Minnesota Arts: Media Art

High School

Foundations

1 **Use foundational knowledge and skills while responding to, creating, and presenting artistic work.** 2.A.1.1

Create

2 **Generate and develop original artistic ideas.** 2.9.2.2

1 Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media artworks, considering original inspirations, audience and constraints. For example: Survey; research; design thinking; identify problem. 2.9.2.2.1

3 **Create original artistic work.** 2.9.2.3

1 Create media artworks using hybridization or multimodal perception, by integrating components and stylistic conventions, to express compelling purpose, story, or emotion. For example: Set building with light, motion or interactivity; character development, type selection considering multiple presentation formats. 2.9.2.3.1

2 Create media arts productions in a variety of genres, considering critical media literacies, aesthetic criteria, communication goals, and audience using artistic foundations. For example: Magazine layout considering space and sequence specifically through typography, messaging, and audience; game world design considering narrative structure. 2.9.2.3.2

4 **Revise and complete original artistic work.** 2.9.2.4

1 Modify media artworks by improving technical quality, components, and stylistic conventions, based on consideration of purpose, audience, and place. For example: Redesign webpage based on a specific project goal. 2.9.2.4.1

Present

5 **Develop and refine artistic techniques and work for presentation.** 2.9.3.5

1 Critique and justify the use of design components within a media arts presentation, considering the reaction of the audience. For example: Director Q&A; stakeholder review; SCAMPER; six thinking hats. 2.9.3.5.1

6 **Make artistic choices in order to convey meaning through presentation.** 2.9.3.6

1 Design and evaluate presentation and distribution of media artworks through multiple formats for specific contexts, market(s) and system(s). For example: Evaluate presentation modes for media artworks through virtual channels versus a multimedia theatre, considering media arts contexts. 2.9.3.6.1

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Re

nalyze and construct interpretations of artistic work. 2.9.4.7

1 Analyze how a broad range of media artworks affect experience and communicate through multimodal perception, while using artistic foundations. For example: Analyze the managed experience in augmented reality, virtual worlds or gaming that incorporates artificial intelligence. 2.9.4.7.1

8 Evaluate artistic work by applying criteria. 2.9.4.8

1 Construct and defend evaluations of media artworks and production processes, including criteria related to ethics. ** For example: Respond to representations of people, identity or groups in media artworks. 2.9.4.8.1

Connect

9 Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. 2.9.5.9

1 Incorporate personal experiences and cultural perspectives to establish personal aesthetic in media artworks. 2.9.5.9.1

2 Analyze how individually developed media messages influence local and global communities. For example: Disruption of the dominant discourse through media artworks; responsibly and irresponsibly developed media messages. 2.9.5.9.2

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. 2.9.5.10

1 Synthesize how media arts represent, establish, reinforce, and reflect culture or group identity. 2.9.5.10.1

2 Use contexts, purposes, representations, and values to inform media artworks. For example: Develop media literacy to examine how media messages affect social trends, power, equity, bias, gender, personal or cultural identity. 2.9.5.10.2