

Reflective Artist Projects in Media Arts

from Perpich Center for Arts Education

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Through the Reflective Artist Projects, students continue to refine their artistic knowledge and skills and engage in ongoing reflection to make their thinking visible.

Students: In RAPs, students are deepening skills that transfer to college and career, and a way to make their thinking visible. These skills could include goal setting, persistence, envisioning, reflecting, communicating, analyzing, evaluating, problem solving, considering various points of view, initiative, and/or working independently. If students are in the process of writing essays for college applications, this can help!

Teachers: Here is a pathway to deepening skills that your students are developing through their work in the arts—21st century skills that transfer to college and career—and make that thinking visible. These skills could include goal setting, persistence, envisioning, reflecting, communicating, analyzing, evaluating, problem solving, considering various points of view, initiative, and/or working independently. RAPs also provide support for framing teaching and learning in your classes for *all* students through the 2018 Minnesota K-12 Academic Standards in the Arts.

- Assign (or students choose) a project in one of three artistic processes—**Create**, **Respond**, and **Present**—plus **Connect**. Connect is part of every project. Project examples are provided on pages 6-7, and these reflect current MN K-12 Media Arts Standards.
- Students keep a journal through their work on the project. Sample prompts are provided on page 2. One alternative to the more familiar prompts is reflecting on Competencies of Practice. Students at Perpich Arts High School engage with these in their work. See the pages specific to each artistic process: **Create** – page 3, **Respond** – page 4, **Present** – page 5.
- Suggested rubrics for projects/journals are on page 2 and rubrics for Competencies of Practice are on pages 3-5.

Your project will be based on one of these three artistic processes—**Create**, **Respond**, and **Present**—plus **Connect**. Connect is part of every project. Keep a journal throughout your project work to document your inspiration, challenges, questions, and progress.

Sample Prompts for Your Journal Entries

- What are you thinking about and working on today?
- How did your work move forward today?
- What challenges are you facing?
- What ideas do you have for addressing the challenge(s)? Are there options?
- What's next? Who might you ask for help? What research can you do on your own?
- What do you plan to work on next/tomorrow?

Sample Scoring Rubric for Projects and Journals

One or more statement(s) under each element will apply to your RAP, depending on the artistic process(es) you've chosen.

	Work EXCEEDS the TARGET	This is your TARGET to MEET the level of achievement expected in the Reflective Artist Project	Work DOES NOT YET MEET the TARGET
Artistic work	10	8 6 Rigor/Technique • Technique demonstrates an advanced level of perseverance with technical skill and proficiency in the chosen medium(s). • Skilled analysis shows a deep understanding and thoughtful analysis of artistic choices and techniques used in the project. • Use of vocabulary demonstrates precise and descriptive language to articulate artistic intentions and outcomes.	4 2
	10	8 6 Expression/Artistry • Incorporation of materials/elements/concepts demonstrates adeptness in the use of materials, elements, and concepts to express artistic ideas effectively. • Sharp attention to detail shows meticulous care in the execution of the artwork, ensuring precision and clarity.	4 2
	10	8 6 Spark/Impact • A unique, creative, or surprising element shows an original and innovative aspect that stands out and adds depth or intrigue to the product. • A strong connection with audience/viewers engages them emotionally, intellectually, or aesthetically, leaving a lasting impression or prompting meaningful interaction.	4 2
Journal	5	4 3 • Regular writing, drawing, sketching, and/or audio recordings consistently engage with the prompts, demonstrating a disciplined approach to reflection. • Each question is addressed at least once, ensuring thoughtful consideration of progress and the development process. • Reflections cite evidence from the work + more details illustrating deeper understanding and critical thinking.	2 1

* The use of language conventions is expected such as complete sentences or bullets, accurate punctuation, and appropriate grammar.



Another Type of Journal Prompts – Competencies of Practice for Media Arts **Create** + **Connect** Projects

Another approach in the journal is to reflect on your work through one or more of the Competencies of Practice (Creative, Individual, Thinking, Relational). Students at Perpich Arts High School engage with these in their work.

