



MEDIA ARTS

ARTISTIC PROCESS CREATE

ALASKA ARTS STANDARDS

Anchor Standard #1 - Generate, conceptualize artistic ideas and work

Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

K-2nd			3rd-5th			6th-8th			High School		
MA:CR1a-K	MA:CR1a-1	MA:CR1a-2	MA:CR1a-3	MA:CR1a-4	MA:CR1a-5	MA:CR1a-6	MA:CR1a-7	MA:CR1a-8	MA:CR1a-HSP	MA:CR1a-HSAC	MA:CR1a-HSAD
a. Discover and share ideas for media artworks using play and experimentation.	a. Express and share ideas for media artworks through sketching and modeling.	a. Discover multiple ideas for media artworks through brainstorming and improvising.	a. Develop multiple ideas for media artworks using variety of tools, methods, materials.	a. Generate original artistic goals for media artworks using variety of creative methods (e.g., brainstorming, modeling).	a. Envision original ideas, innovations for media artworks using personal experiences and/or work of others.	a. Formulate variations of goals and solutions for media artworks by practicing chosen creative processes (e.g., sketching, improvising, brainstorming).	a. Produce variety of ideas, solutions for media artworks through application of chosen inventive processes (e.g., concept modeling, prototyping).	a. Generate ideas, goals, solutions for original media artworks by applying focused creative processes (e.g., divergent thinking, experimenting).	a. Use identified generative methods to formulate multiple ideas, develop artistic goals, problem solve in media arts creation processes.	a. Strategically use generative methods to formulate multiple ideas, refine artistic goals, increase originality of approaches in media arts creation processes.	a. Integrate aesthetic principles with variety of generative methods to fluently form original ideas, solutions, innovations in media arts creation processes.

Anchor Standard #2 - Organize and develop artistic ideas and work

Enduring Understanding: Media artists plan, organize, and often collaborate on the development of creative ideas, plans, and models into process structures that can effectively realize artistic ideas and concepts.

Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

K-2nd			3rd-5th			6th-8th			High School		
MA:CR2a-K	MA:CR2a-1	MA:CR2a-2	MA:CR2a-3	MA:CR2a-4	MA:CR2a-5	MA:CR2a-6	MA:CR2a-7	MA:CR2a-8	MA:CR2a-HSP	MA:CR2a-HSAC	MA:CR2a-HSAD
a. With guidance, use ideas to form plans or models for media arts productions.	a. With guidance, use identified ideas to form plans and models for media arts productions.	a. Choose ideas to create plans, models for media arts productions.	a. Form, share, test ideas, plans, and models to prepare for media arts productions.	a. Discuss, test, assemble ideas, plans, models for media arts productions, considering artistic goals and presentation.	Develop, present, test ideas, plans, models, proposals for media arts productions, considering artistic goals and audience.	a. Organize, propose, evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.	a. Design, propose, evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.	a. Structure and critique ideas, plans, prototypes, production processes for media arts productions, considering intent, resources, and presentation context.	a. Apply aesthetic criteria in developing, proposing, refining artistic ideas, plans, prototypes, production processes for media arts productions, considering original inspirations, goals, presentation context.	a. Apply personal aesthetic in designing, testing, refining original artistic ideas, prototypes, production strategies for media arts productions, considering artistic intentions, constraints of resources, presentation context.	a. Integrate sophisticated personal aesthetic & knowledge of systems processes in forming, testing, proposing original artistic ideas, prototypes, production frameworks, considering constraints of goals, resources, personal limitations.

Anchor Standard #3 - Refine and complete artistic work

Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

Essential Question: What is required to produce media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work? What careers are available to media artists?

