

## KINDERGARTEN

Code	Strand	Anchor Standard	Benchmark
2.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in <b>bold</b>.</i>
2.0.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Develop ideas for media artworks using play and experimentation.  <i>For example: Combine lines and shapes in digital formats; try different drawing tools in sketching app.</i>
2.0.2.3.1		3. Create original artistic work.	1. Capture ideas in media artworks.  <i>For example: Take pictures considering <i>space</i>; use recording materials; assemble different lines and shapes in design app.</i>
2.0.2.4.1		4. Revise and complete original artistic work.	1. Make changes to the content of media artworks and share results.  <i>For example: Rearrange objects in a digital drawing; rerecord video.</i>
2.0.3.5.1	<b>3. Present</b>	5. Develop and refine artistic techniques and work for performance.	1. Identify different ways media artworks are presented.  <i>For example: Look at, listen to, or experience media arts presentations.</i>
2.0.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Explain the message of a media artwork.  <i>For example: Compare cereal box design for intended <i>audience</i>.</i>
2.0.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Identify <i>components</i> (such as <b>sound</b> , lighting, <b>sequence</b> , mood) in media artworks.  <i>For example: List parts of a movie such as beginning, middle, and end.</i>
2.0.4.8.1		8. Evaluate artistic work by applying criteria.	1. Share reactions to media artworks.  <i>For example: Stating personal selection of a <b>sound</b> or <b>image</b> experience.</i>
2.0.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Use personal experiences in creating media artworks.  <i>For example: Personal stories; media art works that display personal life experience.</i>
2.0.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Identify how media arts are a part of life.  <i>For example: Name places media arts are found in our daily life and how they are used, such as smartphones.</i>



## GRADE 1

Code	Strand	Anchor Standard	Benchmark
2.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in <b>bold</b>.</i>
2.1.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Plan and <i>prototype</i> a media artwork idea.  <i>For example:</i> Group brainstorm; draw a picture of idea; practice using the camera.
2.1.2.3.1		3. Create original artistic work.	1. Choose and use a media arts tool to capture an idea.  <i>For example:</i> Camera; digital drawing; <i>sound</i> recording.
2.1.2.4.1		4. Revise and complete original artistic work.	1. After reviewing media artwork, make changes to the form of the work.  <i>For example:</i> The order of sequencing photos; the color of objects and <i>images</i> .
2.1.3.5.1	<b>3. Present</b>	5. Develop and refine artistic techniques and work for performance.	1. Sort media artwork by styles and types.  <i>For example:</i> Comparing work by a single artist.
2.1.3.6.1		6. Make artistic choices in order to convey meaning through presentation.	2. Identify where you see media arts in the community.  <i>For example:</i> Bank kiosk, billboards.
2.1.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Identify <i>components</i> and messages in media artworks.  <i>For example:</i> List parts of a movie such as beginning, middle and end, and identify how these parts tell <i>stories</i> or share messages.
2.1.4.8.1		8. Evaluate artistic work by applying criteria.	1. Identify effective parts and possible changes to media artworks.  <i>For example:</i> Utilize a process to provide and use feedback such as praise/polish/ponder activities.
2.1.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Use personal experiences and interests in creating media artworks.  <i>For example:</i> Personal <i>stories</i> ; media art works that display personal life experience; or media artworks that exhibit choices of content/tools.
2.1.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Describe media art from various times and places.  <i>For example:</i> Describe how media arts has changed over time, such as hand drawn cel animation to computer generated animations; describe how media arts has existed in theaters and television, but now also exist online, within apps, social media, personal devices, smartphones, etc; describe how media arts exists across the world.



