Learning Targets
MA.C.NL.7.1 Internet Safety – I can explore the internet safely and responsibly when logging on to my device.	• I can know where to find my password. • I can log in to my electronic device. • I can follow acceptable use policies at my school, home, or in public.
MA.C.NL.7.2 Digital Footprint Privacy – I can explore how to post safely on the internet.	• I can give examples of positive ways to post thoughts and ideas on the internet. • I can post images while protecting my identity and the identity of others.
MA.C.NL.7.3 Copyright – I can identify that a media artwork has an owner.	• I can recognize a watermark. • I can recognize the credits on a film. • I can safely search for soundbites to use in my media artwork. • I can safely search for photographs taken by a famous photographer on the internet.
Proficiency Level: Novice Mid (NM)	Benchmark: MA.C.NM.7 – I can identify digital citizenship when I am online.
Indicator	Sample Learning Targets
MA.C.NM.7.1 Internet Safety – I can identify several safe ways to search topics on the internet.	• I can remember my password, log onto a computer and use a computer application with my student account. • I can create a bookmark for a website on my browser. • I can download an approved application.
MA.C.NM.7.2 Digital Footprint Privacy – I can identify several safe online platforms to post on the internet.	• I can explore what information is appropriate to post online. • I can follow acceptable use policies for posting online.
MA.C.NM.7.3 Copyright – I can find the owner of a media artwork on the internet.	• I can locate the watermark on a photograph. • I can use correct spelling and vocabulary it search topics. • I can identify safe search engines and databases. • I can locate the credits for a video on a website. • I can find headers and footers to check facts on a website.

Proficiency Level: Novice High (NH)		Benchmark: MA.C.NH.7 – I can show digital citizenship when I am online.
<i>Indicator</i>		<i>Sample Learning Targets</i>
MA.C.NH.7.1 Internet Safety – I can share with others how to safely search for information on the internet.		• I can share with others how to safely log in to my computer and protect my login in and personal information. • I can share a document safely and responsibly on the internet within a group of my peers.
MA.C.NH.7.2 Digital Footprint Privacy – I can share various ways to post safely on the internet.		• I can share visual examples of good ways to post on the internet.
MA.C.NH.7.3 Copyright – I can credit the owner of media artwork on the internet when I intend to use it.		• I can tag a photo with the owner. • I can create credits when making an iMovie trailer. • I can help a peer safely find a video on the internet. • I can work with others to search for information on a group project.

Intermediate Media Arts Sample Learning Targets

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 1: I can use past, current, and emerging technology tools, procedures and processes to create a variety of media artworks in a safe and responsible manner.

Proficiency Level: Intermediate Low (IL)	Benchmark: MA.CR.IL.1 – I can explain and use a technology tool, procedure, and process to convey meaning in media artwork.
Indicator	Sample Learning Targets
MA.CR.IL.1.1 – I can explain and safely use a technology tool to convey meaning in media arts.	- I can make a media artwork about my family history. - I can document a day in my life.
MA.CR.IL.1.2 – I can explain the steps of a technology procedure and process to convey meaning in media arts.	- I can create a vlog about a social issue that demonstrates that I know how to shoot a video with sound. - I can make a short interview about admirable character traits to demonstrate POV and sound.
Proficiency Level: Intermediate Mid (IM)	Benchmark: MA.CR.IM.1 – I can explain and use multiple technology tools, procedures, and processes to convey meaning in media artwork.
Indicator	Sample Learning Targets
MA.CR.IM.1.1 – I can explain and safely use multiple technology tools to convey meaning in media arts.	- I can make a media artwork about my family history with interviews incorporated from family members. - I can document a day in my life and focus on a specific theme that tells a story.
MA.CR.IM.1.2 – I can explain the steps of multiple technology procedures and processes to convey meaning in media arts.	- I can take a self-portrait photograph to convey personal meaning. - I can record my voice to make a vlog and tell a story about a personal experience.
Proficiency Level: Intermediate High (IH)	Benchmark: MA.CR.IH.1 – I can apply the most appropriate technology tool, procedure, and process to convey a message to make a media artwork.
Indicator	Sample Learning Targets
MA.CR.IH.1.1 – I can choose some appropriate technology tools to convey a message while making a media artwork in a safe and responsible manner.	- I can edit a photograph to illustrate a stance on a political issue. - I can select gifs that animate my positions on politics.
MA.CR.IH.1.2 – I can choose the appropriate technology procedure to convey a message while making a media artwork.	- I can create a PSA choosing the best tools and process to help my school. - I can make a voice over to use for daily announcements. - I can combine music and sound to add under still pictures.

