

Montana Model Curriculum Guide for the Arts

MEDIA ARTS

2016



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Introduction

This model curriculum guide outlines the Montana Arts Content Standards. These standards were adopted by the Montana Board of Public Education in July of 2016, with an effective date of July 1, 2017.

The Montana Arts Content Standards embrace the idea of **Artistic Literacy** – the ability of students to create art, perform and present art, respond or critique art, and connect art to their lives and the world around them. The arts are essential to a world-class education. Studying the arts helps to develop critical habits of mind—creativity, collaboration, communication and critical thinking that lead to college, career and civic readiness. These skills have been recognized as essential to lifelong success both in and out of school by a variety of education and civic leaders, including the National Association of State Boards of Education, the Education Commission of the States, and The Conference Board.

The revised Montana Standards for Arts in the ARM borrow their structure from the [2014 Voluntary National Core Arts Standards](#). They contain substantive changes from the 2000 Montana Standards for Arts.

Highlights of the changes

- The standards move from general content standards across all artistic disciplines to five distinct artistic disciplines: visual arts, media arts, dance, theatre and music.
- The music standards reflect that music education in Montana encompasses different kinds of musical learning in elementary, middle, and high school.
- The five artistic disciplines now include media arts standards in order to support artistic literacy in the areas of film, animation, and digital art making. The media arts standards are designed to supplement any existing Career and Technical Education industry standards in the digital communications area.
- The standards are organized by grade level for grades K-5 and by grade band for grades 6-8 and 9-12.
- The standards integrate Montana’s Indian Education for All, acknowledging the contribution of native tribes to Montana’s rich artistic and cultural life.

This model curriculum guide provides resources and guidance to educators as they align their arts curriculum to these standards. [Click here](#) to access a document that provides guiding principles for the arts. Essential questions and enduring understandings will also provide guidance for overall curriculum design and instructional practices. [Click here](#) to access a document that reviews the connections between the arts standards and the common core standards.

The Four Artistic Processes in the Montana Standards for Arts

Creating Conceiving and developing new artistic ideas and work	Performing/Presenting/Producing Realizing artistic ideas and work through interpretation and presentation	Responding Understanding and evaluating how the arts convey meaning	Connecting Relating artistic ideas and work with personal meaning and external context
Anchor Standard #1. Generate and conceptualize artistic ideas and work	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation	Anchor Standard #7. Perceive and analyze artistic work	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art
Anchor Standard #2. Organize and develop artistic ideas and work	Anchor Standard #5. Develop and refine artistic work for presentation	Anchor Standard #8. Construct meaningful interpretations of artistic work	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians
Anchor Standard #3. Refine and complete artistic work	Anchor Standard #6. Convey meaning through the presentation of artistic work	Anchor Standard #9. Apply criteria to evaluate artistic work	

Note: Performing is the term preferred for Music, Theatre and Dance. Presenting is preferred for Visual Arts. Producing is preferred for Media Arts.

Artistic Processes and Anchor Standards: K-12 View

Media Arts - Creating									
Anchor Standard #1: Generate and Conceptualize Artistic Ideas and Work									
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
explore ideas for media artworks using play and experimentation	express ideas for media artworks through traditional and nontraditional media	use resources to generate creative ideas for media artworks	develop ideas for media artworks using a variety of tools, methods, and materials	develop original media artworks using a variety of creative methods	demonstrate original ideas and innovations for media artworks using personal and community experiences	produce ideas, goals, and solutions for original media artworks	integrate ideas, develop artistic goals, and problem solve in media arts creation processes	Glossary	Create your own standards handbook Link to Media Arts National Core Arts Standards pdf Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
<p>Essential Questions to consider as you align your curriculum to these standards: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p>									

Media Arts - Creating									
Anchor Standard #2: Organize and develop artistic ideas and work.									
Enduring Understandings: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
explore ideas to form models for media arts productions	express ideas to form plans and models for media arts productions and products	use ideas to create plans and models for media arts productions	make plans and models for media arts productions	discuss, test, and assemble models for media arts productions	develop, present, and test ideas, plans, models, and proposals for media arts productions	analyze ideas, plans, prototypes, and creative processes for media arts productions	apply criteria in developing and refining artistic ideas, plans, prototypes, and production processes	Glossary	Create your own standards handbook Link to Media Arts National Core Arts Standards pdf Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?									

Media Arts - Producing

Anchor Standard #3: Refine and complete artistic work.

