

APPENDIX C

Media Arts

Content Standards, Benchmarks & Performance Standards

Note: The draft of the Performance Standards in this document will continue to be developed and refined prior to field review and input.

Content Standards are a broad description of the knowledge and skills students should acquire in a particular subject area. They are located at the top of each page

Benchmarks are a statement of what all students should know and be able to do in a content area by the end of designated levels. Benchmarks begin each section with a Capital Letter and are checkpoints for evaluating progress towards achieving the content standards.

Performance Standards are concrete examples and explicit definitions of what students have to know and be able to do to demonstrate that they are proficient in the skills and knowledge framed in the content standards:

- Degree or quality of student performance within content standards students are expected to achieve at grades K-4, 5-8, and 9-12; and
 - How adept or competent a student demonstration must be to indicate attainment of the benchmarks on the way to the content standard.
- Specific Examples
-

Media Arts is a broad, developing field that embraces three areas of discipline – respectively, the art, craft and science of media. Media Arts encompasses cross disciplinary skills, tools and techniques that are utilized by the fine and performing arts, visual arts, music, as well as new technologies. The influence of technology and scientific innovation is profoundly changing how media content is created and distributed, and Media Arts represents the exciting convergence of technology matched with new delivery systems. Media convergence is a theory in communications where every mass medium – print, film, video, radio, computer graphics, etc. - eventually merges to the point where they become one medium due to the advent of new communication technologies.

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Media Arts Guiding Principles

There are many routes to competence in the arts disciplines. Students may work in different arts at different times as their abilities develop at different rates. Students work towards comprehensive competence from the very beginning, preparing in the lower grades for deeper and more rigorous work each succeeding year.

The arts are essential to a basic education and the right of every student in New Mexico. A media arts education consists of experiences, explorations, expressions and collaborations that develop and integrate all aspects of our intelligence and creativity. To ensure a media arts education for all students, the curriculum should be delivered through the collaborative efforts of arts, media arts, technology and journalism specialists, working as teachers in classroom, distance learning and lab settings.

It must be emphasized that the Language Arts are the foundation for the Media Arts, including basic concepts of journalism. In New Mexico, a guiding principle for Language Arts, which also applies to Media Arts, is that “an effective Language Arts curriculum provides for literacy in all forms of media. Computers, the Internet, television, film, videos and radio are widespread modes of communication in the modern world. All students need to learn how to be effective users of these various media for obtaining information and for communicating to others for a variety of purposes. Each of these media has its advantages and challenges, and students must learn to apply the critical techniques learned in the study of literature to the evaluation of film, video, television, and multimedia.”¹

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The following standards are designed to provide a well-rounded media arts education.

I. Mastering Media Technology:

Learn and develop the essential skills and technical demands unique to media arts.

II. Performance Skills:

Demonstrate an understanding of the dynamics of the creative, management, and delivery processes of a performance.

III. Understand Media's Role and Impact on Society and Self:

Integrate understanding of media arts by seeking connections and parallels among media arts disciplines and other content areas; demonstrate knowledge about how technology and invention have historically influenced media artists and how the convergence of media technologies are impacting society. Understand how advances in media technology and philosophy have offered new possibilities for expression and global integration; understand how media has impacted class, race and gender issues.

IV. Critical Thinking:

Use media and technology tools to learn about, discuss, inform, analyze and analyze media arts, journalism, and the deconstruction of media using media literacy tools and concepts.

V. Self-Esteem, Interpersonal Skills, Attitude, Ethics and Responsibility in Media:

Use the practice of media arts to develop self-esteem, leadership skills, and positive attitudes leading to an increased awareness of diverse peoples and cultures.

VI. Creating Community Utilizing Media Arts:

Contribute to communities through expertise in media arts by participating in the activities of cultural institutions and community organizations.

VII. Business & Career Readiness Skills:

Learn a basic understanding of the essential media arts and entertainment industry business skills necessary, including legal parameters, entrepreneurship, marketing, budgeting, accounting and project management.

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Media Arts Content Standard

I. Mastering Media Technology

Learn and develop the essential skills and technical demands unique to media arts.

Students will:

Benchmark

- A. Understand computer and Internet technologies and concepts.

