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Components: *[Enter Components]*

# Standards Map Template–2021 Arts Education Adoption Grade Eight Media Arts

(Download and use to cite where instructional resources fully address each standard)

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| **CREATING** | Generate and conceptualize artistic ideas and work. | n/a | n/a | n/a | n/a |
| 8.MA:Cr1 | Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as [divergent thinking](#divergentthinking) and experimenting. |  |  |  |  |
| 8.MA:Cr2 | Structure and critique ideas, plans, [prototypes](#prototyping), and [production processes](#productionprocesses) for media arts productions, considering intent, resources, and the [presentation](#presentation) context. |  |  |  |  |
| 8.MA:Cr3a | Implement production processes to integrate content and stylistic conventions for determined purpose and meaning in media arts productions, demonstrating understanding of associated aesthetic principles, such as theme and unity. |  |  |  |  |
| 8.MA:Cr3b | Refine media artworks, improving technical quality and intentionally accentuating stylistic elements, to reflect an understanding of purpose, audience, and place. |  |  |  |  |
| **PRODUCING** | Select, analyze, and interpret artistic work for presentation. | n/a | n/a | n/a | n/a |
| 8.MA:Pr4 | Integrate multiple contents and forms into unified media arts productions, such as interdisciplinary projects or [multimedia theatre](#multimediatheatre), that convey specific themes or ideas. |  |  |  |  |
| 8.MA:Pr5a | Demonstrate a defined range of artistic, design, technical, and [soft skills](#softskills), such as strategizing and collaborative communication, through performing specified roles in producing media artworks. |  |  |  |  |
| 8.MA:Pr5b | Demonstrate a defined range of creative and innovative abilities, such as divergent solutions and bending [conventions](#convention), in developing new solutions for identified problems within and through media arts productions. |  |  |  |  |
| 8.MA:Pr6 | Design the [presentation](#presentation) and distribution of media artworks through multiple formats and/or [contexts](#context) considering previous results on personal growth and external effects. |  |  |  |  |
| **RESPONDING** | Perceive and analyze artistic work. | n/a | n/a | n/a | n/a |
| 8.MA:Re7a | Compare, contrast, and analyze the qualities of and relationships between the [components](#components), content, and intentions in media artworks. |  |  |  |  |
| 8.MA:Re7b | Compare, contrast, and analyze how various forms, methods, and styles in media artworks [manage audience experience](#manageaudienceexperience) and create intention. |  |  |  |  |
| 8.MA:Re8 | Analyze the intent and [meanings](#meaning) of a variety of media artworks, focusing on intentions, forms, and various [contexts](#context). |  |  |  |  |
| 8.MA:Re9 | Evaluate media artworks and [production processes](#productionprocesses) with developed criteria, considering [context](#context) and artistic goals. |  |  |  |  |
| **CONNECTING** | Synthesize and relate knowledge and personal experiences to make art. | n/a | n/a | n/a | n/a |
| 8.MA:Cn10a | Access, evaluate, and use internal and external resources, such as cultural and societal knowledge, research, and exemplary works, to inform the creation of media artworks. |  |  |  |  |
| 8.MA:Cn10b | Explain and demonstrate how media artworks expand [meaning](#meaning) and knowledge, and create cultural experiences, such as local and global events. |  |  |  |  |
| 8.MA:Cn11a | Demonstrate and explain how media artworks and ideas relate to various [contexts](#context), purposes, and values, such as democracy, environment, and connecting people and places. |  |  |  |  |
| 8.MA:Cn11b | Analyze and responsibly interact with media arts tools, environments, and [legal](#legal) and [technological](#technological) [contexts](#context), considering [ethics](#ethics), [media literacy](#medialiteracy), social media, and [virtual worlds](#virtualworlds). |  |  |  |  |

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