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 2: I can organize, improve, and complete artistic work using media arts elements and principles.

Proficiency Level: Intermediate Low (IL) **Benchmark: MA.CR.IL.2** – I can apply elements and principles of media arts to revise my work.

<i>Indicator</i>	<i>Sample Learning Targets</i>
MA.CR.IL.2.1 – I can identify improvements needed in my media artwork and explore strategies to strengthen the intended meaning.	• I can explain how lighting can change a photograph's mood. • I can explain why point of view is important when making a film.

Proficiency Level: Intermediate Mid (IM) **Benchmark: MA.CR.IM.2** – I can analyze and apply the elements and principles of media arts as a response to an artistic problem.

<i>Indicator</i>	<i>Sample Learning Targets</i>
MA.CR.IM.2.1 – I can explain how multiple elements or principles of media arts are used to convey meaning in media artworks.	• I can explain how background music and the speaker's tone of voice can affect meaning in a podcast. • I can explain how editing and pacing can change the rhythm of a commercial.

Proficiency Level: Intermediate High (IH) **Benchmark: MA.CR.IH.2** – I can analyze my media artwork through a critique and refine my work based on given criteria.

<i>Indicator</i>	<i>Sample Learning Targets</i>
MA.CR.IH.2.1 – I can participate in a formal critique to revise my artwork.	• I can make and post a video blog on my process of making my film for others. • I can describe and make suggestions about a media artwork free of personal judgment based on the elements and principles of media arts.

Artistic Process: Presenting – I can share artistic ideas and work.

Anchor Standard 3: I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.

Proficiency Level: Intermediate Low (IL) **Benchmark: MA.P.IL.3** – I can identify a target audience for presentation of my media artwork.

<i>Indicator</i>	<i>Sample Learning Targets</i>
MA.P.IL.3.1 – I can identify multiple ways to share my work through different media outlets.	• I can post a photograph on social media. • I can upload my story as a podcast. • I can upload a video to YouTube.

Proficiency Level: Intermediate Mid (IM) **Benchmark: MA.P.IM.3** – I can identify and choose multiple formats used in presenting media artworks for a target audience.

<i>Indicator</i>	<i>Sample Learning Targets</i>
MA.P.IM.3.1 – I can choose proper format for my media artwork.	• I can reduce the file size of a video for better streaming. • I can change the resolution of my photograph for better printing. • I can change the resolution of a film to be projected for a large screen.

Proficiency Level: Intermediate High (IH) **Benchmark: MA.P.IH.3** – I can compare presentation formats for different media artworks and its intended audience.

<i>Indicator</i>	<i>Sample Learning Targets</i>
MA.P.IH.3.1 – I can choose the most effective media format for a select audience.	• I can choose whether to upload my film to YouTube or Vimeo for impact. • I can decide whether I want to post my flyers digitally or printed for distribution.

Artistic Process: Responding – I can interpret (read) and evaluate how media is represented and conveys meaning.

Anchor Standard 4: I can describe, analyze, and evaluate the meaning of my work and the work of others.

Proficiency Level: Intermediate Low (IL) **Benchmark: MA.R.IL.4 – I can explain the messages and purposes in media artworks.**

Indicator	Sample Learning Targets
MA.R.IL.4.1 – I can explain how to use the elements and principles of media art to compose a media artwork.	I can explain how separate things such as framing and angles can change the film.
MA.R.IL.4.2 – I can explain the techniques used in different media artworks that reflect varying messages and points of view.	- I can relate how camera angles are connected to the perception of the message in a film. - I can identify various artistic techniques that are used in advertising to convey a specific message for a specific group of people. - I can describe the main target audience of a movie, or television show, based on the message.
MA.R.IL.4.3 – I can explain that different media can produce artworks that have the same purpose.	- I can identify the way color is used in print media. - I can identify how text size and placement on magazine covers can sway my opinion.
MA.R.IL.4.4 – I can describe multiple elements and principles of media art in my work.	- I can write an artist statement that describes and interprets and element or principle of art. - I can write an artist statement that describes how color is used in my media artwork. - I can write an artist statement that describes how line creates movement in my media artwork.