Objectives and Performance Standards

Computer

1. Understand basic operations and concepts.²
 - Demonstrate a sound understanding of the nature and operation of technology systems.
 - Are proficient in the use of technology
 - Demonstrate an understanding of project file management and backup systems.
 - Develop portfolios and analytical skills that show proficiency in either one or more specific media including skills in using computers and other electronic media.³
2. Use technology tools to enhance learning, increase productivity, and promote creativity.⁴ Students will:
 - Use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.⁵
 - Use technology communications tools “to collaborate, publish, and interact with peers, experts, and other audiences.”⁶
 - Use a variety of media and formats to communicate information and ideas effectively to multiple audiences.⁷
 - Demonstrate and apply technical knowledge of tools for producing new media⁸
 - Use the creative tools of digital media to produce and tell stories.⁹
3. Use technology research tools.¹⁰
 - Use technology to locate, evaluate, and collect information from a variety of sources.
 - Use technology tools to process data and report results.
 - Evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
4. Use technology problem-solving and decision-making tools.¹¹
 - Use technology resources for solving problems and making informed decisions.

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- Employ technology in the development of strategies for solving problems in the real world.
 - Make informed choices among technology systems, resources and services.
5. Evaluate technology-based options, including distance and distributed education, for lifelong learning.¹²

Internet Technologies

6. Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, and productivity.¹³
- Demonstrate an understanding of databases and search engines, and how to use keywords, phrases, and advanced searches.
 - Demonstrate an understanding of online communities and how they work
7. Students will “Design develop, publish, and present products (e.g. Web pages, videotapes, etc.) using technology resources that demonstrate curriculum concepts to audiences inside and outside the classroom.”¹⁴
- Understand the architecture of websites and how a web sitemap is constructed.
 - Learn and understand how to plan and design a website.
 - Show proficiency in content creation which relates to the following:
 - Demonstrate an understanding of how multimedia products are delivered (e.g. streaming media, v-log, video on demand, etc.).
 - Publish a website.

Benchmark

- B.** Students will understand and show technical proficiency in digital still and moving images fundamentals.

Objectives and Performance Standards

Digital Still and Moving Images:

1. Demonstrate ability to understand basic principles of photography.
- Demonstrate an understanding of vocabulary related to digital photography and imaging technologies.
 - Use language of art criticism to explore and identify purposes for creating art.¹⁵
 - Review and assess the use of design principles and elements in art.¹⁶
2. Show knowledge of and proficiency with digital photography and/or digital video camera controls, techniques and composition for still and moving images.
- Camera movements (zoom, pan, tilt, truck and crane) required for composition.
 - Variety of camera angles.
 - Steadiness of shot.
 - Varied composition (Rule of Thirds, Leading the Look, Close-Ups, Medium and Long Shots, Establishing Shots).

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- Other camera functions tools and techniques (auto & manual modes, white balance, gain, filters, fades, controls, etc.).
 - Camera care and safety.
3. Learn and apply lighting, color and special effects techniques for use in visual composition.
 - Demonstrate knowledge of lights (key, fill, back and background), types of lights and safety guidelines for using lights.
 - Demonstrate proficiency in three-point lighting and cross lighting approaches.
 - Demonstrate an understanding of color, special effects and other techniques and tools for use in studio and/or field production.
 4. Demonstrate knowledge of appropriate health and safety issues as they pertain to the use of art material and equipment.
 5. Demonstrate proficiency in use of imaging tools and technologies.
 - Save project in the native program.
 - Show notable insight or understanding of software or hardware.
 - Understand elements that contribute rather than detract from the image's overall presentation and effectiveness.
 - Adjusting, cropping and color correcting.
 - Use of color space, hue, saturation, value, channels and shading.
 - Use of special effects techniques and tools.
 - Demonstrate an understanding of different types of final image formats and resolutions.

Benchmark

- C. Understand the role of graphic design and show technical proficiency in **graphic design fundamentals**.

Objectives and Performance Standards

1. Demonstrate knowledge of the history of design and commercial art.
 - Recognize that there are multiple points of view about organizational principles of design and elements of art.¹⁷
2. Demonstrate an understanding of the principles of design
 - Demonstrate ability to understand basic principles of drawing, painting and photography.¹⁸
 - Identify the elements of design (line, color, shape, texture, pattern, value) as found in the environment and art.¹⁹
 - Describe how specific works of art can communicate an idea or elicit a variety of responses through the use of selected media, techniques, and processes.²⁰
 - Review and assess the use of design principles and elements in art.
3. Produce art that demonstrates the principles of design in a variety of media.
 - Demonstrate proficiency in layout design and composition concepts.
 - Demonstrate proficiency in designing with Type.

