

National Coalition for Core Arts Standards

Media Arts Model Cornerstone Assessment: Grade 8

Discipline: Media Arts

Artistic Processes: All Processes – Key Process: *Constructing, Practicing, Evaluating*

Title: Moving Image – Producing an Art History Documentary

Description: Each student will produce a short, 2 minute video documentary about a visual artist of their choice, using expressive narrative and editing techniques to evoke and exhibit the artist’s particular intention, style and genre.

Grade: Grade 8

In this Model Cornerstone Assessment task you will find:	PAGE
STRATEGIES FOR EMBEDDING IN INSTRUCTION	2
DETAILED ASSESSMENT PROCEDURES	2-3
KNOWLEDGE, SKILLS AND VOCABULARY	3
DIFFERENTIATION STRATEGIES	4
STRATEGIES FOR INCLUSION	4
RESOURCES NEEDED FOR TASK IMPLEMENTATION	4
SUGGESTED SCORING DEVICES	4
TASK SPECIFIC RUBRICS	4
PRODUCT ASSESSMENT RUBRIC EXAMPLE	5
PROCESS ASSESSMENT RUBRIC EXAMPLE	6
ASSESSMENT FOCUS CHART	7-8
BENCHMARKED STUDENT WORK	8 <i>Anchor examples to be collected and scored as MCA is piloted</i>

Estimated Time for Teaching and Assessment:

Students should be provided ample time for the project for focus and revision (approx. 8-10 hours).

(Note: This task will be piloted during the 2014-2015 school year. Once piloted, the estimated time may be revised. If a time is entered below, it is to assist teachers for planning purposes. If a time is not entered, the developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.)

Strategies for Embedding in Instruction

[Possible sequence & strategies to embed Model Cornerstone Assessment within a classroom unit.]

This process provides experience in historical documentary research and production. Students function as historians to describe an artist's background. They must understand and describe the artist's cultural context and describe their style of working, exhibiting a range of images. **This assessment model is particularly focused on the student's insights into a visual artist's expressive style and message, whether the student can verbally analyze and describe that using visual evidence, and whether they are able to convey that through the assembly and editing process.** The video should evoke this expressive intent of the artist by how the student modulates their voice, the descriptive terms they use, the specificity of design vocabulary (line, color, shape, balance, rhythm, etc.), focus of the camera, editing qualities, use of panning and zooming into the image(s) and synchronicity of word and image.

Suggested Sequence:

1. Investigate the status and role of documentaries in contemporary culture. (Relate)
2. Examine and discuss various example art history documentaries for expressive techniques, relevance, interest and engagement. (Perceive, Synthesize)
3. Present challenge and criteria with examples of choices of historical, contemporary and/or local visual artists.
4. Students investigate various artists and determine their interest. (Synthesize)
5. Research and gather assets about the chosen artist. (Develop)
6. Begin to write a script and continue gathering appropriate assets to depict historical, cultural, geographic context, and specific artworks to exemplify artist's style and intent. (Develop, Synthesize)
7. **Revise and refine script and assets based on peer evaluation. Evaluate for effective description of artist's style, genre and intent. (Construct, Evaluate)**
8. Narrate script and edit images to produce rough draft version of documentary. (Construct)
9. **Present for peer and instructor evaluation. Evaluate for effectiveness in narration, compositions, angles, focus, timing, movement and sound to explain and express artist style, genre and intent. (Practice, Evaluate)**
10. Refine documentary as per feedback. (Construct)
11. Re-present and determine effectiveness of improvements and need for further refinement. (Construct)
12. Present works in public format – e.g. web, festival (Practice)
13. Student reflection on what was experienced and learned in viewing others and refining and presenting own work. (Synthesize)

Detailed Assessment Procedures

[clear outline of procedures necessary to obtain comparable work from multiple teachers - i.e., coding and file format for preservation of student work (mp3, PDF), etc.]

This assessment process will generate a variety of evidence about a student's learning; what they know about the documentary production process and how well they can apply the knowledge by creating a short, expressive documentary. This eighth grade experience together with similar experiences at grade 2, grade 5, and three levels at the high school create a vital record of the student's development of a central component of learning in media arts: "moving image" category.

Assessment Set-up: This assessment model begins with the *Connecting* process and an inquiry into this particular genre and format. The instructor will provide background and contextual information in the art history documentary genre. Students should view and compare the example videos for content, style and techniques, as well as contemporary relevance. They should discuss and determine who they think the intended audience is and ways they might update the format to make it more relevant to current young people. Key to this analysis is examining how editing and narrative, camera and editing techniques expressively communicate meaning to the viewer. This becomes a critical factor in this assessment at achieving the Construct/refine standard above, and an important part of the student's continuing repertoire of aesthetic design capacities. It also exhibits their mastery and transferred application of several other standards – Perceive, Construct, Synthesize.