## GRADE 2

Code	Strand	Anchor Standard	Benchmark
2.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in <b>bold</b>.</i>
2.2.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Generate multiple ideas for media artworks through the development of <i>sketches, models</i> or <i>stories</i> .  <i>For example: Develop soft skills through small group pitching.</i>
2.2.2.3.1		3. Create original artistic work.	1. Choose and use <i>sketches, models</i> or <i>stories</i> to create unified media artworks.  <i>For example: Use storyboard to make a stop motion; Pick from thumbnail sketches for <b>graphic</b> design.</i>
2.2.2.4.1		4. Revise and complete original artistic work.	1. Test and describe expressive effects in altering, revising, and completing media artworks.  <i>For example: Changing the frame rate in an animation; comparing spacing in a design; trying different shot types for an action.</i>
2.2.3.5.1	<b>3. Present</b>	5. Develop and refine artistic techniques and work for performance.	1. Identify techniques and <b>sequencing</b> in media artworks.  <i>For example: Flipbooks; storyboard; frames for stop motion.</i>
2.2.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Compare and contrast venues where media arts are shared and their effects on the <i>audience</i> .  <i>For example: Explore media environments like movie theatre, <b>computer</b>, home movie.</i>
2.2.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Identify and describe the <i>components</i> and messages in media artworks, and share how the work creates different experiences.  <i>For example: Watch a suspenseful <b>video</b> and discuss feelings and why.</i>
2.2.4.8.1		8. Evaluate artistic work by applying criteria.	1. Discuss the effectiveness of and improvements for media artworks, considering their context.  <i>For example: Change the color, texture or feel of a digital illustration to improve the <i>tone</i> of the media artwork.</i>
2.2.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Use personal experiences, interests, and research in creating media artworks.  <i>For example: Personal stories; media art works that display personal life experience; or media artworks that exhibit research to create <i>story</i>.</i>



2.2.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Discuss how media artworks relate to everyday cultural life.  <i>For example:</i> Describe how media arts is used in our everyday life, how it influences what we think, and how it can be used in our lives.
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**GRADE 3**

Code	Strand	Anchor Standard	Benchmark
2.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in <b>bold</b>.</i>
2.3.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Generate multiple ideas for a <i>sequenced</i> media artwork using a variety of tools and materials.  <i>For example:</i> Take a series of photographs; observational drawing; journaling.
2.3.2.3.1		3. Create original artistic work.	1. Construct media arts content to communicate a purpose or idea, using <b>elements of artistic foundations</b> .  <i>For example:</i> Photo collage considering <i>attention</i> ; poster design considering <i>composition</i> ; character design and development considering <i>convention</i> .
2.3.2.4.1		4. Revise and complete original artistic work.	1. When revising media artworks compare and <i>contrast</i> how the <i>emphasis</i> of <b>elements</b> alters effect and purpose.  <i>For example:</i> Use of <i>space</i> in live action filming; manipulation of light in an <i>image</i> .
2.3.3.5.1	<b>3. Present</b>	5. Develop and refine artistic techniques and work for performance.	1. Discuss techniques used in editing media artworks.  <i>For example:</i> Cutting and splicing; volume; transitions; fade.
2.3.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Explain how the <i>meaning</i> of a media artwork might change depending on the venue.  <i>For example:</i> Formal vs informal (movie theater vs at home); still photo vs. film.
2.3.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Identify and describe how messages are created by <i>components</i> in media artworks, and share how the <i>components</i> affect mood.  <i>For example:</i> Watch a variety of media arts clips and discuss different clips express or influence different moods.
2.3.4.8.1		8. Evaluate artistic work by applying criteria.	1. Evaluate media artworks and identify possible improvements based on given criteria.  <i>For example:</i> Discuss how given criteria are evident in a media artwork and suggest ways to improve the media artwork such as keeping movements smaller and more controlled in stopmotion animation, or use of techniques to stabilize the captured video, or how to increase focus in digital <i>images</i> .
2.3.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Identify and show how media artworks form <i>meaning</i> , situations, and culture.  <i>For example:</i> Popular media.