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- Demonstrate and explain steps used to create art (idea gathering, sketches, diagrams and additions to diagrams).²¹
 - Demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition.²²
4. Create a body of work via a portfolio, which represents a personal exploration of viewpoints using the principles and elements of design.
 - Demonstrate use of a system of developing and processing design ideas.
 - Use objects, symbols, and ideas in artwork and use the skills gained to solve problems in daily life.²³
 - Include in portfolio form examples that demonstrate an understanding of art based on cross-discipline learning.
 - Show skill, confidence and sensitivity in applying knowledge of art media and techniques to the production of artwork.
 - Compare and contrast a variety of art works in a historical and cultural context, and assimilate this into personal expression.²⁴
 5. Students will demonstrate proficiency in the use of various design software programs.
 - Save project in the native program.
 - Create graphic images in vector and raster format.
 - Digitally manipulate the elements for any layout format (images and text).
 - Demonstrate an understanding output processes for software applications.
 - Output images into a final format of correct dimensions, maximized for data transfer and/or image quality.

Benchmark

- D. Students will: Understand and show technical proficiency in **animation and special effects tools and technologies.**

Objectives and Performance Standards

1. Learn about the stages and roles in the animation production pipeline (e.g. for a single artist, a small/large production house, a gaming company or a school/student).
 - Demonstrate an understanding of how people work as a team and the responsibilities involved in managing and managing image files, audio files, object files, game code, texture files etc.
 - Demonstrate an understanding that ideas start with text, move to sketches, are fleshed out with color
2. Demonstrate ability to understand basic principles of drawing, painting and photography.²⁵
 - Demonstrates proficiency in and an understanding of how line, contrast, volume, and a diagram ties into animation
3. Demonstrate an understanding of project file management and backup systems.
4. Demonstrate an understanding of time as it relates to animation.

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5. Demonstrate an understanding of the modeling processes and techniques.
 - Demonstrate proficiency in the modeling process with sketches that are fleshed out with volumes
 - Demonstrate an understanding of materials, textures, and surfaces.
6. Understand character animation workflow processes and tools.
 - Demonstrate how to transform objects.
 - Demonstrate an understanding of skeletons, kinematics and skinning.
 - Demonstrate an understanding of animation cycles.
 - Understand how graphs can be used in animation.
7. Demonstrate proficiency in the use of various software programs used for animation, special effects, motion capture and/or gaming.
 - Save project in the native program.
 - Show notable insight or understanding of software or hardware and effectively use workspace, interface, and tools.
 - Understand elements that contribute rather than detract from the image's overall presentation and effectiveness.
 - Adjusting, cropping and color correcting.
 - Use of color space, hue, saturation, value, channels and shading.
 - Use of special effects techniques and tools.
 - Learn about various special effects techniques that use animation tools and technologies (e.g. motion capture, use of green screen, special effects tools).
8. Demonstrate an understanding output processes for animation, gaming or motion graphics applications.
 - Demonstrate an understanding of different types of final image formats and resolutions.
 - Demonstrate an understanding of rendering and optimization.
 - Output images into a final format of correct dimensions, maximized for data transfer and/or image quality.

Benchmark:

E. Students will: Understand and show proficiency in **audio engineering fundamentals**

Objectives and Performance Standards

1. Students will learn and understand the vocabulary of audio engineering.
2. Learn analog and digital recording processes in controlled and uncontrolled environments.
3. Learn how to use the tools of the audio engineering process.
4. Demonstrate an understanding of music composition and soundtracks.
5. Show proficiency in post-production of sound effects & mixing, creating soundtracks for integration into the digital film and video editing process.
6. Demonstrate and apply, through studio practice, knowledge of audio principles in an artistic context²⁶

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F. Students will: Learn, understand and show proficiency in **pre-production concepts**.