Media Arts Create + Connect Project		
Creative Practice	• I am an innovator • I am resource savvy • I am a risk taker • I am a keen observer	• Where do people get ideas for creating artistic work? • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • Why do artists follow or break from established traditions? • What influences choice-making in creating art?
Individual Practice	• I am knowledgeable • I am productive • I am accountable • I am self-directed • I am devoted to improving	• Why do artists follow or break from established traditions? • What role does persistence play in revising, refining, and developing work? • How do artists grow and become accomplished in their art forms? • How do artists use self-reflection, feedback from others, and documentation to improve the quality of their work?
Thinking Practice	• I am a critical thinker • I am a creative thinker • I am a connection maker • I am a problem solver • I am a questioner • I am a decision maker	• What conditions, attitudes, and behaviors support innovative thinking? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? • How do artists and designers learn from trial and error? • How do creators determine whether a particular direction in their work is effective? • How do artists and designers determine goals for designing or redesigning objects, places, or systems?
Relational Practice	• I am a collaborator • I am a communicator across disciplines • I am an engaged citizen • I am culturally aware	• How does creating artistic work deepen understanding of ourselves, other knowledge, and events around us? • How does collaboratively reflecting on a work help us experience it more completely? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • How do objects, places, and design shape lives and communities? • How do artists and designers create works of art or design that effectively communicate?

	Work EXCEEDS the TARGET	This is your TARGET to MEET the level of achievement expected in the Reflective Artist Project	Work DOES NOT YET MEET the TARGET
Reflecting on Competencies of Practice	5	4 3 • Reflection on one or more of the Competencies of Practice responds to one of the Essential Questions, or examines and discusses specific skills and competencies relevant to the project or artistic process. • Reflections cite evidence from the work + more details with specific examples or evidence from their own artistic work, demonstrating application in the identified competencies.	2 1

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Another Type of Journal Prompts – Competencies of Practice Media Arts **Respond + Connect** Project

Another approach to journaling is to reflect on your work through one or more of the Competencies of Practice (Creative, Individual, Thinking, Relational). Students at Perpich Arts High School engage with these in their work.

Media Arts Respond + Connect Project		
Creative Practice	• I am an innovator • I am resource savvy • I am a risk taker • I am a keen observer	• How can the same work of art communicate different messages to different people?
Individual Practice	• I am knowledgeable • I am productive • I am accountable • I am self-directed • I am devoted to improving	• How is a personal preference different from an evaluation?
Thinking Practice	• I am a critical thinker • I am a creative thinker • I am a connection maker • I am a problem solver • I am a questioner • I am a decision maker	• How does artistic work preserve aspects of life? • How and why might criteria vary? • How can one determine criteria to evaluate artistic work? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
Relational Practice	• I am a collaborator • I am a communicator across disciplines • I am an engaged citizen • I am culturally aware	• How does artistic work deepen our understanding of ourselves, other knowledge, and events around us? • How can the same work of art communicate different messages to different people? • How is artistic work used to impact the views of a society? • How does artistic work help us understand the lives of people of different times, places, and cultures?

	Work EXCEEDS the TARGET	This is your TARGET to MEET the level of achievement expected in the Reflective Artist Project	Work DOES NOT YET MEET the TARGET
Reflecting on Competencies of Practice	5	4 3 • Reflection on one or more of the Competencies of Practice responds to one of the Essential Questions, or examines and discusses specific skills and competencies relevant to the project or artistic process. • Reflections cite evidence from the work + more details with specific examples or evidence from their own artistic work, demonstrating application in the identified competencies.	2 1

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Another Type of Journal Prompts – Competencies of Practice

Media Arts **Present** + **Connect** Project

Another approach in the journal is to reflect on your work through one or more of the Competencies of Practice (Creative, Individual, Thinking, Relational). Students at Perpich Arts High School engage with these in their work.