2.3.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	2. Explain how knowing the time and place in which a media artwork was made influences interpretation of the work.  <i>For example:</i> Describe how labor-intensive films and animations used to be when they were shot frame-by-frame or by creating using cel animation techniques; describe how special effects in film have changed over time and how they impact what media artists are able to communicate.
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**GRADE 4**

Code	Strand	Anchor Standard	Benchmark
2.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
2.4.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Generate multiple ideas for media artworks using a variety of creative methods that explore <b>time</b> and <b>motion</b> .  <i>For example:</i> Investigation with video; reverse designing media artworks; mindmapping.
2.4.2.3.1		3. Create original artistic work.	1. Structure and arrange content and <i>components</i> to convey purpose and <i>meaning</i> in the creation of media artworks, applying <b>artistic foundations</b> .  <i>For example:</i> Hand drawn animation considering <i>balance</i> and <i>contrast</i> ; design music for <b>video</b> clip considering <i>emphasis</i> ; photo manipulation considering <i>fairness</i> , <i>fair use</i> , <i>juxtaposition</i> , and <i>imaging</i> .
2.4.2.4.1		4. Revise and complete original artistic work.	1. Revise content to convey purpose and <i>meaning</i> in various media artworks, using <b>artistic foundations</b> .  <i>For example:</i> Editing filters considering texture, editing, and mixing qualities considering <b>sound</b> elements.
2.4.3.5.1	<b>3. Present</b>	5. Develop and refine artistic techniques and work for performance.	1. Combine and coordinate a variety of media content into a media artwork presentation.  <i>For example:</i> A mixed media performance.
2.4.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Identify and describe presentation conditions, and take on a role in presenting media artworks.  <i>For example:</i> Exporting and distributing completed movie into online portfolio.
2.4.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Compare how messages are created by <i>components</i> in media artworks, and explain how the <i>components</i> affect mood and <i>audience</i> experience.  <i>For example:</i> Watch a variety of media arts clips and discuss how different clips express mood, and how they affect how the audience experiences the media art works.
2.4.4.8.1		8. Evaluate artistic work by applying criteria.	1. Apply given criteria for evaluating and improving media artworks and <i>production processes</i> .  <i>For example:</i> Keeping movements smaller and more controlled in stopmotion animation, use of techniques to stabilize the captured video, or how to increase focus in digital <i>images</i> .
2.4.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Examine and use personal interests, research, and cultural understanding to create media artworks.



			<i>For example:</i> Autobiographical stories; creating media artworks illustrating personal statements/positions; media art works that display personal life experiences.
2.4.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Identify how media artworks are used to inform or change beliefs, values or behaviors of an individual or society.  <i>For example:</i> Identify how media arts influences what we perceive, think, or believe; identify how media arts can influence our culture for positive change.

**GRADE 5**

Code	Strand	Anchor Standard	Benchmark
2.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
2.5.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Develop and test ideas, plans, <i>models</i> , and proposals for media artworks, considering artistic goals and <i>audience</i> .  <i>For example:</i> Draw a layout of a stop motion set; practice in and compare different <b>sound</b> recording spaces; interview or investigate <i>audience</i> for a project.
2.5.2.3.1		3. Create original artistic work.	1. Create content and combine <i>components</i> for a specific <i>audience</i> to express purpose and <i>meaning</i> in media artworks, utilizing <b>artistic foundations</b> .  <i>For example:</i> Stop motion animation considering <i>force</i> and <i>exaggeration</i> ; live action filmmaking considering <i>narrative structure</i> ; digital self-portraits exploring identity and <i>meaning</i> .
2.5.2.4.1		4. Revise and complete original artistic work.	1. Based on feedback, revise media artworks to improve clarity and purpose.  <i>For example:</i> Review balance of <i>components</i> , including <i>juxtaposition</i> .
2.5.3.5.1	<b>3. Present</b>	5. Develop and refine artistic techniques and work for performance.	1. Organize multiple media artworks to be combined into a single presentation.  <i>For example:</i> A media broadcast.
2.5.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Explain different roles related to presenting media artworks, and fulfill one of those roles in a presentation.  <i>For example:</i> Director; writer; actor; presenter.
2.5.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Differentiate how <i>components</i> in media artworks impact message and mood to create <i>meaning</i> and how they affect <i>audience</i> experience.  <i>For example:</i> Analyze how lighting design and <b>sound</b> design in a film impact mood and <i>audience</i> experience.
2.5.4.8.1		8. Evaluate artistic work by applying criteria.	1. Develop and apply criteria to evaluate media artworks and <i>production processes</i> .  <i>For example:</i> As a group, collaboratively develop a list of criteria to be used in evaluating a media artwork including how the media artwork was produced/created.



