

Grade 8 MEDIA ARTS INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT

SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA

All submissions must be aligned to the Tennessee Media Arts Standards and therefore must meet the non-negotiable criteria of Section I prior to moving to Section II.

Note: The Tennessee standards including the introduction and grade level standards appropriate to this screening instrument and this screening instrument should be read in full prior to reviewing materials. Evaluators of materials must be well versed in the standards for the grade/course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards.

SECTION I. Alignment to Tennessee Media Arts Standards			
<p>Part A. Alignment: The instructional materials represent 80% alignment with the Tennessee Media Arts Standards, 100% alignment with the major work/focus of the grade, and explicitly focus teaching and learning on the grade level standards at a level of rigor necessary for students to reach mastery. Shared between all fine arts disciplines are the eleven foundations and the four overarching domains, listed below. It is important to keep in mind that the order of the four overarching domains will depend on each specific discipline (dance, theatre, media art, visual art and music). For media arts the four overarching domains in order are Create (Cr), Produce (P), Respond (R), and Connect (Cn). Since create is listed first in the media arts standards it is the major work/focus of the grade. You will need a copy of the standards as you review materials and look at the standard aligned to the specific grade level for the eleven foundation and four overarching domains. Each of the eleven foundations will have multiple standards designated by a letter (e.g. A, B, C, etc....).</p>			
SECTION IA (1): PERFORM: Elements and Skills	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
1. Select, analyze, & interpret artistic work for presentation, performance, production.			
8.MA.P1.A Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas.			

<p>2. Develop and refine artistic techniques and work for presentation, performance, production.</p> <p>8.MA.P2.A Demonstrate a range of design, artistic, technical, and soft skills by performing specified roles in producing media artworks, such as strategizing and collaborative communication.</p> <p>8.MA.P2.B Demonstrate a range of creative and adaptive innovation abilities in developing new solutions for identified problems within and through media arts productions.</p> <p>8.MA.P2.C Demonstrate adaptability using tools, techniques, and content in standard and experimental ways to communicate intent.</p>		
<p>3. Express meaning through the presentation, performance, production of artistic work.</p> <p>8.MA.P3.A Design the presentation and distribution of media artworks through multiple formats and/or contexts.</p>		
SECTION IA (2): CREATE: Choreography: Creativity and Communication	Yes	Evidence (e.g., page numbers and/or examples of inclusion)
<p>1. Generate and conceptualize artistic ideas and work.</p> <p>8.MA.Cr1.A Develop focused goals, ideas, and solutions for original media arts.</p> <p>8.MA.P3.B Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.</p>	No	
<p>2. Organize and develop artistic ideas and work.</p> <p>8.MA.Cr2.A Structure and critique ideas, plans, and prototypes for media arts productions, considering intent, resources, and the presentation</p>		

<p>3. Refine and complete artistic work.</p> <p>8.MA.Cr3.A Integrate content, stylistic conventions, and associated principles during production processes to communicate determined meaning.</p> <p>8.MA.Cr3.B Refine media artworks, improving aesthetic quality and intentionally accentuating selected expressive and stylistic elements, to reflect purpose, audience, and place.</p>		
SECTION IA (3): RESPOND: Criticism and Analysis	Yes	Evidence (e.g., page numbers and/or examples of inclusion)
<p>1. Perceive and analyze artistic work.</p> <p>8.MA.R1.A Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.</p> <p>8.MA.R1.B Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create</p>	No	
<p>2. Interpret intent and meaning in artistic work.</p> <p>8.MA.R2.A Analyze the intent and meanings of media artworks, focusing on intentions, forms, and various contexts.</p>		
<p>3. Apply criteria to evaluate artistic work.</p> <p>8.MA.R3.A Evaluate media art works and production processes with developed criteria, considering context and artistic goals.</p>		

SECTION IA (4): CONNECT: Cultural/Historical Contexts; Health. Interdisciplinary Connections	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
<p>1. Synthesize and relate knowledge and personal experiences to artistic endeavors.</p> <p>8.MA.Cn1.A 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.</p> <p>8.MA.Cn1.B Explain and demonstrate the role of media artworks in expanding meaning and knowledge of local and global events and creating cultural experiences.</p>			
<p>2. Relate artistic works with societal, cultural and historical context.</p> <p>8.MA.Cn2.A Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values.</p> <p>8.MA.Cn2.B Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, while considering ethics, media literacy, social media, and virtual worlds.</p>			
<p>SECTION IA (5):</p> <p>The instructional materials reviewed in section IA (1-4) represents 80% alignment with the Tennessee Media Arts Standards, 100% alignment with the major work/focus of the grade, and explicitly focus teaching and learning on the grade level standards at a level of rigor necessary for students to reach mastery.</p>	Yes	No	Notes (summary of notes from section IA (1-4))

SECTION I. Focus in the Tennessee Media Arts Standards			
Part B. Focus: Instruction centers on the eleven foundations at the arts disciplines and grade/course level articulated within the standards.			
	Yes	No	Evidence (only include evidence of extraneous or inaccurate material, if relevant)
Materials focus on the grade level standards (i.e., do not include extraneous information outside of the scope of the grade level standards or disconnected facts and details).			
Materials are accurate and grade level appropriate.			

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

All submissions must be aligned to the Tennessee Media Arts Standards and therefore must meet 80% of the non-negotiable criteria of Section I prior to moving to Section II.

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Part A. Key Areas of Focus			
	Yes	No	Evidence
Rigor: Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context.			
Coherence: Units and instructional sequences are coherent and organized in a logical manner that builds upon knowledge and skills learned in prior grades or earlier in the year.			

<p>Literacy: Materials help to reinforce literacy through the careful study of discipline specific vocabulary, the review of primary sources in the content, and a variety of engagement opportunities specifically in the artistic domains of “Respond” and “Connect”.</p>		
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY		
<i>Part B. Student Engagement and Instructional Supports.</i>	Yes	No Evidence
a. Engages students through real-world, relevant, thought-provoking questions and/or situations that stimulate interest and elicit critical thinking and creativity.		
b. Adheres to safety rules and regulations where appropriate and provides a thorough list of materials as needed.		
c. Integrates appropriate supports for students who are ELL, have disabilities, or perform below grade level.		
d. Materials are artistically accurate and grade-level appropriate.		

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

Part C. Monitoring Student Progress

	Yes	No	Evidence
a. Assessments provide data on all four of the overarching domains.			
b. Assessments measure student mastery using methods that are unbiased and accessible to all students.			
c. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student products and performance.			
d. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures.			
e. Assessments are embedded throughout instruction materials as tools for students' learning and teachers' monitoring of instruction.			

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

Part D. Teacher Support Materials

	Yes	No	Evidence
a. Includes strategies that assist teachers in incorporating appropriate and integral connections between media arts and other subject areas (e.g., mathematics, ELA, social studies, science, career and technical subjects, and other fine arts disciplines).			
b. Includes strategies that assist teachers in engaging students through real-world, relevant, thought-provoking questions and/or situations that stimulate interest and elicit critical thinking and creativity.			