Media Arts Present + Connect Project		
Creative Practice	• I am an innovator • I am resource savvy • I am a risk taker • I am a keen observer	• How is artistic work used to impact the views of a society?
Individual Practice	• I am knowledgeable • I am productive • I am accountable • I am self-directed • I am devoted to improving	• What can I do to fully prepare a presentation? • What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Thinking Practice	• I am a critical thinker • I am a creative thinker • I am a connection maker • I am a problem solver • I am a questioner • I am a decision maker	• How do artworks presented cultivate appreciation and understanding? • How does artistic work preserve aspects of life? • How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
Relational Practice	• I am a collaborator • I am a communicator across disciplines • I am an engaged citizen • I am culturally aware	• How does context and the manner in which works are presented influence audience response? • How does artistic work help us understand the lives of people of different times, places, and cultures? • How does creating artistic work deepen understanding of ourselves, other knowledge, and events around us?

	Work EXCEEDS the TARGET	This is your TARGET to MEET the level of achievement expected in the Reflective Artist Project	Work DOES NOT YET MEET the TARGET
Reflecting on Competencies of Practice	5	4 3 • Reflection on one or more of the Competencies of Practice responds to one of the Essential Questions, or examines and discusses specific skills and competencies relevant to the project or artistic process. • Reflections cite evidence from the work + more details with specific examples or evidence from their own artistic work, demonstrating application in the identified competencies.	2 1

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Reflective Artist Project Examples in Media Arts

Here are some examples and more specific information about Reflective Artist Projects in media arts. Please note that these examples are provided to give ideas for your students' work. Feel free to adapt these ideas or create new ones!

Create (+ Connect) an original media artwork in a genre of your choice. You'll generate ideas, develop and expand your ideas, revise or refine your work perhaps with feedback from others, and then complete it. Along the way, think about how your personal knowledge and experience is evident in the choices you make.

Examples of Create projects in media arts:

- **Short Film Production.** Create an original short film in a genre of your choice. Develop a compelling storyline, plan cinematography, and explore editing techniques. Reflect on how your personal experiences and perspectives influence your narrative and visual storytelling choices.
- **Digital Animation Project.** Develop a digital animation project using software of your choice. Generate ideas for characters, storyboards, and animation sequences. Consider how your unique style and creative influences shape the overall aesthetic of the animation.
- **Storytelling through Photography.** Develop a narrative photography project where you tell a compelling story through a series of carefully curated and executed photographs (such as portraiture, documentary photography, or staged scenes). Then, curate a photography exhibition showcasing this series of original works. It is important to develop a cohesive theme for your series, experiment with different photographic techniques, and consider the sequencing and placement of images for viewer experiences. Reflect on how your personal vision and experiences shape the visual narrative.
- **Video Poem.** Embark on a transformative exploration of poetic expression through the creation of a video poem. To do that, you are combining evocative visuals, audio elements, and poetic language. Generate ideas, refine your poetic narrative, and consider the visual aesthetics that enhance the emotional impact. Carefully consider the sequencing of your video elements, explore thematic connections, and reflect on how your personal experiences and poetic voice shape the overall emotional communication of the video poem.

Respond (+ Connect) to media artwork. You'll describe and analyze the work, and then evaluate it using selected criteria and supporting evidence. Along the way, you'll learn about the background or context in which it was created, and think about how the context and your own experience have influenced your response.

Examples of Respond projects in media arts:

- **Media Art Analysis and Response.** Utilize a variety of protocols (such as film critiques, Critical Response Protocol, or Visual Thinking Strategies) to explore the process of visually and auditorily "reading" a diverse selection of media. Select media artworks that span various styles, time periods, and cultural contexts. Analyze these media artworks critically, considering components such as camera shots and angles, visual composition, sequencing, storytelling techniques, sound, and emotional impact. Following your analysis, challenge yourself to respond by creating your own media artworks that incorporate components inspired by the pieces you studied. This project helps broaden your artistic vocabulary, provides a rich foundation for conceptual development, and allows you to synthesize diverse influences into your own unique artistic expressions.
- **Media Artist Case Study.** Engage in focused research on a contemporary and historical media artist whose work resonates with your interests or challenges your artistic perspectives. Thoroughly explore the media artist's background, influences, and conceptual foundations, looking for insights into the richness of contemporary and historic artistic practices. Analyze a selection of the media artist's noteworthy works and articulate how those pieces have contributed to the media artist's overall vision. The culmination of this research could involve integrating gained insights into your own creative endeavors—leveraging new techniques, thematic elements, or conceptual approaches.



