

**SOUTH CAROLINA
ACADEMIC STANDARDS
FOR THE
VISUAL AND PERFORMING
ARTS**



**Jim Rex
State Superintendent of Education**

**South Carolina Department of Education
Columbia, South Carolina**

2010

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South Carolina owes a debt of gratitude to the following individuals for their expertise and dedication in developing a quality vision for the visual and performing arts in our state.

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INTRODUCTION

The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* is presented as a series of seven documents that individually address the arts areas of dance, choral music, general music, instrumental music, media arts, theatre, and visual arts from kindergarten through high school. Delineating what the state's children should know and be able to do in these content areas, the seven documents are intended to be used not only as the basis for curricula, instruction, and assessment in the arts disciplines in South Carolina schools but also as a concise statement about expectations for learning in the arts for policy makers, education administrators, teachers, and instructional and community leaders.

South Carolina Department of Education professional staff, in collaboration with members of the South Carolina Visual and Performing Arts Standards Development Team, created this series of arts-standards documents. The fundamental process began with the development of the *South Carolina Visual and Performing Arts Framework* in 1993. The next year, *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*, developed by the Consortium of National Arts Education Associations, was made available nationwide, and in 2003, the SCDE published its *South Carolina Visual and Performing Arts Curriculum Standards*, which utilized the nine content standards that are put forth in the national standards document. The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* is based on both of these latter documents. While changes in the wording of the discipline-specific national content and achievement standards have been made here, the essential beliefs and intent of these standards remain intact. In addition, our seven documents contain standards that are original and unique to South Carolina.

While the 2010 *South Carolina Academic Standards for the Visual and Performing Arts* represent a guide for what students should know and be able to do, the local school district should determine the appropriateness of the content used to teach the standards. Decisions as to curriculum, instruction, and assessment should match the grade level at which the standards are taught and support the culture of the local community.

The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* draws on the expertise of K–16 arts teachers and administrators who were nominated by district superintendents and the professional arts education organizations for dance, music, theatre, and visual arts. We are grateful to all who those contributed to this effort.

The Visual and Performing Arts in South Carolina

Students who participate in the standards-based education in the visual and performing arts that South Carolina provides are heirs to excellent arts opportunities and programs because of the vision and tenacity of generations of devoted arts educators in our state and throughout the nation. The 2010 *South*

Carolina Academic Standards for the Visual and Performing Arts will serve as the basis for the continuation of the comprehensive sequential arts education system offered in our state. In addition, these standards provide guaranteed experiences for our students to study, perform, and produce in the arts.

Ten years of ongoing research in South Carolina schools has demonstrated that increased and enhanced arts education programs make a significant impact on the state's students, schools, and teachers as well as its overall economic stability. For example, research conducted by the University of South Carolina's Office of Program Evaluation found quality comprehensive arts programs greatly changed the ecology of the schools. Such schools were found to have higher student attendance, higher parent approval, fewer discipline referrals, fewer student interruptions and more time on task, higher teacher attendance, and higher teacher morale. In addition, in 2002, the South Carolina Arts Commission reported that, according to a study conducted by the Division of Research in University of South Carolina's Moore School of Business, the cultural industry in the state was making a significant impact on the state's economy. That study, which updated in 2007, affirmed the state's cultural industry overall had generated \$2.4 billion dollars or more in output for the South Carolina economy, including \$766,249,688 in salaries and wages from 31,490 jobs—a significant return on the state's investment in the visual and performing arts.

The South Carolina Visual and Performing Arts Academic Standards Documents

The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* is not a curriculum. The academic standards set forth in the seven visual and performing arts documents are not sequenced for instruction; do not prescribe classroom activities or materials; and do not dictate instructional strategies, approaches, or practices. Instead, these documents—in presenting a framework for the development of realistic and achievable expectations for student performance in each grade level—are intended to serve as a resource for the state's school districts in designing their own visual and performing arts curricula. A district may expand and organize its course content on the basis of these standards and indicators to fit the needs of its particular student populations.

The academic standards statements and their performance indicators describe the knowledge and skills that should be addressed in each grade level. Mastery of the standards is not expected for kindergarten students, and formal assessment is not appropriate for these standards. When the standards continue into the lower grades, however, mastery and assessment of the grades 1 and 2 standards are expected. The kindergarten visual and performing arts standards were developed with the intention that instruction would be provided in schools (with sufficient arts staff and appropriate funding) by arts specialists or by early childhood teachers who had received extensive professional development in arts education. A systematic collaborative effort between elementary arts specialists and early childhood teachers is highly recommended.

As the standards are implemented and the arts program grows, schools and districts should evaluate the effectiveness of their programs by using criteria to determine the extent to which students have opportunities to learn the arts standards. The Program Assessment Worksheets available on Winthrop University's "Arts in Basic Curriculum Project" Web site at <http://www2.winthrop.edu/abc/learn.htm>, provide a survey instrument for the development of a comprehensive sequential arts program. The survey gauges individual arts disciplines, addressing facilities, supplies and equipment, scheduling, and staffing. In addition, teachers and administrators are encouraged to use the recommendations cited in the *Essential Elements of a Quality District Arts Program* document located at <http://www.ed.sc.gov/arts>. Checklists, which are provided as a supplement to this document, can be used by districts and schools to conduct a needs assessment of their arts programs.

South Carolina students have always grown through the benefits of strong visual and performing arts programs. This document assures for the continuation of our state's strength in arts education.

Document Format and Definitions of Key Terms

Elementary teachers will find academic standards for kindergarten through grade five; middle school teachers, for grades six through eight. Middle school teachers may find it necessary to adjust the implementation of the standards according to their students' experiences in the arts. Students studying an arts discipline for the first time in the eighth grade may need to be introduced to the sixth- or seventh-grade standards, according to their abilities and knowledge of the discipline. Middle school teachers may want to think of the grades in terms of the following levels: sixth grade as middle-level *one*, seventh grade as middle-level *two*, and eighth grade as middle-level *three*.

For high school students, the standards are written as levels *one* through *four*, representing grades nine through twelve respectively. Teachers should teach the standards at the level at which the individual student's abilities and knowledge exist when he or she enters the arts discipline. A pretest of student abilities and knowledge will assist the teacher in determining which overall level of the standards best aligns with what the students in the class should know and be able to do.

All children deserve access to the rich education that the arts provide, regardless of their background, talents, or disabilities. Students with disabilities can derive great benefit from the arts; therefore, arts specialists should be involved in the planning for the education of students with special needs through their individualized education program (IEP). Arts specialists should also take part in the planning and implementation of artistically gifted and talented programs. Students in these programs in the elementary and middle grades are expected to achieve all the standards listed at their grade levels as well as to demonstrate higher levels of skills and knowledge, deal with more complex examples, and respond to works of art in increasingly sophisticated ways.

Academic standards are statements of the most important and consensually determined expectations for student learning in a particular discipline. The 2010 South Carolina Academic Standards for the Visual and Performing Arts are provided for nine grade levels (kindergarten through grade eight) and four high school levels.