Materials: A Project Assessment Form is used throughout the assessment to evaluate student achievement of standard. It is broken down into two sections with accompanying rubrics.

1. Process Assessment –to monitor ongoing activity, behavior and the learning process itself, including: productivity, participation, collaboration, effort, research, organization, revision, self-direction, self-evaluation, creativity, iteration, timeliness, etc.
2. Product Assessment –to evaluate stages of work from pre to post-production, and the final product, including: script, shot list, assets, production, sequencing, timing, narration, technical quality, expressive intent, creativity, etc.

Technical Specifications: The final video for upload must be in one these formats: .mp4, .mov, .avi, .wmv; standard aspect ratios 4:3 or 16:9; frame rates >24fps; sound – mp3 or aac > 44.1kHz (YouTube standard)

Knowledge, Skills and Vocabulary

[focusing on concepts required to successfully complete the task]

Knowledge and Skills

- Explain role and nature of documentaries; note expressive documentary techniques
- Research an artist
- Gather historical assets about the artist
- Write a script about the artist, explaining historical and cultural context, artist's work, genre, style and intent
- Use visual evidence to support their description
- Record the narration of the script
- Edit sequences and add effects, sound to accompany the script and evoke the expressive description of the artist's work
- Share the completed work in the appropriate format for presentation
- Revise and refine the script and edited work for expressive intent
- Evaluate their own and others work
- Reflect on the experience and what was learned

Key Vocabulary

- Transition
- Segue
- Sequence
- Montage
- Synchronous (“synch up”, “out of synch”)
- Timing
- Style
- Genre
- Intent
- Movement
- Focus
- Complement
- Enhance
- Effects – zoom, pan, tilt, dissolve, cut
- Effective
- Evoke
- Express
- Art and Design Vocabulary – line, color, shape, form, balance, unity, emphasis, etc.
- Contemporary
- Context – historical, geographic, cultural, presentation

Differentiation Strategies

(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)

Resource:

(sample) <http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

Strategies for Inclusion

(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities. This may be filled in by individual teachers based on their own students' needs.)

Resource: (sample)

<http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/1229>

Resources Needed for Task Implementation

[For task implementation]

- Computer or Multimedia Mobile Device for each student or team (2-3 recommended)
- Desktop or online editing software – e.g. Windows Moviemaker, Mac iMovie, Popcorn.com, etc.
- Internet access
- Projector
- LIMITED RESOURCES ALTERNATIVES: Students may use books as visual resources, and any video recording device to record and focus on elements within imagery. With proper planning and rehearsal, it is also possible to edit within the camera, narrating into the internal microphone while shooting. This style of production could take much less time (approx. 4-5 hours) to accomplish.

Suggested Scoring Devices

[rubrics, checklists, rating scales, etc. based on the Traits]

1. Rubric for scoring student work
2. Self-Critique Form
3. Peer/Teacher Critique Forms
4. Final Student Reflection Form

Task-specific Rubrics

Student Project Rubrics

- a. Process – Dimensions: productivity, participation, collaboration, effort, etc (example attached)
- b. Product – Dimensions: script, shot list, storyboard, assets, production, etc. (example attached)

Moving Image: Documentary		Product Assessment Rubric		Grade: 8	
Production Components	Below Standard	Approaching Standard	At Standard (may contain limited deficiencies)	Above Standard (Proficient)	
Content/ Message/ Expression	<ul style="list-style-type: none"> • Weak • Unfocused • Uninteresting • Not-defensible • Not creative; rote • Unoriginal • Overly simple 	<ul style="list-style-type: none"> • Inconsistent; Points not entirely clear • Sometimes unfocused • Sometimes uninteresting • Sometimes uncreative • Sometimes unoriginal • Evidence does not always support focus • Under-complex 	<ul style="list-style-type: none"> • Complete; Describes artist's work • Basic focus (expressive intent) • Basically interesting • Exhibits insights • Works evidence ideas • Simple but complete 	<ul style="list-style-type: none"> • Solid; Describes artist's work • Exhibits focus (expressive intent) • Interesting • Sufficient evidence • Basically creative • Original • Basic complexity 	
Structure/ Story/ Script	<ul style="list-style-type: none"> • Poorly structured • Lack of intro or conclusion • Disorganized 	<ul style="list-style-type: none"> • Displays good structure • Weak or confusing intro or conclusion • Sometimes disorganized 	<ul style="list-style-type: none"> • Unified structure • Intro and conclusion • Basic organization 	<ul style="list-style-type: none"> • Achieves structural integrity • Strong intro and conclusion • Organized 	
Visuals	<ul style="list-style-type: none"> • Composition is often weak • Editing is disruptive • Pacing is off • Lighting is poor 	<ul style="list-style-type: none"> • Composition sometimes weak • Editing sometimes disruptive, loose • Pacing sometimes off • Lighting is sometimes poor 	<ul style="list-style-type: none"> • Images composed • Editing smooth, no glitches • Consistent pacing • Lighting is good • Good use of effects 	<ul style="list-style-type: none"> • Composition supports story • Editing supports story • Good pacing • Good lighting • Effects support story 	
Sound • Narration • Dialog/interview • Music • Ambient/FX	<ul style="list-style-type: none"> • Many technical errors • Imbalanced • Inconsistent • Distracts from story • Unoriginal 	<ul style="list-style-type: none"> • Some technical errors • Some imbalance • Some inconsistency • Sometimes distracts from story • Sometimes unoriginal 	<ul style="list-style-type: none"> • Minimal technical errors • Balanced • Basic Consistence • Maintains story • Original 	<ul style="list-style-type: none"> • No major technical errors • Balanced • Consistent • Supports story • Original 	