Proficiency Level: Intermediate Mid (IM) **Benchmark: MA.R.IM.4 – I can analyze and describe reactions and interpretations of messages and purposes in a variety of media artworks.**

Indicator	Sample Learning Targets
MA.R.IM.4.1 – I can show the similarities and differences in how media artworks are organized by the elements and principles.	I can see how film and video can be similar in terms of image style but very different when it comes to file size.
MA.R.IM.4.2 – I can investigate increasingly complex messages in media artworks.	- I can share what a director's point of view and message is in a film. - I can explain the different target audience of a meme and an ad campaign.
MA.R.IM.4.3 – I can investigate increasingly complex techniques that artists use to convey purpose in media artwork.	- I can identify various lighting techniques in a work of media art and how those techniques influence the audience reaction. - I can identify various sound techniques in a work of media art and explain why they were used.
MA.R.IM.4.4 – I can identify elements and principles of media arts in artist statements.	- I can create a blog that describes, interprets and analyzes my artwork. - I can talk about an artist statement that describes how quadrants are used to create emotions in my media artwork. - I can talk about an artist statement that describes how angles are used in my media artwork.

Proficiency Level: Intermediate High (IH) Benchmark: MA.R.IH.4 – I can investigate personal and group intentions about messages and purposes in media artworks.	
Indicator	Sample Learning Targets
MA.R.IH.4.1 – I can rephrase ways in which a variety of media artworks organize criteria.	• I can look at a propaganda poster and remix that using a new subject.
MA.R.IH.4.2 – I can explore the language, tone, and point of view used in media texts to influence meaning and interpretation of messages.	• I can analyze how point of view can influence the audience of a news story. • I can analyze how a director's personal beliefs can influence their final product in a documentary. • I can explain how personal views can influence an audience member's reaction to a commercial.
MA.R.IH.4.3 – I can find and interpret data to explore multiple differences in the purpose of media artwork.	• I can examine how an artist's choice of music in a short film. can influence the audience. • I can examine how the use of a particular color on a meme can influence an audience.
MA.R.IH.4.4 – I can develop an artist statement that describes media arts criteria and intent of my work.	• I can journal daily about my process and purpose of creating artwork in class. • I can create a blog that describes, interprets and analyzes my artwork.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 5: I can examine the role of media arts through history and cultures.

Proficiency Level: Intermediate Low (IL)		Benchmark: MA.C.IL.5 – I can analyze a variety of media artworks from different cultures and time periods.
Indicator	Sample Learning Targets	
MA.C.IL.5.1 – I can explain how ideas connect media arts to history, cultures, and the world.	• I can watch a commercial and talk about how advertisements from different parts of the world look. • I can watch a music video and discuss how dancing styles change for different cultures.	
Proficiency Level: Intermediate Mid (IM)		Benchmark: MA.C.IM.5 – I can describe why different media artworks are used for different purposes in various cultures and time periods.
Indicator	Sample Learning Targets	
MA.C.IM.5.1 – I can compare and contrast how to connect media arts ideas to history, cultures, and the world.	• I can discuss how different advertisements from different parts of the world look. • I can compare and contrast the clothing in music videos from around the world.	
Proficiency Level: Intermediate High (IH)		Benchmark: MA.C.IH.5 – I can analyze similarities and differences in media artworks among different cultures and time periods.
Indicator	Sample Learning Targets	
MA.C.IH.5.1 – I can interpret how media arts ideas connect to history, cultures, and the world.	• I can watch 3 different Coca Cola commercials and make connections to other cultures and global advertising. • I can look at a video of or go to Disney World and talk about the impact the ride “It’s a Small World” has as a means of teaching me more about culture.	

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 6: I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.