K-2nd			3rd-5th			6th-8th			High School		
MA:CR3a-K	MA:CR3a-1	MA:CR3a-2	MA:CR3a-3	MA:CR3a-4	MA:CR3a-5	MA:CR3a-6	MA:CR3a-7	MA:CR3a-8	MA:CR3a-HSP	MA:CR3a-HSAC	MA:CR3a-HSAD
a. Form and capture media arts content.	a. Create, capture, assemble media arts content for media arts productions, identifying basic principles (e.g., pattern, repetition).	a. Construct assemble content, for unified media arts productions, identifying and applying basic principles (e.g., positioning, attention).	a. Construct, order various content into unified, purposeful media arts productions, describing and applying defined set of principles (e.g., movement, force).	a. Structure, arrange various content and components, convey purpose/meaning in different media arts productions, applying associated principles (e.g., balance, contrast).	a. Create content, combine components to convey expression, purpose, meaning in variety of media arts productions, using associated principles (e.g., emphasis, exaggeration).	a. Experiment with multiple approaches to produce content and components for determined purpose/meaning in media arts productions, using range of associated principles (e.g., point of view, perspective).	a. Coordinate production processes to integrate content and components for determined purpose/meaning in media arts productions, demonstrating understanding of associated principles (e.g., narrative structures, composition).	a. Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles (e.g., theme, unity).	a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content, stylistic conventions in media arts productions, demonstrating understanding of associated principles (e.g., emphasis, tone).	a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content, stylistic conventions in media arts production, demonstrating understanding of associated principles (e.g., continuity, juxtaposition).	a. Synthesize content, processes, components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles (e.g., hybridization).
MA:CR3b-K	MA:CR3b-1	MA:CR3b-2	MA:CR3b-3	MA:CR3b-4	MA:CR3b-5	MA:CR3b-6	MA:CR3b-7	MA:CR3b-8	MA:CR3b-HSP	MA:CR3b-HSAC	MA:CR3b-AD
b. Make changes to content, form, or presentation of media artworks and share results.	b. Practice and identify effects of making changes to content, form, or presentation, in order to refine, finish media artworks.	b. Test describe expressive effects in altering, refining, completing media artworks.	b. Practice, analyze how emphasis of elements alters effect and purpose in refining and completing media artworks.	b. Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.	b. Determine how elements, components can be altered for clear communication and intentional effects; refine media artworks to improve clarity and purpose.	b. Appraise how elements, components can be altered for intentional effects and audience; refine media artworks to reflect purpose and audience.	b. Improve, refine media artworks by intentionally emphasizing particular expressive elements to reflect understanding of purpose, audience, or place.	b. Refine, modify media artworks, improving technical quality and intentionally accentuating selected expressive, stylistic elements, to reflect understanding of purpose, audience, or place.	b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.	b. Refine, elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences, contexts.	b. Intentionally and consistently refine, elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, contexts.



MEDIA ARTS

ARTISTIC PROCESS
PRESENT

ALASKA ARTS STANDARDS

Anchor Standard #4 - Select analyze, and interpret artistic work for performance, presentation and/or production

Enduring Understanding: Media artists integrate various forms and content to develop complex, unified artworks.

Essential Questions: How are complex media arts experiences constructed? How does a media artist align form and content to create meaning?

K-2nd			3rd-5th			6th-8th			High School		
MA:PR4a-K	MA:PR4a-1	MA:PR4a-2	MA:PR4a-3	MA:PR4a-4	MA:PR4a-5	MA:PR4a-6	MA:PR4a-7	MA:PR4a-8	MA:PR4a-HSP	MA:PR4a-HSAC	MA:PR4a-HSAD
a. With guidance, combine arts forms and media content (e.g., dance, video) to form media artworks.	a. Combine varied academic, arts, media content in media artworks (e.g., illustrated story).	a. Practice combining varied academic, arts, media content into unified media artworks (e.g., narrated science animation).	a. Practice combining varied academic, arts, media forms and content into unified media artworks (e.g., animation, music, dance).	a. Demonstrate how a variety of academic, arts, media forms and content may be mixed/coordinated into media artworks (e.g., narrative, dance, media).	a. Create media artworks through integration of multiple contents and forms (e.g., media broadcast).	a. Validate how integrating multiple contents and forms can support a central idea in a media artwork (e.g., media, narratives, performance).	a. Integrate multiple contents, forms into unified media arts productions that convey consistent perspectives and narratives (e.g., interactive video game).	a. Integrate multiple contents, forms into unified media arts productions that convey specific themes or ideas (e.g., interdisciplinary projects, multimedia theatre).	a. Integrate various arts, media arts forms, content into unified media arts productions, considering reaction and interaction of the audience (e.g., experiential design).	a. Integrate various arts, media arts forms, academic content into unified media arts productions that retain artistic fidelity across stylistic continuity, (e.g., transmedia productions).	a. Synthesize various arts, media arts forms, academic content into unified media arts productions that retain artistic fidelity across platforms (e.g., transdisciplinary productions).