Enduring Understandings: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
combine arts and media content to form media artworks	identify the effects of making changes to the content form or presentation of media artworks	describe expressive effects in altering, refining, and completing media artworks	demonstrate how the use of different elements alters media artworks	demonstrate intentional effect in refining media artworks	determine how elements and components can be altered for clear communication and intentional effects in media artwork	improve the technical quality of media artworks by selecting expressive and stylistic elements to reflect an understanding of purpose, audience, and place	enhance and modify media artworks, honing aesthetic quality	Glossary	Create your own standards handbook Link to Media Arts National Core Arts Standards pdf Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board

Essential Questions to consider as you align your curriculum to these standards: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Media Arts - Producing									
Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.									
Enduring Understandings: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
choose varied art forms and other content in media artwork	combine art forms and media content to form media artworks	combine a variety of art and media content into unified media artworks	integrate varied art forms and media content into media artworks	demonstrate how a variety of forms and content can be mixed and coordinated into media artworks	create media artworks through the integration of multiple contents and forms	integrate multiple content areas and forms into media artwork productions that convey perspectives, themes, and narratives	synthesize various art forms and themes into media artwork productions considering the reaction and interaction of the audience	Glossary	Create your own standards handbook Link to Media Arts National Core Arts Standards pdf Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?									

Media Arts - Producing									
Anchor Standard #5: Develop and refine artistic techniques and work for presentation.									
Enduring Understandings: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
identify skills and roles used to create media arts presentations	demonstrate skills and roles in media arts presentations	use experimentation skills and various roles in creating media arts presentations	exhibit a variety of skills and roles to create new content in media arts presentations	apply a variety of skills and knowledge to solve problems while creating media arts presentations	perform a variety of roles while solving problems to create media art presentations	demonstrate a range of skills and roles in creating and performing media arts presentations	demonstrate a progression of skills by fulfilling specific roles in the production of a variety of media arts presentations	Glossary	Create your own standards handbook Link to Media Arts National Core Arts Standards pdf Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?									

Media Arts - Producing									
Anchor Standard #6: Convey meaning through the presentation of artistic work.									
Enduring Understandings: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
share reactions to the presentation of media artworks	discuss the presentation of media artworks and identify reactions	identify and describe the experience of presenting media artworks	discuss ways to improve media artworks presentations	explain results of and improvements for presenting media artworks	compare results of and improvements for presenting media artworks	analyze results of and improvements for presenting media artworks	evaluate impact and implement improvements in presenting media artworks considering personal, local, and social impacts	Glossary	Create your own standards handbook Link to Media Arts National Core Arts Standards pdf Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?									

Media Arts - Responding

Anchor Standard #7: Perceive and analyze artistic work.

Enduring Understandings: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual imagery influences understanding of and responses to the world.

Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
recognize messages in media artworks	identify components and messages in media artworks	describe the components and messages in media artworks	describe how messages are created by components in media artworks	explain how various forms, methods, and styles influence the message of a media artwork	differentiate how message and meaning are created by components in media artworks	evaluate the qualities of and relationships between the components and style in media artworks	synthesize the qualities and relationships of the components in a variety of media artworks to create intention and persuasion	Glossary	Create your own standards handbook Link to Media Arts National Core Arts Standards pdf Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board

Essential Questions to consider as you align your curriculum to these standards: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Media Arts - Responding									
Anchor Standard #8: Construct meaningful interpretations of artistic work.									
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
identify a variety of media artworks	describe the meanings of a variety of media artworks	define the purposes and meanings of media artworks	discuss the purposes and meanings of media artworks	explain reactions to a variety of media artworks considering their purpose and context	compare personal and group interpretations of a variety of media artworks considering their intention and context	compare and contrast the intent of a variety of media artworks and how they impact understanding of one's own culture and other cultures	analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts	Glossary	Create your own standards handbook Link to Media Arts National Core Arts Standards pdf Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?									

Media Arts - Responding									
Anchor Standard #9: Apply criteria to evaluate artistic work. Enduring Understanding: People evaluate art based on various criteria.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
identify qualities and possible changes in media artworks	identify qualities of media artworks considering audience	discuss the effectiveness of and improvements for media artworks	identify basic criteria to evaluate media artworks	apply basic criteria to evaluate and improve media artworks and production processes	apply criteria to evaluate media artworks and production processes, considering context and practicing constructive feedback	compare and contrast media artworks and production processes to context and artistic goals	analyze critiques of media artworks and production processes	Glossary	Create your own standards handbook Link to Media Arts National Core Arts Standards pdf Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?									