Proficiency Level: Intermediate Low (IL) Benchmark: MA.C.IL.6 – I can explore a range of media arts skills shared among other arts disciplines, content areas, and careers.	
Indicator	Sample Learning Targets
MA.C.IL.6.1 – I can apply media arts concepts to other arts disciplines and content areas.	- I can explain how ideas connect media arts and fine arts by creating a media presentation. - I can explain how line connects media arts to visual art and dance. - I can talk about symbolism used in English that is seen in print ads or websites to get a message across to a target audience.
MA.C.IL.6.2 – I can demonstrate and describe the skills needed for careers in media arts.	- I can define careers needed when making my media artwork. - I can describe the skills needed to be a cinematographer.
Proficiency Level: Intermediate Mid (IM) Benchmark: MA.C.IM.6 – I can recognize specific media arts skills shared among other arts disciplines, content areas, and careers.	
Indicator	Sample Learning Targets
MA.C.IM.6.1 – I can examine the relationship between media arts and specific content from another arts discipline and content area.	- I can compare and contrast media art with fine art to discover the similarities and differences between the two. - I can take a painting and create a media artwork that represents the idea conveyed in the painting. i.e., “Off the and onto the stage.” - I can look through magazine and cut out print ads that contain elements of math and English.
MA.C.IM.6.2 – I can identify specific skills required for various careers in media arts.	- I can discuss and assign a variety of jobs and responsibilities needed when making a comic book (e.g., illustrator, colorists, inker, etc.). - I can identify the differences in skills needed for broadcast journalism and photojournalism.
Proficiency Level: Intermediate High (IH) Benchmark: MA.C.IH.6 – I can analyze media arts tools, concepts, and materials used among other arts disciplines, content areas, and careers.	
Indicator	Sample Learning Targets
MA.C.IH.6.1 – I can apply concepts from other arts disciplines and content areas to my media artwork.	- I can interpret how the idea of line is used in painting and photography. - I can interpret the use of line and movement in dance and photography to find similarities to create a short film. - I can make connections to mathematics and science using video games to enhance the playability of the game.
MA.C.IH.6.2 – I can research topics about careers in media arts that interest me.	- I can research and write what my job responsibilities and title are in making an infomercial and explain my contributions to the work. - I can research and write what skills I would need to work as a radio announcer.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 7: I can practice digital citizenship in researching and creating art.

Proficiency Level: Intermediate Low (IL)		Benchmark: MA.C.IL.7 – I can model and explain aspects of digital citizenship when I am online.
Indicator	Sample Learning Targets	
MA.C.IL.7.1 Internet Safety – I can explain and demonstrate several safe and reliable ways to search for accurate information on the internet.	• I can create a presentation that explains how to keep my password information secure. • I can use my personal secure information to create an account on an educational website.	
MA.C.IL.7.2 Digital Footprint Privacy – I can explain and model how to post safely on the internet.	• I can create a presentation that shows how to post safely on the internet. • I can describe procedures to protect my identity and the identity of others.	
MA.C.IL.7.3 Copyright – I can explain and model the use of media artwork that is owned by another artist and can demonstrate my responsibilities and rights when using the work for educational purposes.	• I can create a presentation that shows how to post safely on the internet. • I can describe procedures to protect my identity and the identity of others.	
Proficiency Level: Intermediate Mid (IM)		Benchmark: MA.C.IM.7 – I can describe different aspects of digital citizenship when I am online.
Indicator	Sample Learning Targets	
MA.C.IM.7.1 Internet Safety – I can collaborate with other students in various safe and reliable ways to search for information on the internet.	• I can safely and responsibly work with others online to create a list of rules and steps on how to protect my personal information. • I can identify ways to manage my online information, safety, and collaborate with other students on the internet in a safe and responsible way. • I can identify predictable situations that might arise when I am searching for information on the internet.	
MA.C.IM.7.2 Digital Footprint Privacy – I can analyze various ways to post safely on the internet.	• I can compare and contrast different ways for students to post on the internet and how to post in a constructive way. • I can describe multiple ways I can have an online presence.	
MA.C.IM.7.3 Copyright – I can identify media artwork that is owned by another artist and can demonstrate my responsibilities and rights when using the work for educational or personal purposes.	• I can report how to attribute copyright to an artist in a media presentation. • I can compare and contrast primary, secondary and tertiary sources of information to decide which one best fits the needs of my media project.	