Anchor Standard #5 - Develop and refine artistic work for performance, presentation, and/or production

Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Essential Questions: What skills are required for creating effective media artworks? How do you improve media arts skills? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

K-2nd			3rd-5th			6th-8th			High School		
MA:PR5a-K	MA:PR5a-1	MA:PR5a-2	MA:PR5a-3	MA:PR5a-4	MA:PR5a-5	MA:PR5a-6	MA:PR5a-7	MA:PR5a-8	MA:PR5a-HSP	MA:PR5a-HSAC	MA:PR5a-HSAD
a. Identify, demonstrate basic skills (e.g., handling tools, making choices, cooperating in creating media artworks).	a. Describe, demonstrate various artistic skills and roles (e.g., technical steps, planning, collaborating in media arts productions).	a. Enact roles to demonstrate basic ability in various identified artistic, design, technical, soft skills (e.g., tool use, collaboration in media arts productions).	a. Exhibit developing ability in a variety of artistic, design, technical, organizational roles (e.g., making compositional decisions, manipulating tools, group planning in media arts productions).	a. Enact identified roles to practice foundational artistic, design, technical, and soft skills (e.g., formal technique, equipment usage, production, collaboration in media arts productions).	a. Enact various roles to practice foundational artistic, design, technical, soft skills (e.g., formal technique, production, collaboration in media arts productions).	a. Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks (e.g., invention, formal technique, production, self-initiative, problem-solving).	a. Exhibit increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks (e.g., creative problem-solving, organizing).	a. Demonstrate a defined range of artistic, design, technical, soft skills, through performing specified roles in producing media artworks (e.g., strategizing, collaborative communication).	a. Demonstrate progression in artistic, design, technical, soft skills, as result of selecting and fulfilling specified roles in the production of a variety of media artworks.	a. Demonstrate effective command of artistic, design, technical, soft skills in managing and producing media artworks.	a. Employ masterful artistic, design, technical, soft skills in managing and producing media artworks.
MA:PR5b-K	MA:PR5b-1	MA:PR5b-2	MA:PR5b-3	MA:PR5b-4	MA:PR5b-5	MA:PR5b-6	MA:PR5b-7	MA:PR5b-8	MA:PR5b-HSP	MA:PR5b-HSAC	MA:PR5b-HSAD
b. Identify, demonstrate creative skills within media arts productions (e.g., performing).	b. Describe, demonstrate basic creative skills within media arts productions (e.g., varying techniques).	b. Demonstrate use of experimentation skills within and through media arts productions (e.g., playful practice, trial and error).	b. Exhibit basic creative skills to invent new content and solutions within and through media arts productions.	b. Practice foundational innovative abilities in addressing problems within and through media arts productions (e.g., design thinking).	b. Practice fundamental creative, innovative abilities in addressing problems within and through media arts productions (e.g., expanding conventions).	b. Develop variety of creative, adaptive innovation abilities in developing solutions within and through media arts productions (e.g., testing constraints).	b. Exhibit increasing set of creative, adaptive innovation abilities in developing solutions within and through media arts productions (e.g., testing constraints).	b. Demonstrate defined range of creative, adaptive innovation abilities in developing new solutions for identified problems within and through media arts productions (e.g., divergent solutions, bending conventions).	b. Develop, refine a determined range of creative and adaptive innovation abilities (e.g., design thinking, risk taking, while addressing identified challenges and constraints in and through media arts productions).	b. Demonstrate effective ability in creative, adaptive innovation abilities (e.g., resisting closure) to address sophisticated challenges within and through media arts productions.	b. Fluently employ mastered creative, innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.
MA:PR5c-K	MA:PR5c-1	MA:PR5c-2	MA:PR5c-3	MA:PR5c-4	MA:PR5c-5	MA:PR5c-6	MA:PR5c-7	MA:PR5c-8	MA:PR5c-HSP	MA:PR5c-HSAC	MA:PR5c-HSAD
c. Practice, discover, share how media arts creation tools work.	c. Experiment with, share different ways to use tools and techniques to construct media artworks.	c. Demonstrate, explore identified methods to use tools to capture and form media artworks.	c. Exhibit standard use of tools and techniques while constructing media artworks.	c. Demonstrate use of tools, techniques in standard and novel ways while constructing media artworks.	c. Examine how tools, techniques could be used in standard, experimental ways in constructing media artworks.	c. Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.	c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve assigned purpose in constructing media artworks.	c. Demonstrate adaptability using tools, techniques, content in standard and experimental ways to communicate intent in production of media artworks.	c. Demonstrate adaptation, innovation through combination of tools, techniques, content in standard and innovative ways, to communicate intent in production of media artworks.	c. Demonstrate skillful adaptation and combination of tools, styles, techniques and interactivity to achieve specific expressive goals in production of variety of media artworks.	c. Independently use and adapt tools, styles, systems in standard, innovative, and experimental ways in production of complex media artworks.