Media Arts - Connecting									
Anchor Standard #10: Synthesize and relate knowledge and personal experiences to create art.									
Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
use personal experiences and choices in making media artworks	use personal experiences, interests, and models in creating media artworks	create media artworks and discuss their meaning and purpose	demonstrate how media artworks influence popular media	examine how media artworks affect meanings, situations, and cultural experiences in popular media	demonstrate how media artworks affect meanings, situations, and cultural experiences	analyze how media artworks expand meaning and knowledge, create cultural experiences, and influence local and global events	demonstrate the use of media artworks to synthesize new meaning and knowledge that reflect and form cultural experiences	Glossary	Create your own standards handbook Link to Media Arts National Core Arts Standards pdf Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?									

Media Arts - Connecting									
Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians.									
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
share ideas relating media artworks to everyday life	discuss uses of media artworks in everyday life	identify how media artworks and ideas relate to everyday life and culture	explain how media artworks and ideas can influence everyday life	demonstrate how media artworks and ideas relate to everyday life and culture	research how media artworks and ideas relate to personal, social, and community life and culture	compare how media artworks and ideas relate to various contexts, purposes, and values	analyze how media artworks and ideas relate to various contexts, purposes, and values	Glossary	Create your own standards handbook Link to Media Arts National Core Arts Standards pdf Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
<p>Essential Questions to consider as you align your curriculum to these standards: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>									

Artistic Processes and Anchor Standards: Grade by Grade View

Media Arts – Kindergarten		
CREATING	Discipline-Specific Vocabulary Glossary	Resources Create your own standards handbook Link to Media Arts National Core Arts Standards pdf Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Anchor Standard #1: Generate and conceptualize artistic ideas and work. explore ideas for media artworks using play and experimentation Anchor Standard #2: Organize and develop artistic ideas and work. explore ideas to form models for media arts productions Anchor Standard #3: Refine and complete artistic work. combine arts and media content to form media artworks		
PRODUCING		
Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. choose art objects for a personal portfolio and display Anchor Standard #5: Develop and refine artistic techniques and work for presentation. explain the purpose of a portfolio or collection Anchor Standard #6: Convey meaning through the presentation of artistic work. explain the purpose of an art museum		
RESPONDING		
Anchor Standard #7: Perceive and analyze artistic work. identify uses of artwork within one's personal environment Anchor Standard #8: Construct meaningful interpretations of artistic works. identify subject matter and details in artworks Anchor Standard #9: Apply criteria to evaluate artistic work. explain reasons for selecting a preferred artwork		
CONNECTING		
Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. create art that tells a story about a personal experience Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. identify a purpose of an artwork		

Media Arts – First Grade		
CREATING	Discipline-Specific Vocabulary Glossary	Resources Create your own standards handbook Link to Media Arts National Core Arts Standards pdf Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Anchor Standard #1: Generate and conceptualize artistic ideas and work. express ideas for media artworks through traditional and nontraditional media		
Anchor Standard #2: Organize and develop artistic ideas and work. express ideas to form plans and models for media arts productions and products		
Anchor Standard #3: Refine and complete artistic work. identify the effects of making changes to the content form or presentation of media artworks		
PRODUCING		
Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. combine art forms and media content to form media artworks		
Anchor Standard #5: Develop and refine artistic techniques and work for presentation. demonstrate skills and roles in media arts presentations		
Anchor Standard #6: Convey meaning through the presentation of artistic work. discuss the presentation of media artworks and identify reactions		
RESPONDING		
Anchor Standard #7: Perceive and analyze artistic work. identify components and messages in media artworks		
Anchor Standard #8: Construct meaningful interpretations of artistic works. describe the meanings of a variety of media artworks		
Anchor Standard #9: Apply criteria to evaluate artistic work. identify qualities of media artworks considering audience		
CONNECTING		
Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. use personal experiences, interests, and models in creating media artworks		
Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. discuss uses of media artworks in everyday life		

