

**OFFICE OF CHIEF OF RESEARCH AND DEVELOPMENT**  
**Consent Agenda**  
**April 21, 2016**

**OFFICE OF DISTRICT ACCREDITATION**

- K. Action: Approval to revise Appendix A of the *Mississippi Public School Accountability Standards* to allow Career and Technical Education (CTE) students to substitute Digital Media in lieu of the Art requirement  
(Has cleared the Administrative Procedures Act process without public comment)

Background Information: Digital Media replaces Computer Graphics, a course previously approved by the Commission on School Accreditation in lieu of the Art requirement for graduation.

On January 4, 2016, the Commission on School Accreditation met in a special-called meeting and approved the revision of Appendix A of the *Mississippi Public School Accountability Standards, 2015*, to replace Computer Graphics with Digital Media.

This revision will allow Career and Technical Education (CTE) students to substitute Digital Media in lieu of the Art requirement for graduation.

This item references Goal 2 of the *Mississippi Board of Education 2016-2020 Strategic Plan*.

Recommendation: Approval

Back-up material attached

## National Standards for Arts Education → Digital Media Technology Crosswalk

Competencies are numbered on the left; crosswalk compares curricula at the competency and objective levels.

National Standards for Arts Education	Secondary Digital Media Technology (Career and Technical)
<p><b>Standards Description:</b>  <b>National Standards for Arts Education</b>  The standards outline what every K-12 student should know and be able to do in the arts. The standards were developed by the Consortium of National Arts Education Associations, through a grant administered by The National Association for Music Education (MENC). From <i>National Standards for Arts Education</i>. Copyright © 1994 by Music Educators National Conference (MENC). Used by permission. The complete National Arts Standards and additional materials relating to the Standards are available from MENC: The National Association for Music Education, 1806 Robert Fulton Drive, Reston, VA 20191; <a href="http://www.menc.org">www.menc.org</a>.</p>	<p><b>Pathway Description:</b> This program is designed for students who wish to develop, design, and implement projects in the fast growing field of digital media. The program emphasizes the techniques and tools used in digital media and the creative design or content of such media. Both theoretical learning and activity-based learning are provided for students who wish to develop and enhance their competencies and skills. The course focuses on the basic areas of computer graphics, multimedia, and animation. Exposure to state-of-the-art equipment is given through advice by experts from industry. The comprehensive project component provides practical experience toward developing a portfolio of work. (4 Carnegie Units)</p>
<p>1. Understanding and applying media, techniques, and processes.</p> <p>Proficient:</p> <ul style="list-style-type: none"> <li>Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks</li> <li>Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use</li> </ul>	<p>1.2* Explore personality development, leadership, and teamwork in relation to the classroom environment, interpersonal skills, and others.</p> <p>1.2.a.** Identify potential influences that shape the personality development including personality traits, heredity, and environment.</p> <p>2.1 Research copyright rules, regulations, and issues related to graphics and images produced by others and original work, and adhere to those rules and regulations when developing work.</p> <p>2.1.d. Prepare images and video for Web and print that meet copyright guidelines.</p> <p>2.3. Define and abide by the journalistic code of ethics.</p> <p>2.3.j. Describe the principle of harm limitation.</p> <p>3.4 Use photo editing software to create and edit a product for a customer.</p> <p>3.4.c. Apply the following tools of photo editing software: Histogram, Levels, Curves, Brightness, Auto color correction, Clone stamp, Lasso, Magic wand, Crop, Image, Canvas size, Transform</p>
<p>2. Using knowledge of structures and functions.</p>	<p>4.1 Apply color theory and design principles.</p> <p>4.1.a. Discuss the types of design principles,</p>

\*Communicates unit number and competency, i.e. "1.2" refers to Unit 1, Competency 2 of the Engineering curriculum.

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<p>Proficient:</p> <ul style="list-style-type: none"> <li>Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art</li> <li>Students evaluate the effectiveness of artworks in terms of organizational structures and functions</li> <li>Students create artworks that use organizational principles and functions to solve specific visual arts problems</li> </ul>	<p>and have students define design principle terms.</p> <p><b>4.1.b.</b> Understand the importance of color management, and explain why color variations occur between devices.</p> <p><b>5.1</b> Demonstrate knowledge of Web site accessibility standards that address the needs of people with visual and motor impairments.</p> <p><b>5.1.b.</b> Demonstrate the ability to use visual clues about navigation, structure, and organization.</p>
<p>3. Choosing and evaluating a range of subject matter, symbols, and ideas.</p> <p>Proficient:</p> <ul style="list-style-type: none"> <li>Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture</li> <li>Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life</li> </ul>	<p><b>4.3</b> Apply design principles and techniques in the creation of an advertisement.</p> <p><b>4.3.a.</b> Understand design principles and techniques for use in planning, designing, and producing an advertisement.</p> <p><b>6.5</b> Utilize client feedback to improve a design concept.</p> <p><b>6.5.b.</b> Use active listening skills during the client review.</p>
<p>4. Understanding the visual arts in relation to history and cultures.</p> <p>Proficient:</p> <ul style="list-style-type: none"> <li>Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art</li> <li>Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places</li> <li>Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making</li> </ul>	<p><b>3.3</b> Complete a photography project that meets the needs of an audience.</p> <p><b>3.3.d.</b> Identify and produce portrait photographs, art photographs (objects in the classroom), and landscape photographs.</p> <p><b>4.5</b> Create a newsletter layout with advanced editing.</p> <p><b>4.5.a.</b> Identify standard newsletter publishing practices, and cite sources.</p> <p><b>8.2</b> Compose a digital narrative and script in order to effectively communicate through multimedia.</p> <p><b>8.2.a.</b> Plan and design a narrative to effectively communicate a message.</p>
<p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p> <p>Proficient:</p> <ul style="list-style-type: none"> <li>Students identify intentions of those</li> </ul>	<p><b>4.5</b> Create a newsletter layout with advanced editing.</p> <p><b>4.5.a.</b> Identify standard newsletter publishing practices, and cite sources.</p> <p><b>4.6</b> Research careers, and develop a professional portfolio.</p>

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<p>creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works</p> <ul style="list-style-type: none"> <li>• Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts</li> <li>• Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art</li> </ul>	<p><b>4.6.b.</b> Identify the purpose of a portfolio as it relates to career planning.</p> <p><b>5.8</b> Identify techniques and methods for basic usability tests and collecting site feedback.</p> <p><b>5.8.b.</b> Demonstrate methods for collecting site visitor feedback and site evaluation information.</p> <p><b>5.8.c.</b> Identify characteristics of what a usability observation looks for.</p> <p><b>8.2</b> Compose a digital narrative and script in order to effectively communicate through multimedia.</p> <p><b>8.2.c.</b> Peer critique narrative scripts, considering audience and time frame.</p>
<p>6. Making connections between visual arts and other disciplines.</p> <p>Proficient:</p> <ul style="list-style-type: none"> <li>• Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis</li> <li>• Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences</li> </ul>	<p><b>2.3</b> Define and abide by the journalistic code of ethics.</p> <p><b>2.3.c.</b> Compare and contrast news and opinions, and determine the benefits and dangers of reporting non-biased information.</p> <p><b>3.3</b> Complete a photography project that meets the needs of an audience.</p> <p><b>3.3.a.</b> Explore image composition and elements of visual design through photography.</p>

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