Indicators are specific statements of the content knowledge, skills, and performance levels that students must demonstrate in order to meet the particular standard. The term *including* in the indicator statements names the specific items that are intended to be the focus of the teaching and learning on the particular skill or concept. Teachers must focus their instruction on the entire indicator, but they must also be certain to include in their instruction the components specified in the *including* statements. The items named in the parenthetical *for example* statements, on the other hand, are suggestions rather than requirements.

Throughout the text of the standards and the indicators for the individual grade levels, terms that are defined in the glossary appear in boldface type. Words in the glossary are defined contextually as they are used in the standards.

The indicators are labeled in such a way that identifies the particular arts area. The following designations are used:

D = Dance

MA = Media Arts

MG = General Music (Music, General)

MC = Choral Music (Music, Choral)

MI = Instrumental Music (Music, Instrumental)

T = Theatre

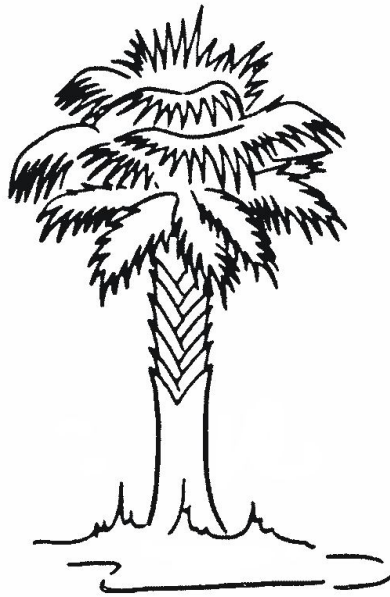
VA = Visual Arts

The individual indicators are labeled alphanumerically by arts area, grade level, standard number, and sequential number. The example, the second indicator for standard 1 for Dance in the eighth-grade is written **D8-1.2**:

- The letter *D*, for dance, represents the particular arts area,
- the number 8 represents the grade level,
- the number 1 represents the content standard, and
- the number 2 represents the order in which the indicator appears in the sequence of items in the list.

**SOUTH CAROLINA
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MEDIA ARTS



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Media Arts

Introduction

Education systems in the United States have long recognized the need for national standards to provide the basis for a common curriculum and academic programs throughout the country. The South Carolina academic standards for Media Arts are new to South Carolina's academic standards for the Visual and Performing Arts. Studies in media arts utilize many of the elements and principles from other arts disciplines. Original media artworks reflect the aesthetics that are embedded in the visual and performing arts.

Our students are increasingly using media as a source of communication and networking. It is imperative that our educational system and its constituents remain current with the trends and technologies that accompany the use of media. This includes appropriate use of media and the ability to interpret media arts productions both socially and professionally.

The South Carolina academic standards for Media Arts are organized on the basis of six standard statements and their performance indicators. Several of the indicators are repeated across the grade levels. Teachers should understand that these standards need to be reinforced throughout these grades as the students use more advanced tools and media applications as well as more complex terminology and concepts.

Studies in media arts are components of a comprehensive media arts program and are part of the overall school curriculum; therefore, a school's media arts curriculum should include sequential media arts courses as well as specialized courses in high school: Media Arts 1–4, for example, and courses in animation, film studies, graphic design, sound design and recording, and digital photography.

The Grade Levels

The South Carolina academic standards for Media Arts are provided for each grade level from kindergarten through high school. However, students enter the media arts class with varying degrees of media arts instruction. Media arts teachers—who are held accountable for students' attainment of the media arts standards—must therefore understand how the standards and indicators provide for sequential learning. In many instances, the performance indicator statements themselves suggest prerequisite skills that will help a teacher accommodate gaps in instruction.

Although the South Carolina academic standards for Media Arts are numbered 1 through 6, the arrangement of these standards is not meant to suggest a sequence or hierarchy. Rather, the concepts contained within the various standards often overlap or are related to one another. Richly designed curriculum and instruction should integrate many standards within a unit of study, thus enabling students to see the connections among the six standards in the media arts discipline.

Schools interested in developing quality media arts programs should consult Winthrop University's "Opportunity-to-Learn: Standards for Arts Education," Arts in Basic Curriculum Project, online at <http://www2.winthrop.edu/abc/learn.htm>. In addition, program development recommendations can also be gleaned from the South Carolina Department of Education document *Essential Elements of a Quality Visual and Performing Arts Program*, available online at <http://www.ed.sc.gov/arts>.

Grades K–8: South Carolina specifies academic standards and performance indicators for elementary (kindergarten through grade 5) and middle school (grades 6 through 8). Middle school media arts classes should be scheduled to allow adequate instructional time for teachers to address all the 6 through 8 Media Arts standards and indicators. In the case of limited-contact-hour classes (nine-week exploratory courses or one-semester courses, for example), teachers may not be able to address all of the standards, however. These teachers should therefore identify the indicators that repeat across the three grade levels and implement those particular ones in that class. Then later, as these students progress through the middle school grades, the teacher should seek to give students the optimum level of media arts instruction by addressing the indicators that do show increasing complexity from one grade level to another.

Grades 9–12 (High School Levels 1–4): The Media Arts high school academic standards and indicators are designed to reflect the highest possible levels of achievement in instruction. High schools that aspire to build a comprehensive sequential media arts program for their students should also consider offerings in the area of media arts appreciation, media arts history, and media literacy as well as in a variety of production-based media arts courses. While high school media arts programs make it possible for students who have participated in elementary and middle school media arts programs to continue their growth as media artists, high school students with no prior media arts experience should be provided opportunities in the area of media appreciation and in appropriate production-based courses

Students who are interested in the arts should enroll in the Art, Audio-Video Technology, and Communications Career Cluster, which is divided into six pathways: Audio-Video Communications Technology; Broadcasting, Film, Journalism; Performing Arts; Printing Technology; Telecommunications; and Visual Arts.

Secondary Sources

The following sources were utilized in the creation of the South Carolina academic standards for Media Arts:

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KINDERGARTEN

Creating Media Artwork

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

Indicators

- MAK-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.
- MAK-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.
- MAK-1.3 Develop an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

KINDERGARTEN

Understanding Artistic Design

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

Indicators

- MAK-2.1 Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.
- MAK-2.2 Construct basic designs to communicate his or her personal experiences through media artwork.

KINDERGARTEN

Media Literacy

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

Indicators

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

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

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

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

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

KINDERGARTEN

Making Connections

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

Indicators

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

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

KINDERGARTEN

History and Culture

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

Indicators

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

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

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

KINDERGARTEN

Using Technology Responsibly

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

Indicators

- MAK-6.1 Explore human, cultural, and societal issues related to the media arts and the use of technology.
- MAK-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

GRADE 1

Creating Media Artwork

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

Indicators

- MA1-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.
- MA1-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.
- MA1-1.3 Develop an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

GRADE 1

Understanding Artistic Design

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

Indicators

- MA1-2.1 Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.
- MA1-2.2 Construct basic designs to communicate his or her personal experiences through media artwork.