Media Arts – First Grade		
Media Arts – Second Grade		
<p>CREATING</p> <p>Anchor Standard #1: Generate and conceptualize artistic ideas and work. use resources to generate creative ideas for media artworks</p> <p>Anchor Standard #2: Organize and develop artistic ideas and work. use ideas to create plans and models for media arts productions</p> <p>Anchor Standard #3: Refine and complete artistic work. describe expressive effects in altering, refining, and completing media artworks</p>	<p>Discipline-Specific Vocabulary</p> <p>Glossary</p>	<p>Resources</p> <p>Create your own standards handbook</p> <p>Link to Media Arts National Core Arts Standards pdf</p> <p>Link to OPI IEFA Resources</p> <p>Model Assessments</p> <p>The Arts and the Common Core (2014) – The College Board</p>
<p>PRODUCING</p> <p>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. combine a variety of art and media content into unified media artworks</p> <p>Anchor Standard #5: Develop and refine artistic techniques and work for presentation. use experimentation skills and various roles in creating media arts presentations</p> <p>Anchor Standard #6: Convey meaning through the presentation of artistic work. identify and describe the experience of presenting media artworks</p>		
<p>RESPONDING</p> <p>Anchor Standard #7: Perceive and analyze artistic work. describe the components and messages in media artworks</p> <p>Anchor Standard #8: Construct meaningful interpretations of artistic works. define the purposes and meanings of media artworks</p> <p>Anchor Standard #9: Apply criteria to evaluate artistic work. discuss the effectiveness of and improvements for media artworks</p>		
<p>CONNECTING</p> <p>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. create media artworks and discuss their meaning and purpose</p> <p>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. identify how media artworks and ideas relate to everyday life and culture</p>		

Media Arts – First Grade		
Media Arts – Third Grade		
<p>CREATING</p> <p>Anchor Standard #1: Generate and conceptualize artistic ideas and work. develop ideas for media artworks using a variety of tools, methods, and materials</p> <p>Anchor Standard #2: Organize and develop artistic ideas and work. make plans and models for media arts productions</p> <p>Anchor Standard #3: Refine and complete artistic work. demonstrate how the use of different elements alters media artworks</p>	<p>Discipline-Specific Vocabulary</p> <p>Glossary</p>	<p>Resources</p> <p>Create your own standards handbook</p> <p>Link to Media Arts National Core Arts Standards pdf</p> <p>Link to OPI IEFA Resources</p> <p>Model Assessments</p> <p>The Arts and the Common Core (2014) – The College Board</p>
<p>PRODUCING</p> <p>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. integrate varied art forms and media content into media artworks</p> <p>Anchor Standard #5: Develop and refine artistic techniques and work for presentation. exhibit a variety of skills and roles to create new content in media arts presentations</p> <p>Anchor Standard #6: Convey meaning through the presentation of artistic work. discuss ways to improve media artworks presentations</p>		
<p>RESPONDING</p> <p>Anchor Standard #7: Perceive and analyze artistic work. describe how messages are created by components in media artworks</p> <p>Anchor Standard #8: Construct meaningful interpretations of artistic works. discuss the purposes and meanings of media artworks</p> <p>Anchor Standard #9: Apply criteria to evaluate artistic work. identify basic criteria to evaluate media artworks</p>		
<p>CONNECTING</p> <p>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. demonstrate how media artworks influence popular media</p> <p>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. explain how media artworks and ideas can influence everyday life</p>		

Media Arts – First Grade		
Media Arts – Fourth Grade		
<p>CREATING</p> <p>Anchor Standard #1: Generate and conceptualize artistic ideas and work. develop original media artworks using a variety of creative methods</p> <p>Anchor Standard #2: Organize and develop artistic ideas and work. discuss, test, and assemble models for media arts productions</p> <p>Anchor Standard #3: Refine and complete artistic work. demonstrate intentional effect in refining media artworks</p>	<p>Discipline-Specific Vocabulary</p> <p>Glossary</p>	<p>Resources</p> <p>Create your own standards handbook</p> <p>Link to Media Arts National Core Arts Standards pdf</p> <p>Link to OPI IEFA Resources</p> <p>Model Assessments</p> <p>The Arts and the Common Core (2014) – The College Board</p>
<p>PRODUCING</p> <p>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. demonstrate how a variety of forms and content can be mixed and coordinated into media artworks</p> <p>Anchor Standard #5: Develop and refine artistic techniques and work for presentation. apply a variety of skills and knowledge to solve problems while creating media arts presentations</p> <p>Anchor Standard #6: Convey meaning through the presentation of artistic work. explain results of and improvements for presenting media artworks</p>		
<p>RESPONDING</p> <p>Anchor Standard #7: Perceive and analyze artistic work. explain how various forms, methods, and styles influence the message of a media artwork</p> <p>Anchor Standard #8: Construct meaningful interpretations of artistic works. explain reactions to a variety of media artworks considering their purpose and context</p> <p>Anchor Standard #9: Apply criteria to evaluate artistic work. apply basic criteria to evaluate and improve media artworks and production processes</p>		
<p>CONNECTING</p> <p>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. examine how media artworks affect meanings, situations, and cultural experiences in popular media</p> <p>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. demonstrate how media artworks and ideas relate to everyday life and culture</p>		