Objectives and Performance Standards

1. Explain roles and interrelated responsibilities of the various personnel involved in collaborative media productions.
 - Explain the role and responsibilities of the producer, director, technical director, floor director, director of photography, etc.
2. Demonstrate increased competency and fluency in delivering a story in both written and oral form.
 - Demonstrate proficiency in storyboarding & scriptwriting.
 - Demonstrate the ability to analyze real life experiences and observations to create a narrative storyline.
3. Demonstrate an understanding of talent development and casting.
4. Demonstrate an understanding of budgeting and project management.
5. Demonstrate proficiency in research, strategy and concept design.
 - Collaborate with designers, directors, and develop a unified production concept.²⁷
 - Develop technical designs that use visual and aural elements to enhance dramatic scripts.²⁸
 - Demonstrate an understanding of location management.
 - Develop set, costume, properties, lighting, sound or make-up designs that are suitable to a production concept.
 - Explore challenging visual arts problems using intellectual skills such as analysis, synthesis and evaluation.²⁹

Benchmark

G. Students will: Learn, understand and show proficiency in **production and content delivery concepts**.

Objectives and Performance Standards

1. Learn and show proficiency in trades- set design and construction.
 - Apply the basic physical, chemical properties of the technical aspects of theatre (e.g. light, color, electricity, paint, makeup).³⁰
 - Apply learned technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting and sound.³¹
 - Use carpentry, prop making and set design skills.
 - Understand tools and safety.
 - Grippage
2. Learn and show proficiency in television and/or film production.
 - Use cameras.
 - Light for TV.
 - Direct and produce.
 - Use audio in the production.
 - Use character generation.

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- Use safety and etiquette on the set.
- Use other special effects.
- 3. Learn and show proficiency in radio production.
 - Directing and producing.
 - Audio production.
 - Safety and etiquette.
- 4. Learn and show proficiency in animation, special effects, and/or gaming production.
 - Use modeling and modeling techniques.
 - Use animation and animation techniques.
 - Use cameras and lighting tools and techniques.
 - Direct.
- 5. Learn and show proficiency in content delivery.
 - Broadcasting and cablecasting.
 - Web delivery (streaming media, content management systems, working with servers and creating networks).
 - Print media and archiving.

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H. Students will: Learn, understand and show proficiency in **post production concepts**.

Objectives and Performance Standards

1. Learn and show proficiency in digital video editing techniques and technologies.
 - Non-linear digital editing
 - Special effects
2. Learn and show proficiency in audio post-production.

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Media Arts Content Standard

II. Performance Skills

Demonstrate an understanding of the dynamics of the creative, management, and delivery processes of a performance.

9-12 Students will:

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- A. Demonstrate an understanding of, and increase competency in performance delivery and public speaking.**

Objectives and Performance Standards

- 1. Participate as on-camera talent.**
 - Complete an informative and/or motivational presentation, an acting or other type of dramatic performance.
 - a product / treatment pitch
 - a call to action
 - a debate
 - delivery of a dramatic script
 - Interview and/or host.
 - Research and deliver news in a standard news cast.
 - Research and deliver information news in a documentary style format.
- 2. Demonstrate an understanding of professional business presentations and professional attire and behavior.**
- 3. Demonstrate proficiency in delivering a performance in live or taped productions.**
 - Examine the differences in styles of performing for live audiences and performing for TV, film, or video.³²
 - Demonstrate the ability to listen to, react to, and play off of other actors in rehearsal and in performance.³³
 - Articulate personal evaluation of dramatic work comparing perceived artistic intent with production achievement.
 - Demonstrate increased competency and fluency in delivering a story.
- 4. Demonstrate artistic discipline to create and analyze the physical, emotional, and social dimensions of characters to achieve an ensemble.**
 - Construct and refine dramatic scripts that express specific themes and emotions.³⁴
 - Defend selection of a particular text, interpretations of said text, and artistic choices for producing it.
 - As a part of a cast, analyze, create and portray characters in a public performance.³⁵

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- Analyze and evaluate others' critical comments about personal work and demonstrate an ability to decide and explain which points are most appropriate to further development of the work.³⁶
- 5. Determine how the non-dramatic art forms are modified to enhance theatrical production and illustrate the integration of several arts media.
 - In a theatrical performance show how non-dramatic art form (i.e. music) could be used to enhance the expression of a particular emotion inherent in the script or performance.³⁷
 - Develop a performance piece incorporating several arts media (music, painting, dance).