GRADE 1

Media Literacy

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

Indicators

- MA1-3.1 Identify the purpose and the intended audience for simple **media texts**.
- MA1-3.2 Identify messages in simple **media texts**.
- MA1-3.3 Express his or her thoughts and feelings about simple **media texts**.
- MA1-3.4 Describe ways that different audiences might respond to specific **media texts**.
- MA1-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

GRADE 1

Making Connections

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

Indicators

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

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

GRADE 1

History and Culture

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

Indicators

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

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

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

GRADE 1

Using Technology Responsibly

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

Indicators

- MA1-6.1 Explore human, cultural, and societal issues related to the media arts and the use of technology.
- MA1-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

GRADE 2

Creating Media Artwork

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

Indicators

- MA2-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.
- MA2-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.
- MA2-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

GRADE 2

Understanding Artistic Design

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

Indicators

- MA2-2.1 Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.
- MA2-2.2 Design and create media artwork that communicates his or her personal experiences.

GRADE 2

Media Literacy

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

Indicators

- MA2-3.1 Identify the purpose and the intended audience for some simple **media texts**.
- MA2-3.2 Identify messages in simple **media texts**.
- MA2-3.3 Express his or her thoughts and feelings about simple **media texts**.
- MA2-3.4 Describe ways that different audiences might respond to specific **media texts**.
- MA2-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

GRADE 2

Making Connections

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

Indicators

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

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

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

GRADE 2

History and Culture

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

Indicators

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

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

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

GRADE 2

Using Technology Responsibly

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

Indicators

- MA2-6.1 Explore human, cultural, and societal issues related to the media arts and the use of technology.
- MA2-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

GRADE 3

Creating Media Artwork

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

Indicators

- MA3-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.
- MA3-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.
- MA3-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.
- MA3-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.
- MA3-1.5 Develop self-led and peer-led instruction and assessment skills in the creation of media artwork.

GRADE 3

Understanding Artistic Design

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

Indicators

- MA3-2.1 Use media arts vocabulary to identify elements of artistic design specific to individual media.
- MA3-2.2 Design and create media artwork that communicates his or her personal experiences.
- MA3-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

GRADE 3

Media Literacy

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

Indicators

- MA3-3.1 Identify the purpose and intended audience for a variety of **media texts**.
- MA3-3.2 Identify overt and implied messages in simple **media texts**.
- MA3-3.3 Express his or her opinions about ideas presented in **media texts**.
- MA3-3.4 Describe ways that different audiences might respond to specific **media texts**.
- MA3-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

GRADE 3

Making Connections

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

Indicators

- MA3-4.1 Describe ways that the media arts relate to everyday life and to activities in the world at large.
- MA3-4.2 Describe the relationship between the media arts and other arts disciplines and other content areas.
- MA3-4.3 Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

GRADE 3

History and Culture

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

Indicators

- MA3-5.1 Describe ways that media artwork from past and present culture has influenced human knowledge and experience.
- MA3-5.2 View and discuss media artwork that portrays the people and cultures of South Carolina.
- MA3-5.3 Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.

GRADE 3

Using Technology Responsibly

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

Indicators

- MA3-6.1 Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.
- MA3-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

GRADE 4

Creating Media Artwork

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

Indicators

- MA4-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.
- MA4-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.
- MA4-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.
- MA4-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.
- MA4-1.5 Develop self-led and peer-led instruction and assessment skills in the creation of media artwork.

GRADE 4

Understanding Artistic Design

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

Indicators

- MA4-2.1 Use media arts vocabulary to identify elements of artistic design specific to individual media.
- MA4-2.2 Design and create media artwork that communicates his or her personal experiences.
- MA4-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

GRADE 4

Media Literacy

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

Indicators

- MA4-3.1 Describe the purpose and identify the intended audience for a variety of **media texts**.
- MA4-3.2 Draw inferences and construct meaning by identifying overt and implied messages in **media texts**.
- MA4-3.3 Express opinions about ideas, issues, and/or experiences presented in **media texts**.
- MA4-3.4 Explain why different audiences might respond differently to specific **media texts**.
- MA4-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

GRADE 4

Making Connections

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

Indicators

- MA4-4.1 Describe ways that the media arts relate to everyday life and to activities in the world at large
- MA4-4.2 Describe the relationship between the media arts and other arts disciplines and other content areas.
- MA4-4.3 Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

GRADE 4

History and Culture

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

Indicators

- MA4-5.1 Describe ways that media artwork from past and present culture has influenced human knowledge and experience.
- MA4-5.2 View and discuss media artwork that portrays the people and cultures of the United States.
- MA4-5.3 Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.

GRADE 4

Using Technology Responsibly

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

Indicators

- MA4-6.1 Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.
- MA4-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

GRADE 5

Creating Media Artwork

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

Indicators

- MA5-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.
- MA5-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.
- MA5-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.
- MA5-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.
- MA5-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

GRADE 5

Understanding Artistic Design

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

Indicators

- MA5-2.1 Use media arts vocabulary to identify elements of artistic design specific to individual media.
- MA5-2.2 Design and create media artwork that communicates his or her personal experiences.
- MA5-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

GRADE 5

Media Literacy

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

Indicators

- MA5-3.1 Identify and describe the purpose and the intended audience for a variety of **media texts**.
- MA5-3.2 Interpret **media texts**, using overt and implied messages as evidence for his or her interpretations.
- MA5-3.3 Express opinions about ideas, issues, and/or experiences presented in **media texts** and give evidence from the texts to support his or her opinions.
- MA5-3.4 Explain why different audiences might have different responses to a variety of **media texts**.
- MA5-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).

GRADE 5

Making Connections

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

Indicators

- MA5-4.1 Describe ways that the media arts relate to everyday life and to activities in the world at large.
- MA5-4.2 Describe the relationship between the media arts and other arts disciplines and other content areas.
- MA5-4.3 Explore the financial aspects of media arts productions, including budget responsibility and career opportunities.

GRADE 5

History and Culture

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

Indicators

- MA5-5.1 Describe ways that media artwork from past and present culture has influenced human knowledge and experience.
- MA5-5.2 View and discuss media artwork that portrays the people and cultures of the United States.
- MA5-5.3 Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.

GRADE 5

Using Technology Responsibly

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

Indicators

- MA5-6.1 Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.
- MA5-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

GRADE 6

Creating Media Artwork

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

Indicators

- MA6-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.
- MA6-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.
- MA6-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.
- MA6-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.
- MA6-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

GRADE 6

Understanding Artistic Design

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

Indicators

- MA6-2.1 Expand his or her media arts vocabulary and identify elements of artistic design specific to individual media.
- MA6-2.2 Design and create media artwork that communicates his or her personal experiences.
- MA6-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

GRADE 6

Media Literacy

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

Indicators

- MA6-3.1 Explain the ways that a variety of **media texts** address their intended purpose and audience.
- MA6-3.2 Interpret **media texts**, using overt and implied messages as evidence for his or her interpretations.
- MA6-3.3 Evaluate the effectiveness of the presentation in **media texts** (for example, treatment of ideas, information, themes, opinions, issues).
- MA6-3.4 Explain why different audiences might have different responses to a variety of **media texts**.
- MA6-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).
- MA6-3.6 Identify the techniques used in different **media texts** that reflect varying perspectives and points of view.

