

## Media Arts Introduction

The South Carolina Academic Standards for Media Arts are new to the visual and performing arts standards document. Media arts works naturally meld with aspects of the visual and performing arts including elements and principles of the various arts disciplines. Original media arts works require the aesthetics that are embedded in the visual and performing arts. This includes work such as graphics, video, and sound that originate from the creator and used to create media arts products.

Our students are increasingly using media as a source of communication and networking. It is imperative that our educational system and its constituents remain current with the trends and technologies that accompany the use of media. This includes appropriate use of media and the ability to interpret media arts productions both socially and professionally.

The media arts standards are organized on the basis of six academic standards. Several of the academic standards are repeated across the grade levels. Teachers should understand that these standards need to be reinforced throughout these grades as the students use more advanced tools and media applications as well as more complex terminology and concepts.

Studies in media arts should be a part of the overall school curriculum; therefore, a school's media arts curriculum should include sequential media arts courses as well as specialized courses in high school. These may include Media Arts 1-4 and courses in animation, film studies, graphic design, sound design and recording, and digital photography.

**Grades K–8.** Media arts standards are provided for each grade level from kindergarten through high school. Media arts instruction is not always offered at every grade level in a given school district. Therefore, media arts teachers—who are held accountable for students' attainment of the media arts standards—must understand how the media arts standards provide for sequential learning. The standards suggest prerequisite skills that will help a teacher understand and accommodate gaps in instruction.

Some students may enter middle school with little or no prior medial arts training. Middle school visual arts classes should allow adequate instructional time for all standards to be addressed. Teachers with limited contact hours, such as nine-week exploratory courses or semester-long courses, may not be able to address all of these standards. Teachers who teach students enrolled with less time in the classroom should determine standards that cross grade levels and implement these standards during the year that a student is in the class. During subsequent grades the teacher should address other standards that are unique to the grade level. This will enable the teacher to be able to address more standards over a longer period of time.

**High School:** The high school academic standards for media arts are designed to reflect the highest possible levels of achievement in media arts instruction. High

schools that aspire to build a quality, comprehensive and sequential media arts program for their students should also consider offerings in the area of media appreciation, media history, media literacy, and a variety of production-based courses. While high school instruction should provide opportunities for students who have participated in their elementary and middle school programs to continue their growth as media artists, students who have not had prior media arts experience should be provided opportunities in the area of media arts appreciation or through appropriate production-based courses.

Students who are interested in media arts should enroll in the Art, Audio-Video Technology, and Communication Career Cluster. This cluster is divided into six pathways. These include the following:

- Audio-Video Communication Technology,
- Broadcasting, Film, Journalism,
- Performing Arts,
- Printing Technology,
- Telecommunications, and
- Visual Arts.