Media Arts – First Grade		
Media Arts – Fifth Grade		
<p>CREATING</p> <p>Anchor Standard #1: Generate and conceptualize artistic ideas and work. demonstrate original ideas and innovations for media artworks using personal and community experiences</p> <p>Anchor Standard #2: Organize and develop artistic ideas and work. develop, present, and test ideas, plans, models, and proposals for media arts productions</p> <p>Anchor Standard #3: Refine and complete artistic work. determine how elements and components can be altered for clear communication and intentional effects in media artwork</p>	<p>Discipline-Specific Vocabulary</p> <p>Glossary</p>	<p>Resources</p> <p>Create your own standards handbook</p> <p>Link to Media Arts National Core Arts Standards pdf</p> <p>Link to OPI IEFA Resources</p> <p>Model Assessments</p> <p>The Arts and the Common Core (2014) – The College Board</p>
<p>PRODUCING</p> <p>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. create media artworks through the integration of multiple contents and forms</p> <p>Anchor Standard #5: Develop and refine artistic techniques and work for presentation. perform a variety of roles while solving problems to create media art presentations</p> <p>Anchor Standard #6: Convey meaning through the presentation of artistic work. compare results of and improvements for presenting media artworks</p>		
<p>RESPONDING</p> <p>Anchor Standard #7: Perceive and analyze artistic work. differentiate how message and meaning are created by components in media artworks</p> <p>Anchor Standard #8: Construct meaningful interpretations of artistic works. compare personal and group interpretations of a variety of media artworks considering their intention and context</p> <p>Anchor Standard #9: Apply criteria to evaluate artistic work. apply criteria to evaluate media artworks and production processes, considering context and practicing constructive feedback</p>		
<p>CONNECTING</p> <p>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. demonstrate how media artworks affect meanings, situations, and cultural experiences</p> <p>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. research how media artworks and ideas relate to personal, social, and community life and culture</p>		

Media Arts – First Grade		
Media Arts – Sixth - Eighth Grades		
<p>CREATING</p> <p>Anchor Standard #1: Generate and conceptualize artistic ideas and work. produce ideas, goals, and solutions for original media artworks</p> <p>Anchor Standard #2: Organize and develop artistic ideas and work. analyze ideas, plans, prototypes, and creative processes for media arts productions</p> <p>Anchor Standard #3: Refine and complete artistic work. improve the technical quality of media artworks by selecting expressive and stylistic elements to reflect an understanding of purpose, audience, and place</p>	<p>Discipline-Specific Vocabulary</p> <p>Glossary</p>	<p>Resources</p> <p>Create your own standards handbook</p> <p>Link to Media Arts National Core Arts Standards pdf</p> <p>Link to OPI IEFA Resources</p> <p>Model Assessments</p> <p>The Arts and the Common Core (2014) – The College Board</p>
<p>PRODUCING</p> <p>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. integrate multiple content areas and forms into media artwork productions that convey perspectives, themes, and narratives</p> <p>Anchor Standard #5: Develop and refine artistic techniques and work for presentation. demonstrate a range of skills and roles in creating and performing media arts presentations</p> <p>Anchor Standard #6: Convey meaning through the presentation of artistic work. analyze results of and improvements for presenting media artworks</p>		
<p>RESPONDING</p> <p>Anchor Standard #7: Perceive and analyze artistic work. evaluate the qualities of and relationships between the components and style in media artworks</p> <p>Anchor Standard #8: Construct meaningful interpretations of artistic works. compare and contrast the intent of a variety of media artworks and how they impact understanding of one's own culture and other cultures</p> <p>Anchor Standard #9: Apply criteria to evaluate artistic work. compare and contrast media artworks and production processes to context and artistic goals</p>		
<p>CONNECTING</p> <p>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. analyze how media artworks expand meaning and knowledge, create cultural experiences, and influence local and global events</p> <p>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. compare how media artworks and ideas relate to various contexts, purposes, and values</p>		

