

Media Arts Grade 5 – Moving Image-Media Literacy Mash Up – Artistic Process Focus:

	Standard	Key Traits (Look Fors)	Dimension	Project Assessment Rubric			
				Below Standard	Approaching Standard	At Standard	Above Standard
Synthesize	Connecting - Synthesize and relate knowledge and personal experiences to make art. Gr 5b. Examine and show how media artworks form meanings, situations, and cultural experiences, such as news and cultural events.	Synthesizes research to express meaning Examines media artworks for expressive synthesis and culture-forming	Content & Message	Limited comparisons and/or connections between the works are unclear	Minimal comparisons are made between the two existing works; and/or comparisons are unclear.	Clear, direct comparisons and contrasts are made by blending two existing works to create a mash up which supports a particular argument or point of view.	Displays unique connections and/or juxtapositions and contrasts using the existing works to cover the topic in depth with a strong compelling central message.
	Responding – Perceive and analyze artistic work. Gr5 a. Identify, describe, and differentiate how message and meaning are created by components in media artworks. Gr5 b. Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.	Identifies, describes components, methods, styles and forming of experience, message, meaning present in documentary and commercial		Limited evidence of an intent to convey a particular message or central idea. Video seems scattered and/or confused with no central message evident.	Central message is vague. Message is weakly supported, few examples, detail is lacking.	Mash up conveys a clear central message. Message is supported by details and examples.	Mash up represents a clearly unified production; visuals, narration, details and examples and any music or special effects all combine to seamlessly enhance the message.
	Responding – Interpret intent and meaning in artistic work. Gr 5. Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.	Analyzes works for persuasive devices based on context					
Construct	Creating- Refine and complete artistic work. Gr 5 a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.	Carries out production processes	Structure and organization	Script/storyboard is incomplete and disorganized. Limited or no evidence of a central idea or focus in the script or storyboard.	Script/storyboard appears mostly complete, however details or organization may be minimal. Script or storyboard may or may not show evidence of elements of production that communicate a central argument.	Script or storyboard communicates a clear sequence. Script or storyboard indicates planned use of any images, graphics, narration, music or special effects to communicate a central argument.	Script or storyboard communicates well organized groupings producing an overall unity and coherence. Script or storyboard makes clear the central argument, connecting all images, graphics, narration, music and/or special effects used and clearly communicating a unique voice.

Construct	Creating- Refine and complete artistic work. Gr 5 a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.	Carries out production processes		Visuals seem disconnected or unrelated to a clear topic. Visual quality is poor. Narration and visuals are mismatched Narrating voice is often hesitant and halting rather than consistently strong and clear.	Limited connection between the visuals chosen and any stated ideas about the work that they were taken from. Visual choices sometime appear random; there is limited connection to a central theme or idea. Some image quality is poor. There are some mismatches between narration and image	Visuals selected from the existing media projects clearly display unique traits and support the central idea. All images and graphics are clear. Images match the narration. Narration is delivered in a clear, strong voice.	Strong use of images to enhance and highlight a compelling central message; images and narration are consistently matched. Unique ideas emerge built from skillfully editing images together to show contrast or similarities; created images demonstrate a unique voice/artistry.
Integrate	Producing – Select, analyze and interpret artistic work for presentation. Gr 5 Create media artworks through the integration of multiple contents and forms, such as a media broadcast.	Combines existing and original work Combines visual and aural media content		Sound levels are inconsistent and/or difficult to hear and may include distracting background noises.	Narrating voice is occasionally clear and strong; however inconsistently so.	Narration is delivered in a clear, strong voice. Recording is clean with little background noise and few glitches. Sound levels are consistent and easy to hear.	Narration is delivered in a clear strong voice, spoken without faltering; narrator makes use of a range of vocal expression to highlight the presentation.
Relate	Connecting - Relate artistic ideas and works to societal, cultural and historical context to deepen understanding. Gr 5. a. Research and show how media artworks and ideas relate to personal, social and community life, such as exploring commercial and information purposes, history, and ethics.	Compare and contrast how the intent behind the selected documentary and commercial influences' reactions	Production Values	Music and/or sound choices seem mismatched to the tone or feel of the piece.	Sound levels are sometimes inconsistent and/or difficult to hear, and may include some occasional loud distracting background noises. Music and/or sound choices do not consistently match the tone or feel of the piece.	Music and/or sounds consistently match the tone or feel of the piece.	Sound levels are consistent and clear without background noises. Technically complex sound, music and recordings are utilized to enhance the presentation. All images, graphics, narration, music and/or special effects used and clearly communicating a unique voice and produce overall unity and coherence
Evaluate	Responding – Apply criteria to evaluate artistic work Gr 5. Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.	Determines, applies criteria Evaluates own, peer and example works Considers context Practices constructive feedback		Student reflection is lacking or limited; minimal evidence of connecting process, feedback and product.	Student reflection includes limited insights into their process and provides a single way in which their work was influenced by feedback from or the work of others. Student may or may not use arts specific vocabulary.	Student reflection includes arts-specific vocabulary and identifies insights into their process. Student describes ways in which feedback and/or the work of others helped them evaluate and refine their work.	Student reflects on their own work and/or the work of others using relevant vocabulary words to analyze and describe the components, the composition, messages, and intent. Students cite clear evidence to support the ways in which feedback and/or the work of others influenced their
Construct	Creating- Refine and complete artistic work.. Gr 5 b. Determine how elements and components can be altered for clear communications and intentional effects and refine media artworks to improve clarity and purpose.	Refines production for expressive intent, based on feedback	Student Reflection				

Interpret	Responding – Interpret intent and meaning in artistic work. Gr 5. Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.	Analyzes works for persuasive devices based on context					decisions to create and refine their work, including detailed examples.
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