Proficiency Level: Intermediate High (IH)		Benchmark: MA.C.IH.7 – I can interpret different aspects of digital citizenship when I am online.
Indicator		Sample Learning Targets
MA.C.IH.7.1 Internet Safety – I can identify predictable situations when using the internet.		• I can identify spam email and delete it from my account. • I can recognize and report cyber bullying in an online chatroom.
MA.C.IH.7.2 Digital Footprint Privacy – I can investigate several ways that information on the internet is not safe or responsible and ways to respond to these problems.		• I can show examples of why it is important to post positive and constructive comments on social media.
MA.C.IH.7.3 Copyright – I can handle unexpected situations with copyright and fair use rules as it applies to my artwork, performance, or presentation.		• I can explain that as a creator of an original piece of art I can: make copies of my work, distribute copies of my work, or perform/display my work publicly, or make derivative works. • I can make a PSA presentation that demonstrates what to do when a problem arises when searching for information on the internet.

Advanced Media Arts Sample Learning Targets

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 1: I can use past, current, and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.

Proficiency Level: Advanced Low (AL)	Benchmark: MA.CR.AL.1 – I can apply some effective technology tools, procedures, and processes to convey a message to make a variety of media artworks.
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Indicator	Sample Learning Targets
MA.CR.AL.1.1 – I can choose multiple effective technology tools to convey a message while making a variety of media artworks in a safe and responsible manner.	- I can make a media artwork about my family history. - I can document a day in my life.
MA.CR.AL.1.2 – I can choose some effective technology procedures and processes to convey a message while making a variety of media artworks.	- I can create a vlog about a social issue that demonstrates that I know how to shoot a video with sound. - I can make a short interview about admirable character traits to demonstrate POV and sound.

Proficiency Level: Advanced Mid (AM)	Benchmark: MA.CR.AM.1 – I can manipulate multiple technology tools, procedures, and processes to convey messages to make a variety of media artworks in the most effective way.
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Indicator	Sample Learning Targets
MA.CR.AM.1.1 – I can manipulate multiple technology tools to convey messages to make a variety of media artworks in the most effective way in a safe and responsible manner.	- I can make a media artwork about my family history with interviews incorporated from family members. - I can document a day in my life and focus a specific theme that tells a story.
MA.CR.AM.1.2 – I can manipulate multiple technology procedures and processes to convey messages to make a variety of media artworks in the most effective way.	- I can take a self-portrait photograph to convey personal meaning. - I can record my voice to make a vlog and tell a story about a personal experience.

Proficiency Level: Advanced High (AH)	Benchmark: MA.CR.AH.1 – I can use and justify the most effective technology tools, procedures, and processes to make a variety of still, moving, and/or digital audio images to convey meaning using personal voice.
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Indicator	Sample Learning Targets
MA.CR.AH.1.1 – I can justify the most effective technology tools to make a variety of media artworks that convey meaning using personal voice in a safe and responsible manner.	- I can edit a photograph to illustrate a stance on a political issue. - I can create a moving film collage to demonstrate a timeline.
MA.CR.AH.1.2 – I can justify the most effective technology procedures and processes to make a variety of media artworks that convey meaning using personal voice.	- I can create a PSA choosing the best tools and process to help my school. - I can make a voice over to use for daily announcements. - I can combine music and sound to add under still pictures.

Artistic Process: Creating – I can conceive and develop new artistic ideas and work.

Anchor Standard 2: I can organize, improve, and complete artistic work using media arts elements and principles.

Proficiency Level: Advanced Low (AL)	Benchmark: MA.CR.AL.2 – I can create, refine, and communicate ideas based on the elements and principles of media arts to complete a variety of media artworks.
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Indicator	Sample Learning Targets
MA.CR.AL.2.1 – I can apply organizational strategies that communicate a personal meaning, theme, idea, or concept.	• I can explain how lighting can change a photograph's mood. • I can explain why point of view is important when making a film.