Media Arts – Ninth - Twelfth Grades		
CREATING	Discipline-Specific Vocabulary Glossary	Resources Create your own standards handbook Link to Media Arts National Core Arts Standards pdf Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Anchor Standard #1: Generate and conceptualize artistic ideas and work. integrate ideas, develop artistic goals, and problem solve in media arts creation processes		
Anchor Standard #2: Organize and develop artistic ideas and work. apply criteria in developing and refining artistic ideas, plans, prototypes, and production processes		
Anchor Standard #3: Refine and complete artistic work. enhance and modify media artworks, honing aesthetic quality		
PRODUCING		
Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. synthesize various art forms and themes into media artwork productions considering the reaction and interaction of the audience		
Anchor Standard #5: Develop and refine artistic techniques and work for presentation. demonstrate a progression of skills by fulfilling specific roles in the production of a variety of media arts presentations		
Anchor Standard #6: Convey meaning through the presentation of artistic work. evaluate impact and implement improvements in presenting media artworks considering personal, local, and social impacts		
RESPONDING		
Anchor Standard #7: Perceive and analyze artistic work. synthesize the qualities and relationships of the components in a variety of media artworks to create intention and persuasion		
Anchor Standard #8: Construct meaningful interpretations of artistic works. analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts		
Anchor Standard #9: Apply criteria to evaluate artistic work. analyze critiques of media artworks and production processes		
CONNECTING		
Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. demonstrate the use of media artworks to synthesize new meaning and knowledge that reflect and form cultural experiences		
Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. analyze how media artworks and ideas relate to various contexts, purposes, and values		

Glossary

Media Arts, as defined by the National Art Education Association, include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture media arts including film, graphic communications, animation, and emerging technologies architectural, environmental, and industrial arts such as urban, interior, product, and landscape design folk arts and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials. (Revised July 2012) <http://www.nationalartsstandards.org/content/glossary>

Art In everyday discussions and in the history of aesthetics, multiple (and sometimes contradictory) definitions of art have been proposed. In a classic article, “The Role of Theory in Aesthetics,” Morris Weitz (1956) recommended differentiating between *classificatory* (classifying) and *honorific* (honoring) definitions of art.

In the Next Generation Core Media Arts Standards, the word *art* is used in the *classificatory* sense to mean “an artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated.”

An important component of a quality Media Arts education is for students to engage in discussions about *honorific* definitions of art—identifying the wide range of significant features in art-making approaches, analyzing why artists follow or break with traditions and discussing their own understandings of the characteristics of “good art.”

appropriation - intentional borrowing, copying, and alteration of preexisting images and objects

artist statement - information about context, explanations of process, descriptions of learning, related stories, reflections, or other details in a written or spoken format shared by the artist to extend and deepen understanding of his or her artwork an artist statement can be didactic, descriptive, or reflective in nature

artistic investigations - in making art, forms of inquiry and exploration through artistic investigation artists go beyond illustrating pre-existing ideas or following directions, and students generate fresh insights—new ways of seeing and knowing

art-making approaches - diverse strategies and procedures by which artists initiate and pursue making a work

artwork - artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated

brainstorm - technique for the initial production of ideas or ways of solving a problem by an individual or group in which ideas are spontaneously contributed without critical comment or judgment

characteristic(s) - attribute, feature, property, or essential quality

characteristics of form (and structure) - terms drawn from traditional, modern, and contemporary sources that identify the range of attributes that can be used to describe works of art and design to aid students in experiencing and perceiving the qualities of artworks, enabling them to create their own work and to appreciate and interpret the work of

others

collaboration - joint effort of working together to formulate and solve creative problems

collaboratively - joining with others in attentive participation in an activity of imagining, exploring, and/or making

concepts - ideas, thoughts, schemata art arising out of conceptual experimentation that emphasizes making meaning through ideas rather than through materiality or form

constructed environment - human-made or modified spaces and places art and design-related disciplines such as architecture, urban planning, interior design, game design, virtual environment, and landscape design shape the places in which people live, work, and play

contemporary artistic practice - processes, techniques, media, procedures, behaviors, actions, and conceptual approaches by which an artist or designer makes work using methods that, though they may be based on traditional practices, reflect changing contextual, conceptual, aesthetic, material and technical possibilities examples include artwork made with appropriated images or materials, social practice artworks that involve the audience, performance art, new media works, installations, and artistic interventions in public spaces

context - interrelated conditions surrounding the creation and experiencing of an artwork, including the artist, viewer/audiences, time, culture, presentation, and location of the artwork's creation and reception

copyright - form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression, covering both published and unpublished works