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- B.** Demonstrate competency in researching and delivering television content.

Objectives and Performance Standards

1. Research and perform interviews and documentary news reports.
2. Host television productions live in studio and/or taped in the studio or field.
 - Demonstrate the ability to listen to, react to, and play off of guests in rehearsal and in performance.
 - Demonstrate increased competency and fluency in active listening skills.
3. Deliver news in a standard newscast delivery format.
 - Write film, television, or electronic media scripts in a variety of new or traditional forms making decisions about selling the plot, characters, character motivation, and dramatic action.
4. Analyze and compare dramatic texts and artists from various cultures and periods of history.³⁸
 - Choose a particular theme or idea and compare how it is developed or treated in dramas from a variety of cultures.
 - Construct social meaning from productions representing a variety of cultures and historical periods, and relate to current issues.³⁹

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III. Understand Media’s Role and Impact on Society and Self.

Integrate understanding of media arts by seeking connections and parallels among media arts disciplines and other content areas; demonstrate knowledge about how technology and invention have historically influenced media artists and how the convergence of media technologies are impacting society. Understand how advances in media technology and philosophy have offered new possibilities for expression and global integration; understand how media has impacted class, race and gender issues.

Students will:

Benchmark

- A. Learn the history of media from ancient times to the advent of mass media communications.**

Objectives and Performance Standards:

1. Learn the history of media technologies from ancient times to the present.
2. Present their understanding of how these developments have historically impacted society in terms of:
 - The growth of universal education.
 - The trend towards democratic forms of government.
 - The impact on the growth of commerce.
 - Issues of class, gender and race.
 - Other impacts.

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- B. Understand the impact of media since the development of mass media communication in the 20th century to present day.**

Objectives and Performance Standards:

1. Understand how media impacts the society of the present day mainstream culture.
 - Explain how technology is used in communication and the arts; engineering, industry, and science; health and human services and business and marketing.⁴⁰
 - Demonstrate and apply knowledge about the history and practice of new/digital media⁴¹
 - Illustrate current trends in the interaction of media and society
 - Discuss the growth of “pop culture.”
 - Explore the convergence of various media technologies into integrated media systems.
2. Explore and discuss the ethical, cultural and societal issues related to technology.⁴²
 - Compare media and journalistic practices between the United States and other countries.

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- Discuss the use of media to effect social and political change and explore the interaction of media and government today.
- Discuss role of professional, ethical journalistic concepts in today's society and describe the growth of "grassroots journalism" (e.g. v-logging, blogging).
- Explore trends in media ownership consolidation and discuss the potential impact on society.

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C. Students will: Learn and understand the language of film theory and television.

Objectives and Performance Standards

1. Demonstrate proficiency in using the language of film and television.
 - Explore and understand the use of art materials and techniques by culturally diverse artists locally and globally.⁴³
 - Describe how specific works of art can communicate an idea or elicit a variety of responses through the use of selected media, techniques, and processes.⁴⁴
2. Show an understanding of the history of film and television and their impact on society through oral and written presentations.
 - Examine how specific works are created and how they relate to historical and cultural contexts.⁴⁵
 - Give presentations on the use of film and TV historically that show specific examples of works that have had societal impact and/or contributed to the growth of the genre technically and conceptually.
 - Create art work that demonstrates an understanding of the relationship between selected subjects, symbols, images and design concepts from specific historical and cultural contexts, science and the humanities.⁴⁶
 - Analyze works of art for diverse world cultures and discuss ideas, issues and events of the culture that these works convey.⁴⁷
3. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.⁴⁸
4. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.

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Media Arts Content Standard

IV. Critical Thinking

Use media and technology tools to learn about, discuss, inform and analyze media arts, journalism, and the deconstruction of media using media literacy tools and concepts.

Students will:

Benchmark

- A. Understand and achieve proficiency in writing and the language arts as it relates to media arts, and journalistic concepts and practices.

Objectives and Performance Standards:

1. Show proficiency in the writing process and the conventions of language in the categories of writing:
 - Use creative writing techniques.
 - Write scripts for film and broadcast or cablecast.
 - Write news and editorial copy.
 - Apply technical writing (e.g. advertising, public relations copy and press releases).