Anchor Standard #6 - Convey meaning through the performance, presentation and/or production of artistic work

Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts and audiences.

Essential Questions: How does time, place, audience, and context affect presenting choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

K-2nd			3rd-5th			6th-8th			High School		
MA:PR6a-K	MA:PR6a-1	MA:PR6a-2	MA:PR6a-3	MA:PR6a-4	MA:PR6a-5	MA:PR6a-6	MA:PR6a-7	MA:PR6a-8	MA:PR6a-HSP	MA:PR6a-HSAC	MA:PR6a-HSAD
a. With guidance, identify, share roles and the situation in presenting media artworks.	a. With guidance, discuss presentation and perform a task in presenting media artworks.	a. Identify, describe presentation conditions and perform task(s) in presenting media artworks.	a. Identify, describe presentation conditions, and take on roles in presenting or distributing media artworks.	a. Explain presentation conditions; fulfill role and processes in presenting or distributing media artworks.	a. Compare qualities, purposes of presentation formats, fulfill a role and associated processes in presentation and/or distribution of media artworks.	a. Analyze various presentation formats; fulfill various tasks and defined processes in presentation and/or distribution of media artworks.	a. Evaluate various presentation formats in order to fulfill various tasks and defined processes in presentation and/or distribution of media artworks.	a. Design presentation and distribution of media artworks through multiple formats and/or contexts.	a. Design presentation and distribution of collections of media artworks, considering combinations of artworks, formats, diverse audiences.	a. Curate, design presentation and distribution of collections of media artworks through variety of contexts (e.g., mass audiences, physical and virtual channels).	a. Curate, design, promote presentation and distribution of media artworks for intentional impacts, through a variety of contexts (e.g., markets and venues)
MA:PR6b-K	MA:PR6b-1	MA:PR6b-2	MA:PR6b-3	MA:PR6b-4	MA:PR6b-5	MA:PR6b-6	MA:PR6b-7	MA:PR6b-8	MA:PR6b-HSP	MA:PR6b-HSAC	MA:PR6b-HSAD
b. With guidance, identify, share reactions to presentation of media artworks.	b. With guidance, discuss experience of presenting media artworks.	b. Identify, describe experience and share results of presenting media artworks.	b. Identify, describe experience, results, improvements for presenting media artworks.	a. Explain results of and improvements for presenting media artworks.	a. Compare results of, improvements for presenting media artworks.	b. Analyze results of, improvements for presenting media artworks.	a. Evaluate results of, improvements for presenting media artworks, considering impacts on personal growth.	b. Evaluate results of, and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.	b. Evaluate, implement improvements in presenting media artworks, considering personal, local, cultural impacts (e.g., benefits for self and others).	b. Evaluate, implement improvements in presenting media artworks, considering personal, local, social, cultural impacts (e.g., changes that occurred for people, to a situation).	b. Independently evaluate, compare, integrate improvements in presenting media artworks, considering personal to global impacts (e.g., new understandings gained by artist and audience)



MEDIA ARTS

ARTISTIC PROCESS RESPOND

ALASKA ARTS STANDARDS

Anchor Standard #7 - Recognize and analyze artistic work, including those from diverse cultural traditions

Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

Essential Question: How do media artworks convey meaning and impact audience experience?