GRADE 6

Making Connections

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

Indicators

- MA6-4.1 Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.
- MA6-4.2 Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.
- MA6-4.3 Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.

GRADE 6

History and Culture

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

Indicators

- MA6-5.1 Analyze ways that information from past and present culture has influenced the evolution of the media arts.
- MA6-5.2 View and discuss media artwork that portrays the people and cultures of the world.
- MA6-5.3 Describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

GRADE 6

Using Technology Responsibly

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

Indicators

- MA6-6.1 Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.
- MA6-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

GRADE 7

Creating Media Artwork

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

Indicators

- MA7-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.
- MA7-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.
- MA7-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.
- MA7-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.
- MA7-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

GRADE 7

Understanding Artistic Design

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

Indicators

- MA7-2.1 Expand his or her media arts vocabulary and identify elements of artistic design specific to individual media.
- MA7-2.2 Design and create media artwork that communicates his or her experiences.
- MA7-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

GRADE 7

Media Literacy

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

Indicators

- MA7-3.1 Explain the ways that a variety of **media texts** address their intended purpose and audience.
- MA7-3.2 Interpret increasingly complex **media texts**.
- MA7-3.3 Evaluate the effectiveness of the presentation and treatment of ideas in **media texts**.
- MA7-3.4 Explain why different audiences might have different responses to a variety of **media texts**.
- MA7-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).
- MA7-3.6 Identify the techniques used in different **media texts** that reflect varying perspectives and points of view.

GRADE 7

Making Connections

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

Indicators

- MA7-4.1 Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.
- MA7-4.2 Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.
- MA7-4.3 Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.

GRADE 7

History and Culture

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

Indicators

- MA7-5.1 Analyze ways that information from past and present culture has influenced the evolution of the media arts.
- MA7-5.2 View and discuss media artwork that portrays the people and cultures of the world.
- MA7-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

GRADE 7

Using Technology Responsibly

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

Indicators

- MA7-6.1 Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.
- MA7-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

GRADE 8

Creating Media Artwork

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

Indicators

- MA8-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.
- MA8-1.2 Analyze and use a variety of media technologies, techniques, and processes.
- MA8-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.
- MA8-1.4 Utilize **information literacy skills** to make informed decisions about his or her use of digital tools and resources.
- MA8-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

GRADE 8

Understanding Artistic Design

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

Indicators

MA8-2.1 Expand his or her media arts vocabulary.

MA8-2.2 Design and create media artwork that communicates his or her experiences.

MA8-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

MA8-2.4 Apply elements of artistic design specific to individual media.

GRADE 8

Media Literacy

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

Indicators

- MA8-3.1 Explain the ways that a variety of **media texts** address their intended purpose and audience.
- MA8-3.2 Interpret increasingly complex **media texts**.
- MA8-3.3 Evaluate the effectiveness of the presentation and treatment of ideas in **media texts**.
- MA8-3.4 Explain why different audiences might have different responses to a variety of **media texts**.
- MA8-3.5 Identify creative techniques used in a variety of **media texts** (for example, television, film, radio, Internet).
- MA8-3.6 Identify whose point of view is presented in a **media text** and identify missing or alternative points of view.

GRADE 8

Making Connections

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

Indicators

- MA8-4.1 Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.
- MA8-4.2 Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.
- MA8-4.3 Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.

GRADE 8

History and Culture

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

Indicators

- MA8-5.1 Analyze ways that information from past and present culture has influenced the evolution of the media arts.
- MA8-5.2 Compare and contrast media artwork that portrays the people and cultures of the world and those of South Carolina.
- MA8-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

GRADE 8

Using Technology Responsibly

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

Indicators

- MA8-6.1 Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.
- MA8-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

HIGH SCHOOL LEVEL 1

Creating Media Artwork

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

Indicators

MAHS1-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

MAHS1-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

MAHS1-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

MAHS1-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

MAHS1-1.5 Create self-led and peer-led instruction and assessment materials for evaluating media artwork.

**HIGH SCHOOL
LEVEL 1**

Understanding Artistic Design

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

Indicators

MAHS1-2.1 Communicate effectively using media arts vocabulary.

MAHS1-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

MAHS1-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

MAHS1-2.4 Apply elements of artistic design specific to individual media.

HIGH SCHOOL LEVEL 1

Media Literacy

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

Indicators

- MAHS1-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.
- MAHS1-3.2 Create messages using **media texts**.
- MAHS1-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.
- MAHS1-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways in which they help to create meaning.
- MAHS1-3.5 Evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).
- MAHS1-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.
- MAHS1-3.7 Describe the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

HIGH SCHOOL LEVEL 1

Making Connections

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

Indicators

- MAHS1-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.
- MAHS1-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.
- MAHS1-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.
- MAHS1-4.4 Analyze and evaluate the effects of the media arts in the global economy.

**HIGH SCHOOL
LEVEL 1**

History and Culture

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

Indicators

- MAHS1-5.1 Describe ways that information from past and present culture has influenced the evolution of the media arts.
- MAHS1-5.2 Analyze and evaluate ways that media artwork portrays the people and cultures of the world.
- MAHS1-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

HIGH SCHOOL LEVEL 1

Using Technology Responsibly

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

Indicators

MAHS1-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

MAHS1-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

HIGH SCHOOL LEVEL 2

Creating Media Artwork

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

Indicators

- MAHS2-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.
- MAHS2-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.
- MAHS2-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.
- MAHS2-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.
- MAHS2-1.5 Create self-led and peer-led instruction and assessment materials for evaluating media artwork.

**HIGH SCHOOL
LEVEL 2**

Understanding Artistic Design

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

Indicators

- MAHS2-2.1 Communicate effectively using media arts vocabulary.
- MAHS2-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.
- MAHS2-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.
- MAHS2-2.4 Apply elements of artistic design specific to individual media.

HIGH SCHOOL LEVEL 2

Media Literacy

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

Indicators

- MAHS2-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.
- MAHS2-3.2 Create messages using **media texts**.
- MAHS2-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.
- MAHS2-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.
- MAHS2-3.5 Analyze the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).
- MAHS2-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.
- MAHS2-3.7 Describe the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

HIGH SCHOOL LEVEL 2

Making Connections

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

Indicators

- MAHS2-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.
- MAHS2-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.
- MAHS2-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.
- MAHS2-4.4 Analyze and evaluate the effects of the media arts in the global economy.

**HIGH SCHOOL
LEVEL 2**

History and Culture

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

Indicators

- MAHS2-5.1 Describe ways that information from past and present culture has influenced the evolution of the media arts.
- MAHS2-5.2 Describe ways in which media artwork portrays the people and cultures of the world.
- MAHS2-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

HIGH SCHOOL LEVEL 2

Using Technology Responsibly

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

Indicators

MAHS2-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

MAHS2-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

HIGH SCHOOL LEVEL 3

Creating Media Artwork

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

Indicators

MAHS3-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

MAHS3-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

MAHS3-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

MAHS3-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

MAHS3-1.5 Evaluate media artwork using self-led and peer-led instruction and assessment materials.