Journalism

2. Exhibit an understanding of journalistic practices through written and oral presentations that demonstrate an ability to:
 - Investigate and conduct research for reporting and feature stories.
 - Apply and gain proficiency in interviewing techniques.
 - Confirm information and verify sources.
 - Understand the law of journalism and the general media (libel, slander).
 - Use the field of electronic journalism (e.g. blogging, vlogging and Internet News services).
 - Produce a news program or documentary for television.
3. Demonstrates competency and fluency in the writing process to:
 - Write advertising copy.
 - Write public relations copy and press releases.
 - Produce technical writing.
 - Write copy for print and broadcast.
 - Apply creative writing techniques.

- B. Understand media literacy and show increased competency in presenting analysis and deconstruction of media.

Objectives and Performance Standards

Deconstruction of media

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1. Show how the consumer and media interact and how multimedia can be used to shape a message.
 - Demonstrate an understanding of what emotions are and how media uses emotion to influence through various techniques in the production process.
 - Show an understanding of empathy and how media presents this using various narration techniques in production and scriptwriting.
 - Discuss the growth of universal education.
 - Discuss the impact of media on the growth of commerce.
 - Discuss the impact of media on issues of class, gender and race.
 - Discuss other impacts of the media.
2. Demonstrate an understanding of major mass media ownership issues and freedom of the press.
 - Show how free press affects government and society.
 - Discuss issues surrounding Internet usage and access.
 - Show how ownership affects media products and messages.
 - Compare media journalistic practices between the US and other countries.
 - Demonstrate an understanding of the impact on youth of commercial media messages.
 - Demonstrate an understanding of news coverage and dissemination.
3. Demonstrate how decentralized media impacts the world.
 - Analyze the impact and use of the Internet for the dissemination of information.
 - Show an understanding of different types of cross-cultural communication, using examples from film, radio, print and TV.

Benchmark

- C. Understand, apply and show increasing competency in film theory in written, oral and video presentations.

Objectives and Performance Standards

1. Use oral and written methods to express the introspective process used in creating personal artwork⁴⁹ (multi-media presentations).
 - Use the language of art criticism to explore and identify purposes for creating art.
 - Explain visual and other sensory qualities in art and nature and their relationship to the social environment.
2. Construct and refine dramatic scripts that express specific themes and emotions.⁵⁰
 - Write short theatre, film, television or electronic media scripts in a variety of new or traditional forms, making decisions about selling the plot, characters, character motivation, and dramatic action.
3. Demonstrate critical analysis of the messages and methods of filmmaking.
 - Explore challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.⁵¹

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4. Demonstrate knowledge of how the concepts of cinematography are developed into effective films and television through project management and collaboration.
 - Find examples of effective visual communication using current arts-related technology and explain why they work.
 - Demonstrate an understanding of how a script and storyboard are interpreted and converted into a production.
 - Demonstrate an understanding of how camera, lighting and sound compliment each other in the production process.

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Media Arts Content Standard

V. Self-Esteem, Interpersonal Skills, Attitude, Ethics and Responsibility in Media

Use the practice of media arts to develop self-esteem, leadership skills, and positive attitudes, leading to an increased awareness of diverse peoples, and cultures.

Students will:

Benchmark

- A. Demonstrate an understanding of foundations for individual and group behavior, interpersonal skills, the relationship between ethics and interpersonal skills and its importance and impact on human relationships, society and the media.

Objectives and Performance Standards:

Values

1. Learn about values for individuals and groups, and how these factors affect media productions, cultural worldviews and media's presentation of histories.
 - Show an understanding of attitudes, perceptions, and stereotypes, and how these factors affect media's presentation of history and stories.
 - Learn new frameworks for assessing cultures and how these frameworks can improve students' research and interview process in productions.

Personality and Motivation

2. Learn about the elements of personality and demonstrate an understanding of how personality can impact communication and collaborations in the production and interview process.
 - Learn about different types of models for assessing personality, and show an understanding of personality and types of personality through examples in the media.
 - Show an understanding of motivation and basic motivation concepts and models through examples in the media.
 - Use personality and motivation concepts to encourage and improve interpersonal communication with the subjects of interviews as well as production team members.
3. Demonstrate self awareness.
 - Analyze and evaluate personal interests and aptitudes for proper course selection and career choices⁵²

Ethics and Ethical Behaviors

4. Demonstrate a broad understanding of ethics and ethical behavior and its importance and impact on human relationships, society and the media, and more specifically, its impact on the research and production process.