Proficiency Level: Advanced Mid (AM)	Benchmark: MA.CR.AM.2 – I can document and justify the planning and development of a media artwork from the inception of the idea to completion.
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Indicator	Sample Learning Targets
MA.CR.AM.2.1 – I can create a process folio to document the planning of a media artwork.	• I can explain how background music and the speaker's tone of voice can affect meaning in a podcast. • I can explain how editing and pacing can change the rhythm of a commercial.

Proficiency Level: Advanced High (AH)	Benchmark: MA.CR.AH.2 – I can create a body of work in a variety of media art forms that explore personal themes, ideas, or concepts.
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Indicator	Sample Learning Targets
MA.CR.AH.2.1 – I can explain and defend the choices I made to communicate my artistic ideas across multiple media artworks.	• I can make and post a video blog on my process of making my film for others. • I can describe and make suggestions about a media artwork free of personal judgment based on the elements and principles of media arts.

Artistic Process: Presenting – I can share artistic ideas and work.

Anchor Standard 3: I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.

Proficiency Level: Advanced Low (AL)	Benchmark: MA.P.AL.3 – I can present media artworks considering combinations of formats and target audience.
Indicator	Sample Learning Targets
MA.P.AL.3.1 – I can select my intended audience and choose multiple media formats to get the most views.	• I can post a photograph on social media. • I can upload my story as a podcast. • I can upload a video to YouTube.
Proficiency Level: Advanced Mid (AM)	Benchmark: MA.P.AM.3 – I can analyze and interpret the effectiveness of a media arts presentation for an intended audience.
Indicator	Sample Learning Targets
MA.P.AM.3.1 – I can evaluate the effectiveness of virtual and physical presentations of a media artwork.	• I can reduce the file size of a video for better streaming. • I can change the resolution of my photograph for better printing. • I can change the resolution of a film to be projected for a large screen.
Proficiency Level: Advanced High (AH)	Benchmark: MA.P.AH.3 – I can promote and present media artworks for intentional impacts through a variety of contexts such as markets and venues.
Indicator	Sample Learning Targets
MA.P.AH.3.1 – I can create a media plan (funding, distribution, and viewing) to promote my media artwork.	• I can choose whether to upload my film to YouTube or Vimeo for impact. • I can decide whether I want to post my flyers digitally or printed for distribution.

Artistic Process: Responding – I can interpret (read) and evaluate how media is represented and conveys meaning.

Anchor Standard 4: I can describe, analyze, and evaluate the meaning of my work and the work of others.

Proficiency Level: Advanced Low (AL)		Benchmark: MA.R.AL.4 – I can discuss and analyze the message and purpose in a variety of media artworks.
Indicator	Sample Learning Targets	
MA.R.AL.4.1 – I can analyze the organization of the elements and principals of media artworks.	• I can explain how separate things such as framing and angles can change the film. • I can explain how color theory themes can change the emotion in a film.	
MA.R.AL.4.2 – I can analyze the effectiveness of a presentation and treatment of messages in media artwork.	• I can relate how camera angles are connected to the perception of the message in a film. • I can identify various artistic techniques that are used in advertising to convey a specific message for a specific group of people.	
MA.R.AL.4.3 – I can analyze formal and informal situations, the effectiveness of presentation, and treatment of media to convey the purpose.	• I can identify the way color is used in print media. • I can identify how text size and placement on magazine covers can sway my opinion.	
MA.R.AL.4.4 – I can develop an artist statement that merges personal influences with intent and media arts criteria for my work.	• I can write an artist statement that describes and interprets personal choices when using of lighting angles and shadows in a video game. • I can write an artist statement that describes and interprets the use emphasis in costumes designs to express intent for a dance video.	
Proficiency Level: Advanced Mid (AM)		Benchmark: MA.R.AM.4 – I can analyze the message and intent of a variety of media artworks.
Indicator	Sample Learning Targets	
MA.R.AM.4.1 – I can critique how the composition characteristics in multiple media artworks work together.	• I can see how film and video can be similar in terms of image style but very different when it comes to file size. • I can see how film and video can be similar in terms of image style but very different when it comes to point of view.	
MA.R.AM.4.2 – I can interpret the qualities of and relationships between the components, style, and message communicated by media artworks and artists.	• I can share what a director’s point of view and message is in a film. • I can explain the difference in target audience of a viral video and a full length feature film. • I can explain the different target audience of a meme and an ad campaign.	
MA.R.AM.4.3 – I can analyze and interpret the qualities of relationships between the components, style, message, and how they relate to the purpose.	• I can identify various lighting techniques in a work of media art and how those techniques influence the audience reaction. • I can identify various sound techniques in a work of media art and explain why they were used.	
MA.R.AM.4.4 – I can develop an artist statement that identifies common themes in personal influences, intent, and media arts criteria for work.	• I can create a blog that describes, common themes in a series of films on school culture. • I can write an artist statement about specific intent used in a radio announcement on religious views.	

