

eDynamic Learning Course Title: Middle School Digital Art & Design
State: WA
State Course Title: Media Arts
State Course Code:
State Standards: Media Arts
Date of Standards: 2017
Percentage of Course Aligned: 100%

Standards	Course Title. (a or b), if applicable, e.g. Game Design 1a	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating (Fully Met / Partially Met / Not Met)
Generate and conceptualize artistic ideas and work.							
a. Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping.	Middle School Digital Art and Design	Unit 4: Graphic Design	Activity	Unit 4 Activity assigns students to choose an artist who they admire and pretend they have been assigned to write an article about them. Do research about what made the artist famous and also design it to add graphic images as enhancement.	Activity		Fully Met
Organize and develop artistic ideas and work.							
a. Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.	Middle School Digital Art and Design	Unit 2: Say Cheese	Activity	Unit 2 Activity assigns students to take a series of pictures of interesting things and match them with elements of art and principles of design listed, then to write about the experience.	Activity		Fully Met
Refine and complete artistic work.							

a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.	Middle School Digital Art and Design	Unit 3: The Evolution of 2-Dimensional Art	Activity	Unit 3 Activity assigns students to create a logo for a planned business and to consider that the logo must be used in a variety of ways and fit all of them. Students can choose their tools for designing the logo, either digital or manual.	Activity		Fully Met
b. Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.	Middle School Digital Art and Design	Unit 7: How to Look at and Evaluate Art	Activity	Unit 7 Activity has a complex assignment and begins with choosing a piece of art and conducting a critique of it that includes interpretation of the purpose and providing a judgment of its effectiveness.	Activity		Fully Met
Select, analyze, and interpret artistic work for presentation.							
a. Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game.	Middle School Digital Art and Design	Unit 5: Magic in Motion: Animation	Activity	Unit 5 Activity assigns students to create an animation character through a series of drawings and to create a context for the character, to show it in motion.	Activity		Fully Met
Develop and re fine artistic techniques and work for presentation.							
a. Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks, such as creative problem-solving and organizing.	Middle School Digital Art and Design	Unit 6: Sound and Music	Activity	Unit 6 Activity assigns students to decide what information to share about an imaginary product and create a jingle (song) for it.	Activity		Fully Met
b. Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions.	Middle School Digital Art and Design	Unit 5: Magic in Motion: Animation	Lesson 3	Lesson 3 describes the process of creating stop motion animation, providing the step-by-step process that students can use to create what may be their first animation created with this method.	Critical Thinking 2		Fully Met

c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.	Middle School Digital Art and Design	Unit4: Graphic Design	Lesson 3	Unit 4 discusses the process of creating a logo, following rules for the process, and choosing between a number of tools for the job.	Critical Thinking 5		Fully Met
Convey meaning through the presentation of artistic work.							
a. Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.	Middle School Digital Art and Design	Unit 8: Mixing Up with Art	Lesson 1	Lesson 1 describes various forms of graphic media, including some forms that may not have been considered by students, such as installations.	Critical Thinking 3		Fully Met
b. Evaluate the results of and improvements for presenting media artworks, considering impacts on personal growth.	Middle School Digital Art and Design	Unit 6: Sound and Music	Lesson 5	Lesson 5 discusses how to add music to a digital project, and it discusses how to choose the right music to create the desired effects. It discusses the role of music in digital works.	Lesson 5 Knowledge Check		Fully Met
Perceive and analyze artistic work.							
a. Describe, compare, and analyze the qualities of and relationships between the components in media artworks.	Middle School Digital Art and Design	Unit 2: Say Cheese	Lesson 4	Lesson 4 describes the two principles of elements of art and principles of design, and how these two principles are used to create a well-designed photograph.	Critical Thinking 2		Fully Met
b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.	Middle School Digital Art and Design	Unit 4: Graphic Design	Lesson 4	Lesson 4 discusses the many places where we experience graphic design and the jobs that the designed content do. It challenges students to consider where it is used and whether illustrations would be effective in helping it accomplish its job.	Critical Thinking 4		Fully Met
Interpret intent and meaning in artistic work.							
a. Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.	Middle School Digital Art and Design	Unit 7: How to Look at and Evaluate Art	Activity	Unit 7 Activity assigns students to evaluate chosen pieces of art from museums, deciding what criteria to apply to the evaluation.	Activity		Fully Met