K-2nd			3rd-5th			6th-8th			High School		
MA:RE7a-K	MA:RE7a-1	MA:RE7a-2	MA:RE7a-3	MA:RE7a-4	MA:RE7a-5	MA:RE7a-6	MA:RE7a-7	MA:RE7a-8	MA:RE7a-HSP	MA:RE7a-HSAC	MA:RE7a-HSAD
a. Recognize, share components and messages in media artworks.	a. Identify components and messages in media artworks.	a. Identify, describe components and messages in media artworks.	a. Identify, describe how messages are created by components in media artworks.	a. Identify, describe, explain how messages are created by components in media artworks.	a. Identify, describe, differentiate how message and meaning are created by components in media artworks.	a. Identify, describe, analyze how message and meaning are created by components in media artworks.	a. Describe, compare, analyze qualities of and relationships between components in media artworks.	a. Compare, contrast, analyze qualities of and relationships between components and style in media artworks.	a. Analyze qualities of and relationships between components, style, preferences communicated by media artworks and media artists.	a. Analyze, synthesize qualities and relationships of components in variety of media artworks, and feedback on how they impact diverse audiences.	a. Analyze, synthesize qualities and relationships of components and audience impact in variety of media artworks.
b. Recognize, share how variety of media artworks create different experiences.	b. With guidance, identify how variety of media artworks create different experiences.	b. Identify, describe how variety of media artworks create different experiences.	b. Identify, describe how various forms, methods, styles in media artworks impact audience experience.	b. Identify, describe, explain how various forms, methods, styles in media artworks impact diverse audience experiences.	b. Identify, describe, differentiate how various forms, methods, styles in media artworks impact audience experience.	b. Identify, describe, analyze how various forms, methods, styles in media artworks impact diverse audience experiences.	b. Describe, compare, analyze how various forms, methods, styles in media artworks interact with personal preferences to influence diverse audience experiences.	b. Compare, contrast, analyze how various forms, methods, styles in media artworks impact audience experience and create intention.	b. Analyze how variety of media artworks manage audience experience and create intention through multimodal perception.	b. Analyze how broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception.	b. Survey exemplary range of media artworks, analyzing methods for managing audience experience, creating intention and persuasion through multimodal perception, and systemic communications.

Anchor Standard #8 - Interpret intent and meaning in artistic work

Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

Essential Question: How do people interpret and respond to media artworks?

K-2nd			3rd-5th			6th-8th			High School		
MA:RE8a-K	MA:RE8a-1	MA:RE8a-2	MA:RE8a-3	MA:RE8a-4	MA:RE8a-5	MA:RE8a-6	MA:RE8a-7	MA:RE8a-8	MA:RE8a-HSP	MA:RE8a-HSAC	MA:RE8a-HSAD
a. With guidance, share observations regarding variety of media artworks.	a. With guidance, identify meanings of variety of media artworks.	a. Determine purposes and meanings of media artworks, considering different contexts.	a. Determine purposes and meanings of media artworks while describing contexts.	a. Determine, explain reactions and interpretations to variety of media artworks, considering purposes and contexts.	a. Determine, compare personal and group interpretations of variety of media artworks, considering intention and context.	a. Analyze intent of variety of media artworks, using given criteria.	a. Analyze intent, meaning of variety of media artworks, using self-developed criteria.	a. Analyze intent, meaning of variety of media artworks, focusing on intentions, forms, various contexts.	a. Analyze intent, meanings, reception of variety of media artworks, based on personal and cultural contexts.	a. Analyze intent, meanings, influence of variety of media artworks, based on personal, societal, historical, cultural contexts.	a. Analyze intent, meanings, impacts of diverse media artworks, considering complex factors of context and bias