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- Demonstrate an understanding of the ethics and responsibility of a journalist or a producer in media to the subjects of their stories.
 - Demonstrate an understanding of the responsibility involved in the relationship between the producers of media and the local community affected by the presence of media.
 - Discuss students' responsibility in producing and consuming media.
5. Demonstrate an understanding of the responsibility involved in the use of and caretaking of communally used equipment and facilities.
- Practice responsible use of technology systems, information, and software.⁵³
 - Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.⁵⁴
 - Demonstrate and apply knowledge of legal concerns in digital media⁵⁵

Interpersonal Skills, Teambuilding and Communication

6. Learn and understand the Individual and Group Decision-Making Processes for team building and production purposes.
- Demonstrate an understanding of roles and norms in various production groups, how the group decision-making process occurs, individual differences in decision-making.
 - Demonstrate ability to work cooperatively to accomplish objectives⁵⁶ and solve problems on a project.
 - Demonstrate teambuilding in the production crew, how teams can manage themselves,
 - As a member of a working team, assess knowledge and skills within the group, delegate responsibilities, and evaluate team performance.⁵⁷
 - Demonstrate an understanding of proper etiquette and professional conduct in the media arts industry.
 - Analyze and integrate positive behavior, conduct, and social manners with the school, workplace and community.⁵⁸
 - Understand virtual teams and how to use forums to share information and enhance coordination.
7. Learn about communication processes and barriers and how these factors affect media and the production process.
- Show an understanding of the directions of communication in different types of groups and production teams (up, down and lateral).
 - Learn about types and styles of interpersonal communication (oral, written and nonverbal) and how they affect a production.
 - Show an understanding of how different types of interpersonal communication can be used to analyze and deconstruct media, as well as improve public presentations and the interview process.
 - Show an understanding of barriers to effective communication using class, race and gender issues in the media as well as differences in communication styles.
8. Understand the practices of leadership and collaboration in the production process.

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- Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.⁵⁹
- Demonstrate an understanding of leadership skills needed for producers and directors, and understand how leaders create commitment.
- Learn and understand how to find one's voice in a group situation.
- Understand goal-setting and managing by objectives for a production.
- Learn and understand how traditional systems of rewards and punishments, control and scrutiny give way to innovation, individual character, and courage of convictions using examples in the media.

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Media Arts Content Standard

VI. Creating Community Utilizing Media Arts

Contribute to communities through expertise in media arts by participating in the activities of cultural institutions and community organizations.

Students will:

Benchmark

- A. Participate in their community using the tools and methods of media arts in collaboration with organizations and agencies working to bring positive change.

Objectives and Performance Standards:

1. Complete an internship with local organizations in which the student utilizes media arts knowledge and skills to enhance the mission of these organizations to bring positive change to the community.
2. Participate in service learning collaborations to assist local organizations and agencies in carrying out their mission.
3. Work with mentors to apply knowledge of media arts to community and work situations.
4. Apply the respective media film and television for positive impact in society and the local community.
5. Exhibit studio work in community-based exhibits.⁶⁰
 - Develop commencement portfolios and skills of analysis that show proficiency in one or more media including skill in using computers and other electronic media.

Benchmark

- B. Explore the media arts through guest speakers, field trips, and participation in school, community, and professional media arts activities.

Objectives and Performance Standards:

1. Explain the knowledge, skills, and discipline needed to pursue careers and vocational opportunities in theatre, film, television, and electronic media.

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Media Arts Content Standard

VII. Business & Career Readiness Skills

Learn a basic understanding of the essential media arts and entertainment industry business skills necessary, including legal parameters, entrepreneurship, marketing, budgeting, accounting and project management.

Students will:

Benchmark

- A. Understand the structure and function of business ownership of a production, marketing or web production business in the United States, New Mexico and local economies.