Apply criteria to evaluate artistic work.							
a. Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.	Middle School Digital Art and Design	Unit 2: Say Cheese	Lesson 5	Lesson 5 explains the various principles of design that are used to create the final effect of the work.	Discussion 2		Fully Met
Synthesize and relate knowledge and personal experiences to make art.							
a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.	Middle School Digital Art and Design	Unit 8: Mixing Up with Art	Activity	Unit 8 Activity assigns students activities to contribute to their portfolio; in addition to the pieces they have already created, in this Activity they plan and create 2 more pieces to add to the portfolio.	Activity		Fully Met
b. Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning, and new information.	Middle School Digital Art and Design	Unit 8: Mixing Up with Art	Activity	Unit 8 Activity Part 2 assigns the written part of the portfolio, where the student writes about the portfolio contents, why they chose to make these, and how they feel about them.	Activity		Fully Met
Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.							
a. Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media.	Middle School Digital Art and Design	Unit 1: 21st Century Art	Lesson 3	Lesson 3, in making comparisons between physical and digital art, describes the historical context that each of the types of art grew and live in. It also explains the social issues that were happening at the time.	Critical Thinking 2		Fully Met
b. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.	Middle School Digital Art and Design	Unit 5: Magic in Motion: Animation	Lesson 6	Lesson 6 provides an overview of Intellectual Property laws and the protections they offer to artists. It defines what a copyright is and what processes they apply to: publishing, printing, recording, filming, music, art, literature and other arts.	Critical Thinking 5		Fully Met
Generate and conceptualize artistic ideas and work.							

a. Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.	Middle School Digital Art and Design	Unit 5: Magic in Motion: Animation	Lesson 5	Lesson 5 discusses the process of creating with 3D and the decisions that need to be considered while creating in this medium.	Critical Thinking 5		Fully Met
Organize and develop artistic ideas and work.							
a. Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.	Middle School Digital Art and Design	Unit 5: Magic in Motion: Animation	Lesson 4	Lesson 4 discusses how digital images are made up with pixels and the advantages and disadvantages of using large versus small pixels. The decision-making process is discussed.	Critical Thinking 3		Fully Met
Refine and complete artistic work.							
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.	Middle School Digital Art and Design	Unit 1: 21st Century Art	Lesson 3	Lesson 3 explains different styles and modes of art and the processes of making them. It assumes that students are familiar with the tools used for physical art, but it describes the tools for digital art. But the lesson highlights the need for understanding theme and unity for both styles.	Critical Thinking 4		Fully Met
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.	Middle School Digital Art and Design	Unit 2: Say Cheese	Lesson 4	Lesson 4 discusses how to plan and compose well-designed pieces of art, and it describes the techniques and tools that can be used to achieve the purpose for the right audience.	Critical Thinking 4		Fully Met
Select, analyze, and interpret artistic work for presentation.							
a. Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre.	Middle School Digital Art and Design	Unit 8: Mixing Up with Art	Lesson 3	Lesson 3 covers the topic of multimedia art: what it means and what to consider when planning and building the project.	Lesson 3 Knowledge Check		Fully Met
Develop and refine artistic techniques and work for presentation.							