creative commons - copyright license templates that provide a simple, standardized way to give the public permission to share and use creative work on conditions of the maker's choice (<http://creativecommons.org/>)

creativity - ability to conceive and develop rich, original ideas, discover unexpected connections, and invent or make new things

criteria - in art and design, principles that direct attention to significant aspects of a work and provide guidelines for evaluating its success

contemporary criteria - principles by which a work of art or design is understood and evaluated in contemporary contexts which, for example, include judging not necessarily on originality, but rather on how the work is re-contextualized to create new meanings

established criteria - identified principles that direct attention to significant aspects of various types of artwork in order to provide guidelines for evaluating the work these may be commonly accepted principles that have been developed by artists, curators, historians, critics, educators and others or principles developed by an individual or group to pertain to a specific work of art or design

personal criteria - principles for evaluating art and design based on individual preferences

relevant criteria - principles that apply to making, revising, understanding, and evaluating a particular work of art or design that are generated by identifying the significant characteristics of a work

critique - individual or collective reflective process by which artists or designers experience, analyze, and evaluate a work of art or design

cultural contexts - ideas, beliefs, values, norms, customs, traits, practices, and characteristics shared by individuals within a group that form the circumstances surrounding the creation, presentation, preservation, and response to art

cultural traditions - pattern of practices and beliefs within a societal group

curate - collect, sort, and organize objects, artworks, and artifacts preserve and maintain historical records and catalogue exhibits

curator - person responsible for acquiring, caring for, and exhibiting objects, artworks, and artifacts

design - application of creativity to planning the optimal solution to a given problem and communication of that plan to others

digital format - anything in electronic form including photos, images, video, audio files, or artwork created or presented through electronic means a gallery of artwork viewed electronically through any device

engagement - attentive participation in an activity of imagining, exploring, and making

exhibition narrative - written description of an exhibition intended to educate viewers about its purpose

expressive properties - moods, feelings, or ideas evoked or suggested through the attributes, features, or qualities of an image or work of art

fair use - limitation in copyright law which sets out factors to be considered in determining whether or not a particular use of one's work is "fair," such as the purpose and character of the use, the amount of the work used, and whether the use will affect the market for the work

formal and conceptual vocabularies - terms, methods, concepts, or strategies used to experience, describe, analyze, plan, and make works of art and design drawn from traditional, modern, contemporary, and continually emerging sources in diverse cultures.

genre - category of art or design identified by similarities in form, subject matter, content, or technique

image - visual representation of a person, animal, thing, idea, or concept

imaginative play - experimentation by children in defining identities and points of view by developing skills in conceiving, planning, making art, and communicating

innovative thinking - imagining or and conceiving something new and unexpected, including fresh ideas and ways of looking at things and new approaches to old problems as well as formulating new problems

material culture - human-constructed or human-mediated objects, forms, or expressions, that extend to other senses and study beyond the traditional art historical focus on the exemplary to the study of common objects, ordinary spaces, and every day rituals

materials - substances out of which art is made or composed, ranging from the traditional to “non-art” material and virtual, cybernetic, and simulated materials

medium/media - mode(s) of artistic expression or communication material or other resources used for creating art

open source - computer software for which the copyright holder freely provides the right to use, study, change, and distribute the software to anyone for any purpose (<http://opensource.org/>)

play - spontaneous engaged activity through which children learn to experience, experiment, discover, and create

portfolio - actual or virtual collection of artworks and documentation demonstrating art and design knowledge and skills organized to reflect an individual’s creative growth and artistic literacy

preservation - activity of protecting, saving, and caring for objects, artifacts, and artworks through a variety of means

preserve - protect, save, and care for (curate) objects, artifacts, and artworks

style - recognizable characteristics of art or design that are found consistently in historical periods, cultural traditions, schools of art, or works of an individual artist

technologies - tools, techniques, crafts, systems, and methods to shape, adapt, and preserve artworks, artifacts, objects, and natural and human-made environments

text - that form which information can be gathered, expanding beyond the traditional notion of written language to encompass visual representations such as paintings, sculpture, diagrams, graphics, films, and maps

venue - place or setting for an art exhibition, either a physical space or a virtual environment

visual components - properties of an image that can be perceived

visual imagery - group of images images in general

visual organization approaches and strategies - graphic design strategies such as hierarchy, consistency, grids, spacing, scale, weight, proximity, alignment, and typography choice used to create focus and clarity in a work

visual plan - drawing, picture, diagram, or model of the layout of an art exhibit where individual works of art and artifacts are presented along with interpretive materials within a given space or venue

Montana Program Standards

10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY

(1) An elementary school shall have an education program aligned to the program area standards that enables students to meet the content standards and content-specific grade-level learning progressions.