2.5.5.9.1	<b>5. Connect</b>	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Access and use multiple resources related to cultural understanding to create media artworks.  <i>For example:</i> Interests, knowledge, and experiences.
2.5.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Make inferences about the time, place, or culture in which a media artwork was created, citing evidence.  <i>For example:</i> Evaluate different video game designs for their history and context.

**GRADE 6**

Code	Strand	Anchor Standard	Benchmark
2.A.1.1	<b>1. Foundations</b>	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
2.6.2.2.1	<b>2. Create</b>	2. Generate and develop original artistic ideas.	1. Organize and propose artistic ideas, plans, <i>prototypes</i> , and processes for media artworks, considering expressive intent.  <i>For example:</i> Sketching; modeling; <b>sequencing</b> .
2.6.2.3.1		3. Create original artistic work.	1. Experiment with multiple approaches to produce content and <i>components</i> for a specific purpose in media artworks, utilizing a range of <b>artistic foundations</b> .  <i>For example:</i> Digital illustration considering <i>perspective</i> ; clay animation considering <i>point of view</i> ; poster design considering <i>media messages</i> .
2.6.2.4.1		4. Revise and complete original artistic work.	1. Evaluate how <b>elements</b> and <i>components</i> can be altered for intentional effects and <i>audience</i> .  <i>For example:</i> Font and <i>image</i> size and placement; <b>sound</b> selection and rearrangement in <b>video</b> considering <i>stylistic convention</i> .
2.6.3.5.1	<b>3. Present</b>	5. Develop and refine artistic techniques and work for performance.	1. Evaluate how the public uses, relates to, and participates with media artworks.  <i>For example:</i> Social media platforms; public space artworks.
2.6.3.6.1			1. Select artwork for a collection or <i>portfolio</i> based on given criteria.
2.6.3.6.2		6. Make artistic choices in order to convey meaning through performance.	2. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation or <i>distribution</i> of media artworks.  <i>For example:</i> <i>Virtual channels</i> ; formatting and exporting for various print production.
2.6.4.7.1	<b>4. Respond</b>	7. Analyze and construct interpretations of artistic work.	1. Analyze how messages change due to multiple approaches in producing media artworks and how they affect <i>audience</i> experience.  <i>For example:</i> Examine media artworks that use different <i>technological</i> approaches, such as <i>interactivity</i> versus theatrical film, and the affect on <i>audience experience</i> .
2.6.4.8.1		8. Evaluate artistic work by applying criteria.	1. Provide and receive constructive feedback based on criteria for evaluating media artworks.



			<i>For example:</i> Create a rubric for a project.
2.6.5.9.1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Compare and contrast how creating and presenting media artworks forms personal and <i>digital identity</i> .  <i>For example:</i> Using platforms of <i>systematic communications, distribution</i> and engagement with <i>new media</i> .
2.6.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Explain how media artworks relate to and impact personal, societal, cultural, historical, and community situations.  <i>For example:</i> Personal identity; <i>digital identity</i> ; historical events; entertainment.