a. Demonstrate a defined range of artistic, design, technical, and soft skills, through performing specified roles in producing media artworks, such as strategizing and collaborative communication.	Middle School Digital Art and Design	Unit 1: 21st Century Art	Lesson 5	Lesson 5 explores the personality and traits needed by a digital artist in order to be successful. The Lesson discusses the training required in order to prepare for the career.	Critical Thinking 3		Fully Met
b. Demonstrate a defined range of creative and adaptive innovation abilities, such as divergent solutions and bending conventions, in developing new solutions for identified problems within and through media arts productions.	Middle School Digital Art and Design	Unit 4: Graphic Design	Lesson 6	Lesson 6 discusses pop art and the reasons it was developed. The section Taking the Art to the Streets explains the forces behind graffiti and other street art. It discusses the graffiti artist Banksy and the effect his or her art has on community.	Lesson 6 Knowledge Check		Fully Met
c. Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of media artworks.	Middle School Digital Art and Design	Unit 8: Mixing Up with Art	Lesson 2	Lesson 2 Discusses the use of color and the effects of the different types of color and its interaction with light.	Critical Thinking 2		Fully Met
Convey meaning through the presentation of artistic work.							
a. Design the presentation and distribution of media artworks through multiple formats and/or contexts.	Middle School Digital Art and Design	Unit 8: Mixing Up with Art	Lesson 4	Lesson 4 Building a Portfolio section explains the portfolio process. The portfolio is used to gain admission to art schools and then later to build a career.	Critical Thinking 2		Fully Met
b. Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.	Middle School Digital Art and Design	Unit 8: Mixing Up with Art	Activity	Unit 8 Activity 3 assigns students to present their artwork as the last activity in the Portfolio Activity. This presentation will be attended by an audience, who will ask questions just as in an actual presentation.	Activity 3		Fully Met
Perceive and analyze artistic work.							
a. Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.	Middle School Digital Art and Design	Unit 6: Sound and Music	Lesson 5	Lesson 5 discusses the component of music and what it contributes to a digital media production, how to choose the music for the purpose, and what the total effect will be.	Lesson 5 Knowledge Check		Fully Met

b. Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.	Middle School Digital Art and Design	Unit 2: Say Cheese	Lesson 2	Lesson 2 A Developing Tool section describes how students can make their own camera obscura to experiment with taking photographs. Using this camera, students can plan photographs for specific purposes.	Discussion 2		Fully Met
Interpret intent and meaning in artistic work.							
a. Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.	Middle School Digital Art and Design	Unit 2: Say Cheese	Lesson 5	Lesson 5 presents a number of criteria that are used in creating the perspectives of photographs and how manipulating these variables affects the level of success in meeting their purposes.	Critical Thinking 3		Fully Met
Apply criteria to evaluate artistic work.							
a. Evaluate media artworks and production processes with developed criteria, considering context and artistic goals.	Middle School Digital Art and Design	Unit 3: The Evolution of 2-Dimensional Art	Lesson 3	Lesson 3 discusses some techniques for creating optical illusions to achieve specific purposes, focusing attention on specific details in the design and the illusion of depth and light and shadow.	Critical Thinking 4		Fully Met
Synthesize and relate knowledge and personal experiences to make art.							
a. Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.	Middle School Digital Art and Design	Unit 2: Say Cheese	Lesson 2	Lesson 2 focused on the emergence of photography as an art form and particularly on the Civil War photographer Matthew Brady and how his work contributes to our understanding of that time.	Critical Thinking 1		Fully Met
b. Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global events.	Middle School Digital Art and Design	Unit 2: Say Cheese	Lesson 2	Lesson 2 discusses the profound effect that photography has had on our society and culture. It discusses some of the major milestones in the development of the tools of photography.	Unit 2 Lesson 2 Quiz		Fully Met
Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.							

<p>a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.</p>	<p>Middle School Digital Art and Design</p>	<p>Unit 2: Say Cheese</p>	<p>Lesson 3</p>	<p>Lesson 3 focuses on the invention of the home-market Brownie camera in 1900 and how that invention changed society.</p>	<p>Critical Thinking 1-5</p>		<p>Fully Met</p>
<p>b. Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, and virtual worlds.</p>	<p>Middle School Digital Art and Design</p>	<p>Unit 4: Graphic Design</p>	<p>Lesson 5</p>	<p>Lesson 5 discusses the types of graphic art that is used in politics for specific purposes, and the influences that these designs have on thinking. A short discussion of propaganda is included.</p>	<p>Critical Thinking 5</p>		<p>Fully Met</p>