Proficiency Level: Advanced High (AH)		Benchmark: MA.R.AH.4 – I can justify the message, intent, and impact of diverse media artworks, considering complex factors of context and bias.
<i>Indicator</i>		<i>Sample Learning Targets</i>
MA.R.AH.4.1 – I can justify the organizational choices made by media artist.		• I can look at a propaganda poster and remix that using a new subject. • I can create a series of podcast that follow a similar format and style.
MA.R.AH.4.2 – I can justify my interpretation of language, tone, and point of view of the message in a media artwork.		• I can analyze how point of view can influence the audience of a news story. • I can analyze how a director's personal beliefs can influence their final product in a documentary. • I can explain how personal views can influence an audience member's reaction to a commercial.
MA.R.AH.4.3 – I can justify my interpretation and explanation of the purpose of multiple media artworks.		• I can examine how an artist's choice of music in a short film can influence the audience. • I can examine how the use of a particular color on a meme can influence an audience.
MA.R.AH.4.4 – I can justify my choices of criteria, cultural influences, and personal experiences to create my own voice in my artist statement.		• I can validate my choices through an artist statement on expressing my personal voice on making a film about persons with disabilities. • I can defend my cultural influences in an artist statement for a contest for International Day.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 5: I can examine the role of media arts through history and cultures.

Proficiency Level: Advanced Low (AL)	Benchmark: MA.C.AL.5 – I can examine past media artworks to determine their influence on media today.
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Indicator	Sample Learning Targets
MA.C.AL.5.1 – I can participate in formal and informal situations relating to how media art connects to history and the world.	- I can make a short documentary on an African Drumming group that relates native music to our country. - I can make a propaganda poster that focuses on human rights and its changes throughout history.

Proficiency Level: Advanced Mid (AM)	Benchmark: MA.C.AM.5 – I can explain the influence of past media artworks throughout different time periods and how that reflects on media today.
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Indicator	Sample Learning Targets
MA.C.AM.5.1 – I can examine the relationship between media arts, history and the world.	- I can make digital print advertisements based on a series of provided samples from the past, and use to define how different cultures will respond to the ads. - I can create an animation short reflecting cultures from another country through environment and action.

Proficiency Level: Advanced High (AH)	Benchmark: MA.C.AH.5 – I can evaluate media artworks from the past and apply the most effective ones to my work and the work of others.
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Indicator	Sample Learning Targets
MA.C.AH.5.1 – I can justify the relationship between media arts, history and the world.	- I can make a short film project based on a cultural theme identified by the student. Students create three advertisements, then present these three “ads” to the class and describe and explain their connections. - I can make a presentation that connects similar and different international policies during different presidencies.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 6: I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.