**GRADE 7**

Code	Strand	Anchor Standard	Benchmark
2.A.1.1	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
2.7.2.2.1	2. Create	2. Generate and develop original artistic ideas.	1. Design, propose and evaluate artistic ideas, plans, <i>prototypes</i> , and <i>production processes</i> for media artworks, considering expressive intent and resources.  <i>For example:</i> Pitching; storyboarding
2.7.2.3.1		3. Create original artistic work.	1. Create media artworks, using <b>artistic foundations</b> , that integrate <i>production processes</i> , content, and <i>stylistic conventions</i> to communicate <i>meaning</i> for a specific audience.  <i>For example:</i> Choose and defend a <i>narrative structure</i> for video
2.7.2.4.1		4. Revise and complete original artistic work.	1. Improve media artworks by placing <i>emphasis</i> on particular expressive <i>components</i> .  <i>For example:</i> Consideration of <i>continuity, purpose, audience, or place</i> .
2.7.3.5.1	3. Present	5. Develop and refine artistic techniques and work for performance.	1. Explain the choices made in the presentation of media artworks.  <i>For example:</i> Choices made in creative <i>components</i> such as <b>sound</b> , titling, etc.
2.7.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Evaluate how various presentation formats and approaches to <i>distribution</i> can have a personal or local impact.  <i>For example:</i> Compare and contrast presentation for a museum with commercial signage.
2.7.4.7.1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Analyze how intentional use of <b>elements of media artworks</b> interact with personal perceptions, influencing mood and <i>managing audience experience</i> .  <i>For example:</i> Examine how media artworks include a variety of media elements which affect the way we see, hear, or experience a media artwork.





2.7.4.8.1		8. Evaluate artistic work by applying criteria.	1. Compare and contrast an evaluation of a media artwork based on personal criteria and an evaluation of a media artwork based on a set of established criteria.  <i>For example:</i> Complete a self-assessment and compare it with assessment from peer or educator.
2.7.5.9.1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Analyze how to <i>safely, ethically</i> and intentionally develop <i>digital identity</i> when creating and presenting media artworks, through <i>systematic communications</i> .  <i>For example:</i> <i>Ethically</i> exploring anonymity in a virtual world such as gaming; <i>digital safety</i> ; <b>digital security</b> .
2.7.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Analyze how response to media art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.  <i>For example:</i> Evaluate the changes in the use and style of photography over time.

## GRADE 8

Code	Strand	Anchor Standard	Benchmark
2.A.1.1	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in <b>bold</b>.</i>
2.8.2.2.1	2. Create	2. Generate and develop original artistic ideas.	Structure and critique ideas and solutions for original media artworks, using <i>divergent thinking</i> and identified <i>generative methods</i> .  <i>For example:</i> Compare and contrast App-based animation platforms; repeatedly abstract an object for a 2D design.
2.8.2.3.1		3. Create original artistic work.	1. Create media artworks using <i>transdisciplinary</i> or <i>transmedia production</i> , to express emotion and <i>meaning</i> .  <i>For example:</i> Original <b>sound</b> design (such as an <i>experiential design</i> incorporating a podcast) considering <i>theme, movement and unity</i> ; simple web page design considering <i>positioning with multimodal perception</i> .
2.8.2.4.1		4. Revise and complete original artistic work.	1. Refine media artworks, <i>resisting closure</i> while intentionally altering <i>stylistic conventions</i> based on specific goals and personal choices.  <i>For example:</i> Edit video game level design considering <i>interactive components</i> after receiving feedback.
2.8.3.5.1	3. Present	5. Develop and refine artistic techniques and work for performance.	1. Develop and apply criteria for evaluating a collection of media artwork for presentation.  <i>For example:</i> Create survey for a focus group; participate in forum on media artwork presentation.
2.8.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Evaluate and implement improvements in the presentation of media artworks, considering personal and local impacts.  <i>For example:</i> Research the changes to personal or corporate branding over time..
2.8.4.7.1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Analyze the relationships between media arts <i>components</i> , and explain how <i>transdisciplinary</i> or <i>transmedia productions</i> communicate and affect <i>audience</i> experience.  <i>For example:</i> Compare the experience of platforms with <i>interactivity</i> (such as <i>experiential design</i> ) with the experience of traditional art mediums.