History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.

10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES

(1) A school with middle grades must have an education program aligned to the program area standards that enables all students to meet the content standards and content-specific grade-level learning progressions.

(2) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a 7 and 8 grade program that must follow either the middle school philosophy and components described in (3) or the departmentalized philosophy and components described in (4).

(3) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a middle school program that:

(a) addresses the unique nature of middle-grade children by focusing on their intellectual, social, emotional, and physical development. To put such philosophy into practice, a middle school must have flexibility to:

(i) approach instruction, scheduling, and teaching in a variety of ways;

(ii) undertake interdisciplinary work; and

(iii) plan blocks of coursework deriving from the intellectual, social, emotional, and physical needs of middle school students.

(b) incorporates critical and creative thinking, career awareness, lifelong learning, and safety;

(c) incorporates instruction in reading literacy and writing literacy into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53;

(d) includes, at a minimum, the following program areas, required of all students yearly:

(i) English language arts;

(ii) mathematics;

(iii) physical and life sciences;

(iv) social studies; and

(v) health enhancement.

(e) at a minimum maintains the following required program areas:

(i) visual arts including, but not limited to art history, art criticism, aesthetic perception, and production;

(ii) music including, but not limited to general, instrumental, and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception, and musical production);

(iii) career and technical education courses or pathways such as agriculture, business education, family and consumer sciences, health occupations and industrial technology education; and

(iv) world languages.

(f) offers as electives to all students exploratory courses such as creative writing, dance, drama, financial education, photography, and leadership.

(4) A junior high (grades 7-9) or 7-8 school must offer an educational program, aligned to the program area standards, that enables all students to meet the content standards and content-specific grade-level progressions.

(a) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.

(b) All students shall complete the following program areas each year:

(i) English language arts--1 unit;

(ii) social studies--1 unit;

(iii) mathematics--1 unit;

(iv) science--1 unit; and

(v) health enhancement--1/2 unit.

(c) All students must be allowed to elect from the following program area offerings:

(i) visual arts--1/2 unit;

(ii) music--1/2 unit;

(iii) career and technical education--1/2 unit; and

(iv) world languages and cultures--1/2 unit.

(d) A unit is defined as the equivalent of at least 8100 minutes for one school year.

(e) Time to pass between classes may be counted toward the standard school day but shall not be counted toward class time.

History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.

10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL

(1) The basic education program, aligned to the program area standards, for grades 9 through 12 shall be at least 20 units of coursework that enable all students to meet the content standards and content-specific grade-level learning progressions.

(2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.

(3) Minimum offerings shall include at least the following:

(a) 4 units of English language arts;

(b) 3 units of mathematics;

(c) 3 units of science;

(d) 3 units of social studies;

(e) 2 units of career and technical education;

(f) 2 units of arts;

(g) 1 unit of health enhancement;

(h) 2 units of world languages; and

(i) 2 units of electives.

History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.

10.55.1201 ARTS PROGRAM DELIVERY STANDARDS

(1) In general, a basic program in arts shall:

(a) meet the following conditions:

(i) incorporate visual arts (e.g., drawing, painting, printmaking, photography, film, electronic media, sculpture, applied design, installation);

(ii) incorporate performing arts, including music (e.g., choral music, instrumental music, music appreciation), theater (e.g., drama, play production), and dance;

(iii) provide instruction that includes history of the arts, criticism, production, performance, and aesthetics; and

(iv) encourage a variety of co-curricular offerings (e.g., drama, literary and art publications, performance groups, arts clubs) and other avenues for students to practice their artistic skills in the community and the world.

(b) include the following practices:

(i) structure activities to allow students to develop techniques in the arts;

(ii) allow students to explore the elements of artistic composition and a variety of media, functions, styles, and presentation forms;

(iii) provide access to exemplary works of art from diverse cultures and historical periods and access to current materials, techniques, technology, and processes in the arts; and

(iv) provide real audiences for student performance and products, display areas, and performance areas (e.g., stages, galleries, fairs).

History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2001 MAR p. 953, Eff. 6/8/01.

See the [Administrative Rules of Montana, Chapter 55](#) for additional information about accreditation and program delivery standards.

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