FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

MYP MEDIA ARTS

Board Approved: January 2018   **Course Length: One Year**
Proposed Grade Level(s): 6-8   **Subject Area: IB MYP Arts/Elective**
Grading: A-F   **Credits: N/A**

CTE Sector/Pathway: Arts, Media and Entertainment/Design, Visual, and Media Arts
Prerequisite(s): N/A
Articulation Units: N/A
Intent to Pursue 'A-G' College Prep Status: No
A-G Course Identifier: N/A

COURSE DESCRIPTION:

Media Arts is a visual arts course within the framework of the International Baccalaureate (IB) Middle Years Programme (MYP). This year-long course provides students with an opportunity to experience and learn about forms of communication, web page creation, digital animation, and film production. "The arts [within the IB MYP] are a universal form of human expression and a unique way of knowing that engage us in effective, imaginative and productive activities. Learning through the arts helps us to explore, shape and communicate our sense of identity and individuality. A focus on the individual enhances our self-confidence, resilience and adaptability. It encourages our sense of belonging and community through the recognition of identities. During adolescence, the arts provide an opportunity for age-appropriate and holistic development of the social, emotional, intellectual and personal intelligences of the student". Media Arts uses the MYP Art's aims and objectives within the context of the curriculum.

GENERAL GOALS:

Goals/IB MYP Aims:
- Create and present art.
- Develop skills specific to the discipline.
- Engage in a process of creative exploration and (self-) discovery.
- Make purposeful connections between investigation and practice.
- Understand the relationship between art and its contexts.
- Respond to and reflect on art.
- Deepen understanding of the world.

COMMON CORE STATE ANCHOR STANDARDS FOR READING (K-12):

Key Ideas & Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft & Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge & Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE ANCHOR STANDARDS FOR WRITING (K-12):

Text Types & Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production & Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12):

Comprehension & Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge & Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
   Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CTE STANDARDS FOR CAREER READY PRACTICE:

1. <u>Apply appropriate technical skills and academic knowledge</u>.
   Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.
2. <u>Communicate clearly, effectively, and with reason</u>.
   Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
3. <u>Develop an education and career plan aligned with personal goals.</u>
   Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.
4. <u>Apply technology to enhance productivity</u>.
   Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications and they take actions to prevent or mitigate these risks.
5. <u>Utilize critical thinking to make sense of problems and persevere in solving them</u>.
   Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.
6. <u>Practice personal health and understand financial literacy.</u>
   Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health

activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.
   Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.
   Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.
   Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.
    Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices

11. Employ valid and reliable research strategies.
    Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.
    Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS:

1.0 Academics: Students will analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.

2.0 Communications: Students will acquire and accurately use Arts, Media and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management: Students will integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology: Students will use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Arts, Media and Entertainment sector workplace environment.

5.0 Problem Solving and Critical Thinking: Students will conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media and Entertainment sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety: Students demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media and Entertainment sector workplace environment.

7.0 Responsibility and Flexibility: Students will initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media and Entertainment sector workplace environment and community settings.

8.0 Ethics and Legal responsibilities: Students will practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork: Students will work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations.

10.0 Technical Knowledge and Skills: Students will apply essential technical knowledge and skills common to all pathways in the Arts, Media and Entertainment sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application: Students demonstrate and apply the knowledge and skills contained in the Arts, Media and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings.

DETAILED UNITS OF INSTRUCTION:

Unit #1
Forms of Communication
Global Context: Personal & cultural expression
Inquiry Questions: What are the different ways communication occurs with the creation of presentations? How does a web page's intended audience determine its form? How do presentations demonstrate consistent form? Should the function of a presentation determine how it is created? Why?
Content: An exploration into the use of different software applications to communicate effectively.

Unit #2
Designing for the Web
Global context: Communication
Inquiry Questions: What types of communication occur with web pages? How does a web page's intended audience determine its form? To what extent does a web page's intended function determine its design?
Content: An exploration of the use of HTML to create web pages that communicate effectively.

Unit #3
Animate Me
Global context: Personal and cultural expression
Inquiry Questions: What are the basic needed elements to tell a story? How does the incorporation of colors affect the tone of a story? To what extent does the intended audience dictate the direction a story moves?
Content: An exploration of the use of different software applications being brought together to tell a story.

Unit #4
Deconstructing Film Production
Global context: Identities and relationships

Inquiry Questions: What are the basics of film production? How does the incorporation of visuals, sound, and action affect the message? To what extent does the use of visuals, sound, and action affect the relationships between individuals?

Content: An exploration into how visuals, sound, and action are brought together to convey messages about what it means to be human.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbook
No textbook used

Resource Materials
Google Drive
Microsoft Notepad
w3schools.com
Google Sites
Google Blogger
Microsoft Paint
Google Drawings
Pivot Stickfigure Animator
Adobe Photoshop & Premier Elements 2018

MYP ASSESSMENT:

Within this MYP course, students will be assessed on the four (4) MYP Criteria as follows:
Criterion A: Knowing and Understanding
Criterion B: Developing Skills
Criterion C: Thinking Creatively
Criterion D: Responding

CTE PATHWAY STANDARDS TO BE ADDRESSED:

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.

A1.3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.

A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.

A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.

A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

A1.8 Compare how distortion is used in a variety of media to modify the message being communicated.

A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.

A2.1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application.

A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.

A2.3 Apply refined observation and drawing skills to solve an industry-relevant problem.

A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

A2.9 Create a multimedia work of art that demonstrates knowledge of media and technology skills.

A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.

A3.2 Describe how the issues of time, place, and cultural influence are reflected in a variety of artistic products.

A3.4 Identify art in international industry and discuss ways in which the work reflects cultural perspective.

A3.5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications.

A3.6 Investigate and discuss universal concepts expressed in visual media products from diverse cultures.

A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.

A4.2 Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic).

A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.

A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.

A5.1 Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.

A5.2 Explore the role of art and design across various industry sectors and content areas.

A5.4 Predict how changes in technology might change the role and function of the visual arts in the workplace.

A5.6 Prepare portfolios of original art created for a variety of purposes and commercial applications.

A5.7 Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry.

A6.0 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

A6.1 Evaluate the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

A7.2 Use language in natural, fresh, and vivid ways to establish a specific tone.

A7.3 Enhance meaning by employing rhetorical devices, including extended use of parallelism, repetition, analogy; incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

A7.4 Integrate databases, graphics, and spreadsheets into electronically processed documents.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.

A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.

A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).

A8.4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation.

A8.5 Differentiate writing processes, formats, and conventions used for various media.

A8.7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions.

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** who will be able to use knowledge gleaned from this course to assist them in continuing their learning outside of the classroom setting.
- **Constructive Thinkers:** who are able to attack problems with organization, logic, and critical thinking skills they've developed in a systematic fashion.
- **Effective Communicators:** who will read, write, and communicate orally with their peers in a manner that allows others to be successful.
- **Collaborative Workers:** who can work in a variety of settings in culturally diverse groups. They will be able to form and use study groups to strengthen their own understanding in addition to providing the same service for classmates.
- **Quality Producers/Performers:** who understand the importance of neat, organized work that demonstrates their thinking and understanding of the solution they've formed to solve a problem.
- **Responsible Citizens:** who accept the consequences of their actions and who demonstrate their understanding of their role in the learning process.