Reflective Artist Project Examples in Media Arts *(continued)*

- **Soundscapes Research and Analysis.** Conduct research on the creation of soundscapes in media arts by exploring the use of music, ambient sounds, and sound design in films, games, or virtual reality experiences. Challenge yourself to create original soundscapes that enhance the emotional impact of your media art projects and explain your artistic choices and intentions.
- **Media Literacy through Film Analysis Essay.** Critically examine selected films, exploring narrative complexities, visual elements, and cultural contexts. With a diverse set of films (spanning genres, time periods, and cultures), possible elements might include plot development, character arcs, cinematography, sound design, editing techniques, and others. Through this process you are cultivating media literacy and scrutinizing technical aspects while delving into how filmmakers convey messages and themes through visual storytelling. Examine intentional choices in framing, symbolism, color palette, and metaphors. Also consider cultural context, understanding societal norms, and historical influences. Your culminating essay should showcase your media literacy proficiency and recognize the impact of visual storytelling on societal perceptions and cultural representations. Through this, you will be refining critical thinking skills, enhancing media literacy, and cultivating cultural awareness.

Curate and **Present (+ Connect)** a collection, portfolio, or display of media artwork. You'll evaluate and select appropriate artwork(s), analyze relationships between the artists and/or artworks, and justify your choices in an artist statement. Along the way, think about the impact the art or artist(s) may have on beliefs, values, and behaviors of the audience.

Examples of Present projects in media arts:

- **Film Launch Experience.** Plan a dynamic film launch event, designing promotional materials, video trailers, and immersive experiences to engage the audience. Following the launch, you'll critically analyze audience reactions to evaluate the impact of design and film components on engagement and emotional responses. Additionally, create a multifaceted distribution strategy such as online platforms, film festivals, and mock theater releases, and assess how design choices contribute to marketability. Through this, you will develop skills in critiquing and justifying design components within media arts presentations; consider audience reactions, contexts, markets, distribution systems; and ultimately, make decisions about when markets matter and when projects are done simply to share their messages regardless of marketability.
- **Augmented Reality (AR) Storytelling Exhibition.** Develop an AR storytelling exhibition where viewers can use AR devices (using AI triggers or simply QR codes to linked overlays, videos, or animations that explain additional context or history, artistic processes, behind the scenes work, or supplemental materials) to interact with digital layers superimposed on the physical environment. Through this, you will be evaluating how AR enhances storytelling and considering audience reactions and the potential for immersive narrative experiences.
- **Live Streaming Media Art Film Presentation.** Engage in live streaming sessions where you share your media artworks in real-time to an online or hybrid audience. This presentation involves audience interaction, commentary, and Q&A sessions. After the live stream, evaluate the effectiveness of this dynamic format in connecting with viewers and fostering a sense of community.
- **Beta Testing Media Artwork: Refining Design with Audience Insight.** Create a media artwork (such as digital imaging, animation, film, or digital art), focusing on narrative cohesiveness, visual aesthetics, and overall design. Critically analyze feedback to justify your design choices and pinpoint areas for improvement. An iterative refinement process aims at enhancing the quality of media artworks and overall viewer experience. It also helps sharpen skills in critiquing and justifying design components, and fosters the ability to design and evaluate media artworks for specific contexts, audiences, and distribution systems. This project showcases flexibility and culminates in a final presentation that reflects adaptability and audience responsiveness.