Business of Media

1. Participate in activities to explore the free enterprise system⁶¹ inherent in the media industry.
 - Prepare an effective business plan for the production of a digital media project⁶²
2. Demonstrate knowledge of advanced computer operations used to design, develop, and maintain products and services.⁶³
3. Demonstrate an understanding of professional business presentations and professional attire and behavior.
4. Demonstrate and apply knowledge of business practices and legal concerns in digital media⁶⁴

Marketing and Public Relations

5. Learn how marketing and public relations promote media products and how a promotional strategy is often developed simultaneous to media product development, influencing deadlines and content relative to target audiences.
 - Demonstrate an understanding of how advertising and P.R. campaigns are both part of a marketing campaign, but with dramatic differences.⁶⁵
 - Learn how public relations spin influences news content and public opinion.
 - Learn to use the field of electronic journalism (e.g. blogging, vlogging and Internet news services).
6. Learn to distribute to media outlets, and the etiquette for following up with reporters, editors and producers.
 - Create media lists
 - Draft and edit publicity documents for the student's own media projects

Understanding Intellectual Property (IP)

7. Demonstrate an understanding of basic principles of copyright law, enforcement, plagiarism and use of copyrighted materials such as photographs and footage.

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- Demonstrate an understanding of elements of copyright form, how to file a copyright form, and demonstrate appropriate and legal behaviors necessary to obtain and maintain employment.⁶⁶
- Demonstrate an understanding of how to register movie story ideas with the Writer’s Guild in Hollywood.
- Demonstrate an understanding of why widespread unauthorized duplication of music and video products ultimately harms the artist as well as the industry of which they will become a part and how entertainment companies struggle to keep maintain technological means to protect against unauthorized duplication.

Benchmark

- B.** Understand how to write and present a basic business plan.

Objectives and Performance Standards:

1. Write an effective business plan for the production of a digital media project or product.

Budgeting

2. Prepare a budget and make cost and revenue forecasts to support a simulated business enterprise which designs and markets a product or service developed by the student(s).⁶⁷
 - Prepare a sample budget manually and using a spreadsheet program.
 - Prepare a budget narrative to accompany sample budget.
3. Demonstrate proficiency in giving a presentation meant to influence others.
 - Demonstrate proficiency in pitching a treatment or product.
 - Demonstrate proficiency in making a call to action.

Benchmark

- C.** Understand and show proficiency in project management for a media arts production.

Objectives and Performance Standards

Planning & Project Management

1. Create and brainstorm for a project.
 - Demonstrate knowledge of analytical processes to create aesthetic statements concerning selected works of art.⁶⁸
 - Justify selection of texts, interpretations of texts, and artistic choices for production.
 - Make informed choices among technology systems, resources and services.
 - Interpret how a script and storyboard are converted into a production.
2. Plan and Prepare for a project.
 - Create and implement production schedules, management plans, and promotional ideas.

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- Work with both group and instructor to develop a written plan for carrying class project(s) to completion.
 - Use technology tools and resources for managing and communicating personal/professional information (e.g. finances, schedules, addresses, purchases, correspondence.)
 - Maintain a personal management system which includes goals, identifies required resources, prioritizes activities, and evaluates progress toward achievement of goals within a specified timeline.⁶⁹
 - Collaborate with peers, experts, and others to contribute to a content-related knowledgebase by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.
 - Conduct auditions, cast actors, direct scenes, and manage production meetings.
 - Develop technical designs that use visual and aural elements to enhance dramatic scripts.⁷⁰
3. Produce work that reflects the effectiveness of selective mediums and techniques for communicating.⁷¹
- Produce and direct video and/or film projects to completion.
4. Evaluate project in its stages of progression and completion
- Reflect upon and critique project shortcomings, strengths and future solutions to problems.
 - Prepare a SWOT (Strengths, Weaknesses, Opportunities & Threats) analysis for business purposes.

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References

Note: Many resources and people were resourced for the creation of these standards. The National Educational Technology Standards, the NMPED standard for Language Arts, Arts – Visual Arts, Theatre and Music, Career Readiness, as well as higher education and post secondary educators, film, radio, television, graphic arts, and web and other industry experts to name a few. The information was used to structure the media arts standards so that media arts could be taught with responsibility, ethics, a strong foundation in Language Arts, business, media literacy. Technical skills were organized and incorporated and in the first standard, with relevance to each area. These skills, combined, can provide a well rounded education for those who will work in above the line (producers, directors, etc) as well as below the line technical positions.

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