2.8.4.8.1		8. Evaluate artistic work by applying criteria.	1. Evaluate media artworks and <i>production processes</i> with developed criteria at multiple stages in the creation process, including criteria related to <i>fair use</i> and <i>copyright</i> .  <i>For example:</i> Plagiarism; appropriation; <b>intellectual property</b> ; <b>creative commons media</b> ; <b>public domain</b> ; and <i>legal</i> .
2.8.5.9.1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Evaluate the cycle of producing media artworks to make <i>meaning</i> of and respond to local and global events, and the power of media arts to affect social change.  <i>For example:</i> Artmaking in response to natural disaster; political and social campaigns.
2.8.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Explain different ways media arts are used to represent, establish, reinforce, and reflect culture or group identity.  <i>For example:</i> Use of memes and <i>viral</i> video in <i>systematic communications</i> .

HIGH SCHOOL

Code	Strand	Anchor Standard	Benchmark
2.A.1.1	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
2.9.2.2.1	2. Create	2. Generate and develop original artistic ideas.	1. Apply <i>aesthetic criteria</i> in developing, proposing, and refining artistic ideas, plans, <i>prototypes</i> , and <i>production processes</i> for media artworks, considering original inspirations, <i>audience</i> and <i>constraints</i> .  <i>For example:</i> Survey; research; <i>design thinking</i> ; identify problem.
2.9.2.3.1		3. Create original artistic work.	1. Create media artworks using <i>hybridization</i> or <i>multimodal perception</i> , by integrating <i>components</i> and <i>stylistic conventions</i> , to express compelling purpose, <i>story</i> , or emotion.  <i>For example:</i> Set building with light, <b>motion</b> or <i>interactivity</i> ; character development, type selection considering multiple presentation formats.
2.9.2.4.1		4. Revise and complete original artistic work.	1. Modify media artworks by improving technical quality, <i>components</i> , and <i>stylistic conventions</i> , based on consideration of purpose, <i>audience</i> , and place.  <i>For example:</i> Redesign webpage based on a specific project goal.
2.9.3.5.1	3. Present	5. Develop and refine artistic techniques and work for performance.	1. Critique and justify the use of design <i>components</i> within a media arts presentation, considering the reaction of the <i>audience</i> .  <i>For example:</i> Director Q&A; stakeholder review; SCAMPER; six thinking hats.
2.9.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Design and evaluate presentation and <i>distribution</i> of media artworks through multiple formats for specific <i>contexts</i> , <i>market(s)</i> and <i>system(s)</i> .  <i>For example:</i> Evaluate presentation modes for media artworks through <i>virtual channels</i> versus a <i>multimedia theatre</i> , considering <i>media arts contexts</i> .
2.9.4.7.1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Analyze how a broad range of media artworks affect experience and communicate through <i>multimodal</i> perception, while using artistic foundations.  <i>For example:</i> Analyze the managed experience in <i>augmented reality</i> , <i>virtual worlds</i> or gaming that incorporates artificial intelligence.
2.9.4.8.1		8. Evaluate artistic work by applying criteria.	1. Construct and defend evaluations of media artworks and <i>production processes</i> , including criteria related to <i>ethics</i> .  <i>For example:</i> Respond to representations of people, identity or groups in media artworks.



2.9.5.9.1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Incorporate personal experiences and cultural perspectives to establish <i>personal aesthetic</i> in media artworks.
2.9.5.9.2			2. Analyze how individually developed <i>media messages</i> influence local and global communities.  <i>For example:</i> Disruption of the dominant discourse through media artworks; responsibly and irresponsibly developed <i>media messages</i> .
2.9.5.10.1		10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Synthesize how media arts represent, establish, reinforce, and reflect culture or group identity.
2.9.5.10.2			2. Use <i>contexts</i> , purposes, representations, and values to inform media artworks.  <i>For example:</i> Develop <i>media literacy</i> to examine how <i>media messages</i> affect social trends, power, equity, bias, gender, personal or cultural identity.