HIGH SCHOOL LEVEL 3

Understanding Artistic Design

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

Indicators

MAHS3-2.1 Communicate effectively using media arts vocabulary.

MAHS3-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

MAHS3-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

MAHS3-2.4 Apply elements of artistic design specific to individual media.

**HIGH SCHOOL
LEVEL 3**

Media Literacy

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

Indicators

- MAHS3-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.
- MAHS3-3.2 Create messages using **media texts**.
- MAHS3-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.
- MAHS3-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.
- MAHS3-3.5 Analyze and evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).
- MAHS3-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.
- MAHS3-3.7 Critique the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

**HIGH SCHOOL
LEVEL 3**

Making Connections

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

Indicators

- MAHS3-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.
- MAHS3-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.
- MAHS3-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.
- MAHS3-4.4 Analyze and evaluate the effects of the media arts in the global economy.

**HIGH SCHOOL
LEVEL 3**

History and Culture

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

Indicators

MAHS3-5.1 Analyze and evaluate ways that information from past and present culture has influenced the evolution of the media arts.

MAHS3-5.2 Describe ways in which media artwork portrays the people and cultures of the world.

MAHS3-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

HIGH SCHOOL LEVEL 3

Using Technology Responsibly

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

Indicators

MAHS3-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

MAHS3-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

HIGH SCHOOL LEVEL 4

Creating Media Artwork

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

Indicators

MAHS4-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.

MAHS4-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.

MAHS4-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.

MAHS4-1.4 Utilize **information literacy skills** to make informed decisions using digital tools and resources in the creation of media artwork.

MAHS4-1.5 Evaluate media artwork using self-led and peer-led instruction and assessment materials.

**HIGH SCHOOL
LEVEL 4**

Understanding Artistic Design

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

Indicators

MAHS4-2.1 Communicate effectively using media arts vocabulary.

MAHS4-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.

MAHS4-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.

MAHS4-2.4 Apply elements of artistic design specific to individual media.

MAHS4-2.5 Create works that demonstrate high levels of competency in design principals and effective composition in the media arts.

HIGH SCHOOL LEVEL 4

Media Literacy

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

Indicators

- MAHS4-3.1 Demonstrate the ways in which a variety of **media texts** address their intended purpose and audience.
- MAHS4-3.2 Create messages using **media texts**.
- MAHS4-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in **media texts**.
- MAHS4-3.4 Identify the **codes** and **conventions** used in **media texts** and explain the ways that they help to create meaning.
- MAHS4-3.5 Analyze and evaluate the creative techniques used in a variety of media texts (for example, television, film, radio, Internet).
- MAHS4-3.6 Analyze the manner in which the language, tone, and point of view used in **media texts** work to influence the meaning and interpretation of messages.
- MAHS4-3.7 Critique the characteristics of particular **media art forms** and explain ways that they convey meaning and influence their audience.

HIGH SCHOOL

LEVEL 4

Making Connections

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

Indicators

MAHS4-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.

MAHS4-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.

MAHS4-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.

MAHS4-4.4 Analyze and evaluate the effects of the media arts in the global economy.

**HIGH SCHOOL
LEVEL 4**

History and Culture

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

Indicators

- MAHS4-5.1 Analyze and evaluate ways that information from past and present culture has influenced the evolution of the media arts.
- MAHS4-5.2 Describe ways in which media artwork portrays the people and cultures of the world.
- MAHS4-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.

**HIGH SCHOOL
LEVEL 4**

Using Technology Responsibly

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

Indicators

MAHS4-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.

MAHS4-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

Media Arts Standards: Grades K – 12

Creating Media Artwork

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

Kindergarten	1st	2nd	3rd	4th	5th
MAK-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.	MA1-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.	MA2-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.	MA3-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.	MA4-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.	MA5-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.
MAK-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.	MA1-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.	MA2-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.	MA3-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.	MA4-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.	MA5-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.
MAK-1.3 Develop an understanding of and respect for the accepted procedures regarding the	MA1-1.3 Develop an understanding of and respect for the accepted procedures regarding the	MA2-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the	MA3-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the	MA4-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the	MA5-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the

responsible care of media arts equipment and materials.	responsible care of media arts equipment and materials.	responsible care of media arts equipment and materials.	responsible care of media arts equipment and materials.	responsible care of media arts equipment and materials.	responsible care of media arts equipment and materials.
			MA3-1.4 Utilize information literacy skills to make informed decisions about his or her use of digital tools and resources.	MA4-1.4 Utilize information literacy skills to make informed decisions about his or her use of digital tools and resources.	MA5-1.4 Utilize information literacy skills to make informed decisions about his or her use of digital tools and resources.
			MA3-1.5 Develop self-led and peer-led instruction and assessment skills in the creation of media artwork.	MA4-1.5 Develop self-led and peer-led instruction and assessment skills in the creation of media artwork.	MA5-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

6 th	7 th	8 th
MA6-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.	MA7-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.	MA8-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.
MA6-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.	MA7-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.	MA8-1.2 Analyze and use a variety of media technologies, techniques, and processes.
MA6-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.	MA7-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.	MA8-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.
MA6-1.4 Utilize information literacy skills to make informed decisions about his or her use of digital tools and resources.	MA7-1.4 Utilize information literacy skills to make informed decisions about his or her use of digital tools and resources.	MA8-1.4 Utilize information literacy skills to make informed decisions about his or her use of digital tools and resources.
MA6-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.	MA7-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.	MA8-1.5 Demonstrate the use of self-led and peer-led instruction and assessment materials for evaluating media artwork.

H1	H2	H3	H4
MAHS1-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.	MAHS2-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.	MAHS3-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.	MAHS4-1.1 Identify the specific skills, knowledge, and abilities necessary for creating media artwork.
MAHS1-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.	MAHS2-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.	MAHS3-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.	MAHS4-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.
MAHS1-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.	MAHS2-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.	MAHS3-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.	MAHS4-1.3 Demonstrate an understanding of and respect for the accepted procedures regarding the responsible care of media arts equipment and materials.
MAHS1-1.4 Utilize information literacy skills to make informed decisions using digital tools and resources in the creation of media artwork.	MAHS2-1.4 Utilize information literacy skills to make informed decisions using digital tools and resources in the creation of media artwork.	MAHS3-1.4 Utilize information literacy skills to make informed decisions using digital tools and resources in the creation of media artwork.	MAHS4-1.4 Utilize information literacy skills to make informed decisions using digital tools and resources in the creation of media artwork.