Anchor Standard #9 - Apply criteria to evaluate artistic work

Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

Essential Questions: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

K-2nd			3rd-5th			6th-8th			High School		
MA:RE9a-K	MA:RE9a-1	MA:RE9a-2	MA:RE9a-3	MA:RE9a-4	MA:RE9a-5	MA:RE9a-6	MA:RE9a-7	MA:RE9a-8	MA:RE9a-HSP	MA:RE9a-HSAC	MA:RE9a-HSAD
a. Share appealing qualities, possible changes in media artworks.	a. Identify effective parts of and possible changes to media artworks, considering viewers.	a. Discuss effectiveness of and improvements for media artworks, considering different contexts.	a. Identify basic criteria for evaluating media artworks, considering possible improvements and contexts.	a. Identify, apply basic criteria for evaluating and improving media artworks and production processes, considering contexts.	a. Determine, apply criteria for evaluating media artworks and production processes, considering contexts; practice constructive feedback.	a. Determine, apply specific criteria to evaluate various media artworks and production processes, considering contexts; practice constructive feedback.	a. Develop, apply criteria to evaluate various media artworks and production processes, considering contexts; practice constructive feedback.	a. Evaluate media art works and production processes with developed criteria, considering contexts and artistic goals.	a. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering contexts and artistic goals.	a. Form, apply defensible evaluations in constructive and systematic critique of media artworks and production processes.	a. Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors



MEDIA ARTS

ARTISTIC PROCESS CONNECT

ALASKA ARTS STANDARDS

Anchor Standard #10 - Relate, synthesize and express both knowledge and personal experiences as a way to participate in the arts

Enduring Understanding: Media artworks convey meaning and expand cultural experiences.

Essential Questions: How do we learn about and create meaning through producing media artworks? How can media arts expand the understanding of culture for the artist and viewer?

K-2nd			3rd-5th			6th-8th			High School		
MA:CO10a-K	MA:CO10a-1	MA:CO10a-2	MA:CO10a-3	MA:CO10a-4	MA:CO10a-5	MA:CO10a-6	MA:CO10a-7	MA:CO10a-8	MA:CO10a-HSP	MA:CO10a-HSAC	MA:CO10a-HSAD
C.A. 1-8 Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.									C.B. 1-4 Culturally-knowledgeable students are able to build on the knowledge and skills of the of the local cultural community as a foundation from which to achieve personal and academic success throughout life.		
a. Use personal experiences and choices in making media artworks.	a. Use personal experiences, interests, models in creating media artworks.	a. Use personal experiences, interests, information, models in creating media artworks.	a. Use personal, external resources (e.g., interests, information, models) to create media artworks.	a. Examine, use personal and external resources (e.g., interests, research, cultural experiences) to create media artworks.	a. Access, use internal and external resources (e.g., interests, knowledge, experiences) to create media artworks.	a. Access, evaluate, use internal and external resources (e.g., knowledge, experiences, interests, research) to create media artworks.	a. Access, evaluate use internal, external resources (e.g., experiences, interests, research, exemplary works) to inform creation of media artworks.	a. Access, evaluate, use internal, external resources (e.g., cultural, societal knowledge, research, exemplary works) to inform creation of media artworks.	a. Access, evaluate, integrate personal, external resources to inform creation of original media artworks, e.g., experiences, interests, cultural knowledge.	a. Synthesize internal, external resources to enhance creation of persuasive media artworks (e.g., cultural connections, introspection, research, exemplary works).	a. Independently and proactively access relevant and qualitative resources to inform creation of cogent media artworks.
MA:CO10b-K	MA:CO10b-1	MA:CO10b-2	MA:CO10b-3	MA:CO10b-4	MA:CO10b-5	MA:CO10b-6	MA:CO10b-7	MA:CO10b-8	MA:CO10b-HSP	MA:CO10b-HSAC	MA:CO10b-HSAD
C.B. 1-8. Culturally-knowledgeable students are able to build on the knowledge and skills of the of the local cultural community as a foundation from which to achieve personal and academic success throughout life.									C.C. 1-4 Culturally-knowledgeable students are able to actively participate in various cultural environments.		
b. Share memorable experiences of media artworks.	b. Share meaningful experiences of media artworks.	b. Discuss experiences of media artworks; describe meaning and purpose.	b. Identify, show how media artworks form meanings, situations, and/or culture (e.g., popular media).	b. Examine, show how media artworks form meanings, situations, cultural experiences (e.g., online spaces).	b. Examine, show how media artworks form meanings, situations, cultural experiences (e.g., news and cultural events).	b. Explain, show how media artworks form new meanings, situations, cultural experiences (e.g., historical events).	b. Explain, show how media artworks form new meanings and cultural experiences (e.g., new information).	b. Explain, demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., local and global events).	b. Explain, demonstrate use of media artworks to expand meaning and knowledge, and create cultural experiences (e.g., learning/sharing through online environments).	b. Explain, demonstrate use of media artworks to synthesize new meaning and knowledge, reflect and form cultural experiences (e.g., new connections between themes and ideas, local and global networks).	b. Demonstrate, expound on use of media artworks to amplify new meanings, knowledge, impactful cultural experiences.

Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding and relevancy

Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.

Essential Questions: How do media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

K-2nd			3rd-5th			6th-8th			High School		
MA:CO11a-k	MA:CO11a-1	MA:CO11a-2	MA:CO11a-3	MA:CO11a-4	MA:CO11a-5	MA:CO11a-6	MA:CO11a-7	MA:CO11a-8	MA:CO11a-HSP	MA:CO11a-HSAC	MA:CO11a-HSAD
C.C.1-4 Culturally-knowledgeable students are able to actively participate in various cultural environments									C.D. 1-6 Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.		
a. With guidance, share ideas about how media artworks relate to everyday life (e.g., daily activities).	a. Discuss, describe media artworks in everyday life (e.g., popular media, connections with family and friends).	a. Discuss how media artworks and ideas relate to everyday and cultural life (e.g., media messages, media environments).	a. Identify how media artworks, ideas relate to everyday and cultural life and can influence values and online behavior.	a. Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life (e.g., fantasy and reality).	Research and show how media artworks and ideas relate to personal, social, community life, (e.g., commercial and information purposes, history, and ethics).	a. Research, show how media artworks and ideas relate to personal, social, community, cultural situations (e.g., personal identity, history, entertainment).	a. Research, demonstrate how media artworks and ideas relate to various situations, purposes values (e.g., community, vocations, social media).	a. Demonstrate, explain how media artworks and ideas relate to various contexts, purposes, values (e.g., democracy, environment, connecting people and places).	a. Demonstrate, explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).	a. Examine in depth and then demonstrate relationships of media arts ideas and works to various contexts, purposes, values (e.g., markets, systems, propaganda, truth).	a. Demonstrate relationships of media arts ideas and works to personal and global contexts, purposes, values, through relevant and impactful media artworks.
MA:CO11b-k	MA:CO11b-1	MA:CO11b-2	MA:CO11b-3	MA:CO11b-4	MA:CO11b-5	MA:CO11b-6	MA:CO11b-7	MA:CO11b-8	MA:CO11b-HSP	MA:CO11b-HSAC	MA:CO11b-HSAD
C.D. 1-8. Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.									C.E. 1-8 Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them..		
b. With guidance, interact safely and appropriately with media arts tools and environments.	b. Interact appropriately with media arts tools and environments, considering safety, rules, fairness.	b. Interact appropriately with media arts tools and environments, considering safety, rules, fairness.	b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, fairness.	b. Examine, interact appropriately with media arts tools and environments, considering ethics, rules, fairness.	Examine, discuss interact appropriately with media arts tools and environments, considering ethics, rules, media literacy.	a. Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, media literacy.	b. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, social media.	b. Analyze and responsibly interact with legal and technological contexts of media arts tools and environments, considering ethics, media literacy, social media, virtual worlds.	b. Critically evaluate and effectively interact with legal, technological and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, digital identity.	b. Critically investigate and ethically interact with legal, technological, systemic, vocational contexts of media arts, considering ethics, media literacy, digital identity, artist/ audience interactivity.	b. Critically investigate and strategically interact with legal, technological, systemic, vocational contexts of media arts.

According to the Alaska Department of Education & Early Development, "The content standards stipulate what students should know and be able to do; the cultural standards provide guidance on how to engage students in learning through the local culture. It is intended that all forms of knowledge, ways of knowing and world views be recognized as equally valid, adaptable and complementary to one another in mutually beneficial ways." The Alaska Standards for Culturally Responsive Schools outlines the Cultural Standards for Students, which aligns with the artistic process of Connecting. In the Alaska Arts Performance Standards for each discipline, the cultural standards for students is embedded under the artistic process of Connecting: relating artistic ideas and work with personal meaning and external context.