Proficiency Level: Advanced Low (AL)	Benchmark: MA.C.AL.6 – I can apply media arts concepts to other arts disciplines and content areas to prepare me for a career.
Indicator	Sample Learning Targets
MA.C.AL.6.1 – I can explain ideas from other arts disciplines and content areas through media arts.	- I can make a video project using dance themes from painter Jonathan Green. - I can make a video project that demonstrates how lines are similar in media arts, visual arts, and dance.
MA.C.AL.6.2 – I can identify the skills, training, and education necessary to pursue a career in media arts that interests me.	- I can serve in a variety of roles such as director, camera operator, editor, sound engineer, teleprompter and gaffer when making a short film to explore various roles and skills related to filmmaking. - I can use my portfolio of work to identify skills that I am interested in pursuing as career.
Proficiency Level: Advanced Mid (AM)	Benchmark: MA.C.AM.6 – I can research aspects of media arts careers to influence my career path.
Indicator	Sample Learning Targets
MA.C.AM.6.1 – I can explain how economic conditions, values, and location influence media arts and the need for related careers.	- I can make a video of a music (band, orchestra, choral) concert using more than one camera and editing to produce one work to be shared with the school and community. - I can make a video of dance using the elements of earth, air, fire and water.
MA.C.AM.6.2 – I can pursue opportunities that will lead me to a career in media arts.	- I can research classes and workshops needed to develop specific media arts techniques and skills. - I can participate in media arts opportunities in my community.
Proficiency Level: Advanced High (AH)	Benchmark: MA.C.AH.6 – I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.
Indicator	Sample Learning Targets
MA.C.AH.6.1 – I can research societal and political issues as they relate to other arts and content areas and apply to my role as a media artist.	- I can make an interdisciplinary project that to present to an organization in the community or within the school. - I can make a short film that reflects similarities and differences between media arts and other disciplines with regard to fundamental concepts.
MA.C.AH.6.2 – I can demonstrate skills necessary for a career in media arts.	- I can take on an internship in the community in a media arts career capacity. - I can get an entry-level part time job working in different media fields, such as a color flatter for the comic industry.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 7: I can practice digital citizenship in researching and creating art.

Proficiency Level: Advanced Low (AL)		Benchmark: MA.C.AL.7 – I can participate in formal and informal situations to discuss and demonstrate digital citizenship when I am online.
Indicator	Sample Learning Targets	
MA.C.AL.7.1 Internet Safety – I can participate in formal and informal situations when collaborating with others and can model appropriate and positive netiquette.	I can discuss and critique internet safety and model how to use it in a safe and responsible manner online.	
MA.C.AL.7.2 Digital Footprint Privacy – I can participate in formal and informal situations when collaborating with others to post safely on the internet.	I can participate on an online critique of other student artwork in a positive and constructive manner.	
MA.C.AL.7.3 Copyright – I can participate in formal and informal situations when collaborating with others to discuss copyright laws that apply to a media artwork.	- I can take a stance in a debate about why we should have copyright law. - I can look at three websites with information about the same story and decide which information is valid, reliable, and unbiased.	
Proficiency Level: Advanced Mid (AM)		Benchmark: MA.C.AM.7 – I can analyze and identify the appropriate digital citizenship strategy to use when I am online.
Indicator	Sample Learning Targets	
MA.C.AM.7.1 Internet Safety – I can analyze various ways to use digital citizenship to collaborate with the world in an appropriate and positive way.	- I can watch and respond to a digital recording of my performance. - I can analyze a score to make performance decisions. - I can offer positive feedback and suggest improvements of musical performances.	
MA.C.AM.7.2 Digital Footprint Privacy – I can investigate various ways to post safely on the internet and know the difference between a positive and a negative post.	I can create a constructive and positive response to a blog post of another student.	
MA.C.AM.7.3 Copyright – I can analyze and synthesize various ways that copyright laws apply to my work and the work of others.	- I can create a presentation about the similarities and differences between photography and video copyright law. - I can create a blog that discusses how to use, understand and synthesize information found on different websites.	

Proficiency Level: Advanced High (AH)		Benchmark: MA.C.AH.7 – I can justify my choice of digital citizenship strategy to use when I am online.
<i>Indicator</i>		<i>Sample Learning Targets</i>
MA.C.AH.7.1 Internet Safety – I can compile a selection of information that is found on the internet and how it helps me justify my own voice as an artist.		• I can interact with my peers in an online critique of an artwork and justify my constructive criticism.
MA.C.AH.7.2 Digital Footprint Privacy – I can justify my choice of what I post on the internet to interact with the world in an appropriate and positive way.		• I can communicate online in an appropriate and positive way on my webpage. • I can create a blog and communicate about global issues in a positive and constructive way.
MA.C.AH.7.3 Copyright – I can justify my choice of how I use copyright law to protect my work and the work of others.		• I can demonstrate how I followed copyright law in the creating of ideas and media artwork. • I can appraise information found on the internet and find appropriate information that validates and justifies my choice of imagery, text, and sound in my artwork.

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