<p>MAHS1-1.5 Create self-led and peer-led instruction and assessment materials for evaluating media artwork.</p>	<p>MAHS2-1.5 Create self-led and peer-led instruction and assessment materials for evaluating media artwork.</p>	<p>MAHS3-1.5 Evaluate media artwork using self-led and peer-led instruction and assessment materials.</p>	<p>MAHS4-1.5 Evaluate media artwork using self-led and peer-led instruction and assessment materials.</p>
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Media Arts Standards: Grades K – 12

Understanding Artistic Design

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

Kindergarten	1 st	2 nd	3 rd	4 th	5 th
MAK-2.1 Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.	MA1-2.1 Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.	MA2-2.1 Develop a basic media arts vocabulary and identify elements of artistic design specific to individual media.	MA3-2.1 Use media arts vocabulary to identify elements of artistic design specific to individual media.	MA4-2.1 Use media arts vocabulary to identify elements of artistic design specific to individual media.	MA5-2.1 Use media arts vocabulary to identify elements of artistic design specific to individual media.
MAK-2.2 Construct basic designs to communicate his or her personal experiences through media artwork.	MA1-2.2 Construct basic designs to communicate his or her personal experiences through media artwork.	MA2-2.2 Design and create media artwork that communicates his or her personal experiences.	MA3-2.2 Design and create media artwork that communicates his or her personal experiences.	MA4-2.2 Design and create media artwork that communicates his or her personal experiences.	MA5-2.2 Design and create media artwork that communicates his or her personal experiences.
			MA3-2.3 Describe processes used in the creation of	MA4-2.3 Describe processes used in the creation of	MA5-2.3 Describe processes used in the creation

			media artwork and identify the products that are the result of those processes.	media artwork and identify the products that are the result of those processes.	of media artwork and identify the products that are the result of those processes.
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6 th	7 th	8 th
<p>MA6-2.1 Expand his or her media arts vocabulary and identify elements of artistic design specific to individual media.</p>	<p>MA7-2.1 Expand his or her media arts vocabulary and identify elements of artistic design specific to individual media.</p>	<p>MA8-2.1 Expand his or her media arts vocabulary.</p>
<p>MA6-2.2 Design and create media artwork that communicates his or her personal experiences.</p>	<p>MA7-2.2 Design and create media artwork that communicates his or her experiences.</p>	<p>MA8-2.2 Design and create media artwork that communicates his or her experiences.</p>
<p>MA6-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.</p>	<p>MA7-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.</p>	<p>MA8-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.</p>
		<p>MA8-2.4 Apply elements of artistic design specific to individual media.</p>

H1	H2	H3	H4
MAHS1-2.1 Communicate effectively using media arts vocabulary.	MAHS2-2.1 Communicate effectively using media arts vocabulary.	MAHS3-2.1 Communicate effectively using media arts vocabulary.	MAHS4-2.1 Communicate effectively using media arts vocabulary.
MAHS1-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.	MAHS2-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.	MAHS3-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.	MAHS4-2.2 Create media artwork that communicates his or her experiences and reflects an analysis of social or community issues.
MAHS1-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.	MAHS2-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.	MAHS3-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.	MAHS4-2.3 Describe processes used in the creation of media artwork and identify the products that are the result of those processes.
MAHS1-2.4 Apply elements of artistic design specific to individual media.	MAHS2-2.4 Apply elements of artistic design specific to individual media.	MAHS3-2.4 Apply elements of artistic design specific to individual media.	MAHS4-2.4 Apply elements of artistic design specific to individual media.
			MAHS4-2.5 Create works that demonstrate high levels of competency in design principals and effective composition in the media arts.

Media Arts Standards: Grades K – 12

Media Literacy

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

Kindergarten	1 st	2 nd	3 rd	4 th	5 th
MAK-3.1 Identify the creator and the purpose for simple media texts .	MA1-3.1 Identify the purpose and the intended audience for simple media texts .	MA2-3.1 Identify the purpose and the intended audience for some simple media texts .	MA3-3.1 Identify the purpose and intended audience for a variety of media texts .	MA4-3.1 Describe the purpose and identify the intended audience for a variety of media texts .	MA5-3.1 Identify and describe the purpose and the intended audience for a variety of media texts .
MAK-3.2 Identify messages in simple media texts .	MA1-3.2 Identify messages in simple media texts .	MA2-3.2 Identify messages in simple media texts .	MA3-3.2 Identify overt and implied messages in simple media texts .	MA4-3.2 Draw inferences and construct meaning by identifying overt and implied messages in media texts .	MA5-3.2 Interpret media texts , using overt and implied messages as evidence for his or her interpretations.
MAK-3.3 Express his or her thoughts and feelings about simple media texts .	MA1-3.3 Express his or her thoughts and feelings about simple media texts .	MA2-3.3 Express his or her thoughts and feelings about simple media texts .	MA3-3.3 Express his or her opinions about ideas presented in media texts .	MA4-3.3 Express opinions about ideas, issues, and/or experiences presented in media texts .	MA5-3.3 Express opinions about ideas, issues, and/or experiences presented in media texts and give evidence from the texts to support his or her opinions.

<p>MAK-3.4 Describe ways that different audiences might respond to specific media texts.</p>	<p>MA1-3.4 Describe ways that different audiences might respond to specific media texts.</p>	<p>MA2-3.4 Describe ways that different audiences might respond to specific media texts.</p>	<p>MA3-3.4 Describe ways that different audiences might respond to specific media texts.</p>	<p>MA4-3.4 Explain why different audiences might respond differently to specific media texts.</p>	<p>MA5-3.4 Explain why different audiences might have different responses to a variety of media texts.</p>
<p>MAK-3.5 Identify creative techniques used in a variety of media texts (for example, television, film, radio, Internet).</p>	<p>MA1-3.5 Identify creative techniques used in a variety of media texts (for example, television, film, radio, Internet).</p>	<p>MA2-3.5 Identify creative techniques used in a variety of media texts (for example, television, film, radio, Internet).</p>	<p>MA3-3.5 Identify creative techniques used in a variety of media texts (for example, television, film, radio, Internet).</p>	<p>MA4-3.5 Identify creative techniques used in a variety of media texts (for example, television, film, radio, Internet).</p>	<p>MA5-3.5 Identify creative techniques used in a variety of media texts (for example, television, film, radio, Internet).</p>

6 th	7 th	8 th
<p>MA6-3.1 Explain the ways that a variety of media texts address their intended purpose and audience.</p>	<p>MA7-3.1 Explain the ways that a variety of media texts address their intended purpose and audience.</p>	<p>MA8-3.1 Explain the ways that a variety of media texts address their intended purpose and audience.</p>
<p>MA6-3.2 Interpret media texts, using overt and implied messages as evidence for his or her interpretations.</p>	<p>MA7-3.2 Interpret increasingly complex media texts.</p>	<p>MA8-3.2 Interpret increasingly complex media texts.</p>
<p>MA6-3.3 Evaluate the effectiveness of the presentation in media texts (for example, treatment of ideas, information, themes, opinions, issues).</p>	<p>MA7-3.3 Evaluate the effectiveness of the presentation and treatment of ideas in media texts.</p>	<p>MA8-3.3 Evaluate the effectiveness of the presentation and treatment of ideas in media texts.</p>
<p>MA6-3.4 Explain why different audiences might have different responses to a variety of media texts.</p>	<p>MA7-3.4 Explain why different audiences might have different responses to a variety of media texts.</p>	<p>MA8-3.4 Explain why different audiences might have different responses to a variety of media texts.</p>
<p>MA6-3.5 Identify creative techniques used in a variety of media texts (for example, television, film, radio, Internet).</p>	<p>MA7-3.5 Identify creative techniques used in a variety of media texts (for example, television, film, radio, Internet).</p>	<p>MA8-3.5 Identify creative techniques used in a variety of media texts (for example, television, film, radio, Internet).</p>