Moving Image: Documentary		Process Assessment Rubric		Gr: 8	
Production Components	Below Standard	Approaching Standard	At Standard	Above Standard	
Productivity / Process	<ul style="list-style-type: none"> • Several missed timelines • Several missed assignments • No proof of refinement • Wasted time 	<ul style="list-style-type: none"> • Some missed timelines • Some artifacts missing or incomplete • Considered reflection and feedback to refine piece 	<ul style="list-style-type: none"> • Met all timelines • Completed all pre-production and production artifacts • Effectively utilized reflection and feedback to refine piece 	<ul style="list-style-type: none"> • Ahead of timeline, used extra time to continue to refine product • Completed additional artifacts not required by the assignment that improve quality of piece (additional planning documents, etc.) 	
Collaboration / Participation	<ul style="list-style-type: none"> • Frequently did not follow through on assigned roles or tasks • Displayed poor communication skills 	<ul style="list-style-type: none"> • Fulfilled most assigned roles in completion of project • Resistant to take on leadership roles during project • Displayed adequate communication skills 	<ul style="list-style-type: none"> • Fulfilled all assigned roles in completion of project • Fulfilled leadership roles as needed to guide aspects of project • Displayed strong communication skills 	<ul style="list-style-type: none"> • Took extra time to guide and give feedback to other groups • Worked with others in the group to fulfill roles of group members who did not complete assignments 	
Effort	<ul style="list-style-type: none"> • Little effort given to complete daily assignments or final project 	<ul style="list-style-type: none"> • Effort displayed at most stages of the project • Work done on most daily assignments and aspects of project 	<ul style="list-style-type: none"> • Focused effort on all stages of production 	<ul style="list-style-type: none"> • Took initiative to work outside of class gathering research, distributing project, or soliciting feedback 	

Assessment Focus					
Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards (Grade 8)
Creating					
<ul style="list-style-type: none"> Developing 	Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.	How do media artists organize and develop ideas and models into process structures to achieve the desired end product?	Organize and develop artistic ideas and work.	<ul style="list-style-type: none"> Gathers and organizes assets and materials Writes script w/ images <ul style="list-style-type: none"> Artist Context Work, style, design descriptions 	Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.
<ul style="list-style-type: none"> Constructing 	The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	<p>What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?</p> <p>How do media artists improve/refine their work?</p>	Refine and complete artistic work.	<ul style="list-style-type: none"> Records narrative Edits sequence, effects Refines production for expressive intent, based on feedback Exports format 	<p>a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity.</p> <p>b. Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.</p>

Responding					
<ul style="list-style-type: none"> Perceiving 	Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.	<p>How do we 'read' media artworks and discern their relational components?</p> <p>How do media artworks function to convey meaning and manage audience experience?</p>	Perceive and analyze artistic work	<ul style="list-style-type: none"> Researches subject Participates in and contributes to analysis. 	<p>a. Compare, contrast, and analyze the quality components and style in media artworks.</p> <p>b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.</p>
Connecting					
<ul style="list-style-type: none"> Synthesizing 	Media artworks synthesize meaning and form cultural experience.	<p>How do we relate knowledge and experiences to understanding and making media artworks?</p> <p>How do we learn about and create meaning through producing media artworks?</p>	Synthesize and relate knowledge and personal experiences to make art	<ul style="list-style-type: none"> Synthesizes research to express meaning. Examines media artworks for expressive synthesis and culture-forming. 	<p>a. Access, evaluate, and use internal and external media artworks, such as cultural and social events.</p> <p>b. Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.</p>

Benchmarked Student Work

[Above Standard, At Standard, Near Standard and Below Standard work to illustrate expectations on web site]

(Anchor examples to be collected and scored as MCA is piloted)

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