<p>MA6-3.6 Identify the techniques used in different media texts that reflect varying perspectives and points of view.</p>	<p>MA7-3.6 Identify the techniques used in different media texts that reflect varying perspectives and points of view.</p>	<p>MA8-3.6 Identify whose point of view is presented in a media text and identify missing or alternative points of view.</p>
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H1	H2	H3	H4
MAHS1-3.1 Demonstrate the ways in which a variety of media texts address their intended purpose and audience.	MAHS2-3.1 Demonstrate the ways in which a variety of media texts address their intended purpose and audience.	MAHS3-3.1 Demonstrate the ways in which a variety of media texts address their intended purpose and audience.	MAHS4-3.1 Demonstrate the ways in which a variety of media texts address their intended purpose and audience.
MAHS1-3.2 Create messages using media texts .	MAHS2-3.2 Create messages using media texts .	MAHS3-3.2 Create messages using media texts .	MAHS4-3.2 Create messages using media texts .
MAHS1-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in media texts .	MAHS2-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in media texts .	MAHS3-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in media texts .	MAHS4-3.3 Demonstrate comprehension of the effectiveness of the presentation and treatment of ideas in media texts .
MAHS1-3.4 Identify the codes and conventions used in media texts and explain the ways in which they help to create meaning.	MAHS2-3.4 Identify the codes and conventions used in media texts and explain the ways that they help to create meaning.	MAHS3-3.4 Identify the codes and conventions used in media texts and explain the ways that they help to create meaning.	MAHS4-3.4 Identify the codes and conventions used in media texts and explain the ways that they help to create meaning.
MAHS1-3.5 Evaluate the creative techniques used in a variety of media texts (for example, television, film,	MAHS2-3.5 Analyze the creative techniques used in a variety of media texts (for example, television, film,	MAHS3-3.5 Analyze and evaluate the creative techniques used in a variety of media texts (for example, television,	MAHS4-3.5 Analyze and evaluate the creative techniques used in a variety of media texts (for example, television,

radio, Internet).	radio, Internet).	film, radio, Internet).	film, radio, Internet).
<p>MAHS1-3.6 Analyze the manner in which the language, tone, and point of view used in media texts work to influence the meaning and interpretation of messages.</p>	<p>MAHS2-3.6 Analyze the manner in which the language, tone, and point of view used in media texts work to influence the meaning and interpretation of messages.</p>	<p>MAHS3-3.6 Analyze the manner in which the language, tone, and point of view used in media texts work to influence the meaning and interpretation of messages.</p>	<p>MAHS4-3.6 Analyze the manner in which the language, tone, and point of view used in media texts work to influence the meaning and interpretation of messages.</p>
<p>MAHS1-3.7 Describe the characteristics of particular media art forms and explain ways that they convey meaning and influence their audience.</p>	<p>MAHS2-3.7 Describe the characteristics of particular media art forms and explain ways that they convey meaning and influence their audience.</p>	<p>MAHS3-3.7 Critique the characteristics of particular media art forms and explain ways that they convey meaning and influence their audience.</p>	<p>MAHS4-3.7 Critique the characteristics of particular media art forms and explain ways that they convey meaning and influence their audience.</p>

Media Arts Standards: Grades K – 12

Making Connections

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

Kindergarten	1 st	2 nd	3 rd	4 th	5 th
MAK-4.1 Identify uses of the media arts in everyday life.	MA1-4.1 Identify uses of the media arts in everyday life.	MA2-4.1 Identify uses of the media arts in everyday life.	MA3-4.1 Describe ways that the media arts relate to everyday life and to activities in the world at large.	MA4-4.1 Describe ways that the media arts relate to everyday life and to activities in the world at large.	MA5-4.1 Describe ways that the media arts relate to everyday life and to activities in the world at large.
MAK-4.2 Compare and contrast the media arts with other arts disciplines and other content areas.	MA1-4.2 Compare and contrast the media arts with other arts disciplines and other content areas.	MA2-4.2 Compare and contrast the media arts with other arts disciplines and other content areas.	MA3-4.2 Describe the relationship between the media arts and other arts disciplines and other content areas.	MA4-4.2 Describe the relationship between the media arts and other arts disciplines and other content areas.	MA5-4.2 Describe the relationship between the media arts and other arts disciplines and other content areas.
		MA2-4.3 Explore the financial aspects of media arts productions, including budget	MA3-4.3 Explore the financial aspects of media arts productions, including budget	MA4-4.3 Explore the financial aspects of media arts productions, including budget	MA5-4.3 Explore the financial aspects of media arts productions, including budget

		responsibility and career opportunities.	responsibility and career opportunities.	responsibility and career opportunities.	responsibility and career opportunities.
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6 th	7 th	8 th
<p>MA6-4.1 Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.</p>	<p>MA7-4.1 Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.</p>	<p>MA8-4.1 Analyze examples of media artwork to gain an awareness of the components that connect the media arts to everyday life and activities in the world at large.</p>
<p>MA6-4.2 Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.</p>	<p>MA7-4.2 Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.</p>	<p>MA8-4.2 Analyze and describe the relationship between the media arts and other arts disciplines and other content areas.</p>
<p>MA6-4.3 Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.</p>	<p>MA7-4.3 Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.</p>	<p>MA8-4.3 Analyze and describe financial aspects of media arts productions, including budget responsibility and career opportunities.</p>

H1	H2	H3	H4
<p>MAHS1-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.</p>	<p>MAHS2-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.</p>	<p>MAHS3-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.</p>	<p>MAHS4-4.1 Demonstrate the ways that the media arts relate to everyday life and activities in the world at large.</p>
<p>MAHS1-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.</p>	<p>MAHS2-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.</p>	<p>MAHS3-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.</p>	<p>MAHS4-4.2 Communicate an understanding of the relationship between the media arts and other arts disciplines and other content areas.</p>
<p>MAHS1-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.</p>	<p>MAHS2-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.</p>	<p>MAHS3-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.</p>	<p>MAHS4-4.3 Analyze and evaluate the financial aspects of media arts productions, including budget responsibility and career opportunities.</p>
<p>MAHS1-4.4 Analyze and evaluate the effects of the media arts in the global economy.</p>	<p>MAHS2-4.4 Analyze and evaluate the effects of the media arts in the global economy.</p>	<p>MAHS3-4.4 Analyze and evaluate the effects of the media arts in the global economy.</p>	<p>MAHS4-4.4 Analyze and evaluate the effects of the media arts in the global economy.</p>

Media Arts Standards: Grades K – 12

History and Culture

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

Kindergarten	1 st	2 nd	3 rd	4 th	5 th
MAK-5.1 View and describe a variety of media art forms .	MA1-5.1 View and describe a variety of media art forms .	MA2-5.1 View and describe a variety of media art forms .	MA3-5.1 Describe ways that media artwork from past and present culture has influenced human knowledge and experience.	MA4-5.1 Describe ways that media artwork from past and present culture has influenced human knowledge and experience.	MA5-5.1 Describe ways that media artwork from past and present culture has influenced human knowledge and experience.
MAK-5.2 View and discuss media artwork that portrays family and/or community.	MA1-5.2 View and discuss media artwork that portrays family and/or community.	MA2-5.2 View and discuss media artwork that portrays family and/or community.	MA3-5.2 View and discuss media artwork that portrays the people and cultures of South Carolina.	MA4-5.2 View and discuss media artwork that portrays the people and cultures of the United States.	MA5-5.2 View and discuss media artwork that portrays the people and cultures of the United States.

<p>MAK-5.3 Identify characteristics of the media arts that exist among diverse cultural and ethnic groups.</p>	<p>MA1-5.3 Identify characteristics of the media arts that exist among diverse cultural and ethnic groups.</p>	<p>MA2-5.3 Identify characteristics of the media arts that exist among diverse cultural and ethnic groups.</p>	<p>MA3-5.3 Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.</p>	<p>MA4-5.3 Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.</p>	<p>MA5-5.3 Describe characteristics of the media arts that exist among diverse cultural and ethnic groups.</p>
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6 th	7 th	8 th
<p>MA6-5.1 Analyze ways that information from past and present culture has influenced the evolution of the media arts.</p>	<p>MA7-5.1 Analyze ways that information from past and present culture has influenced the evolution of the media arts.</p>	<p>MA8-5.1 Analyze ways that information from past and present culture has influenced the evolution of the media arts.</p>
<p>MA6-5.2 View and discuss media artwork that portrays the people and cultures of the world.</p>	<p>MA7-5.2 View and discuss media artwork that portrays the people and cultures of the world.</p>	<p>MA8-5.2 Compare and contrast media artwork that portrays the people and cultures of the world and those of South Carolina.</p>
<p>MA6-5.3 Describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.</p>	<p>MA7-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.</p>	<p>MA8-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.</p>

H1	H2	H3	H4
<p>MAHS1-5.1 Describe ways that information from past and present culture has influenced the evolution of the media arts.</p>	<p>MAHS2-5.1 Describe ways that information from past and present culture has influenced the evolution of the media arts.</p>	<p>MAHS3-5.1 Analyze and evaluate ways that information from past and present culture has influenced the evolution of the media arts.</p>	<p>MAHS4-5.1 Analyze and evaluate ways that information from past and present culture has influenced the evolution of the media arts.</p>
<p>MAHS1-5.2 Analyze and evaluate ways that media artwork portrays the people and cultures of the world.</p>	<p>MAHS2-5.2 Describe ways in which media artwork portrays the people and cultures of the world.</p>	<p>MAHS3-5.2 Describe ways in which media artwork portrays the people and cultures of the world.</p>	<p>MAHS4-5.2 Describe ways in which media artwork portrays the people and cultures of the world.</p>
<p>MAHS1-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.</p>	<p>MAHS2-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.</p>	<p>MAHS3-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.</p>	<p>MAHS4-5.3 Analyze and describe characteristics of the media arts that exist across time and among diverse cultural and ethnic groups.</p>

Media Arts Standards: Grades K - 12 Using Technology Responsibly

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

Kindergarten	1 st	2 nd	3 rd	4 th	5 th
MAK-6.1 Explore human, cultural, and societal issues related to the media arts and the use of technology.	MA1-6.1 Explore human, cultural, and societal issues related to the media arts and the use of technology.	MA2-6.1 Explore human, cultural, and societal issues related to the media arts and the use of technology.	MA3-6.1 Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.	MA4-6.1 Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.	MA5-6.1 Describe and discuss human, cultural, and societal issues related to the media arts and the use of technology.
MAK-6.2 Practice legal and ethical behavior in the media arts and the use of technology.	MA1-6.2 Practice legal and ethical behavior in the media arts and the use of technology.	MA2-6.2 Practice legal and ethical behavior in the media arts and the use of technology.	MA3-6.2 Practice legal and ethical behavior in the media arts and the use of technology.	MA4-6.2 Practice legal and ethical behavior in the media arts and the use of technology.	MA5-6.2 Practice legal and ethical behavior in the media arts and the use of technology.

6 th	7 th	8 th
<p>MA6-6.1 Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.</p>	<p>MA7-6.1 Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.</p>	<p>MA8-6.1 Analyze and describe human, cultural, and societal issues related to the media arts and the use of technology.</p>
<p>MA6-6.2 Practice legal and ethical behavior in the media arts and the use of technology.</p>	<p>MA7-6.2 Practice legal and ethical behavior in the media arts and the use of technology.</p>	<p>MA8-6.2 Practice legal and ethical behavior in the media arts and the use of technology.</p>

H1	H2	H3	H4
<p>MAHS1-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.</p>	<p>MAHS2-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.</p>	<p>MAHS3-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.</p>	<p>MAHS4-6.1 Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.</p>
<p>MAHS1-6.2 Practice legal and ethical behavior in the media arts and the use of technology.</p>	<p>MAHS2-6.2 Practice legal and ethical behavior in the media arts and the use of technology.</p>	<p>MAHS3-6.2 Practice legal and ethical behavior in the media arts and the use of technology.</p>	<p>MAHS4-6.2 Practice legal and ethical behavior in the media arts and the use of technology.</p>

GLOSSARY

Terms in the glossary are defined as they relate to media arts content. It is important to note that a single term may have more than one definition or explanation.

The following source was utilized in the creation of the Media Arts glossary:

Boles, Derek. 1994. "The Language of Media Literacy: A Glossary of Terms." *Mediacy* [letter of the Association for Media Literacy (Ontario, Canada)] 16, no. 3. Available online at http://www.media-awareness.ca/english/resources/educational/teaching_backgrounders/media_literacy/glossary_media_literacy.cfm.

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codes and conventions	<p><i>Codes</i> are systems of signs put together (usually in a sequence) to create meaning. These systems may be verbal, visual, nonverbal, or aural (e.g., sound effects, music). Visual media may use a number of technical codes such as camera angles, framing, composition, and lighting to convey a particular attitude to a subject. <i>Conventions</i> are the commonly accepted or generally known methods of doing something.</p> <p>Codes and conventions are used together in the study and examination of a specific media genre. The camera angles used in a film, for example, should be studied in terms of the way camera angles are conventionally used in the particular type of film.</p>
digital citizenship	A standard of behavior with regard to the appropriate use of technology. A set of ethical and social norms that oppose the misuse and abuse of technology.
information literacy skills	The abilities necessary to access, utilize, and critically evaluate the products of the mass media, including an informed understanding of the nature of the media and the methods they employ.
media art	Types of art created with media technologies—computer graphics, for example, and digital imaging.

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media texts

Aural, print, graphic, and electronic communications with a public audience. Such texts often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts include papers and magazines, television, video and film, radio, computer software, and the Internet.