



## Artopia: Media Arts



## South Carolina English Language Arts Standards

**Title:** *Media Arts – One Minute Art Lesson*

**Strand:** Communication

**Key Ideas:** Meaning and Context

**Standard 1:** Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

**Key Words:** dialogue, focused conversations, sharing ideas, viewpoints,

**Key Ideas:** Language, Craft, and Structure

**Standard 4:** Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

**Key Words:** speaker, claim, effectiveness, chronological, audience, reasoning, evidence

**Grades:** 6-8, ENG I-IV

**Title:** *Cindy Sherman (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Frances Marion (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Mariko Mori (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Mary Pickford (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Nam June Pack (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Spike Less (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *The Lumiere Brothers (photograph + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary

**Grades:** 6-8, ENG I-ENG IV

**Title:** *Thomas Edison (photograph + text)*

**Strand:** Reading – Informational Text

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**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Standard 6:** Summarize key detail and ideas to support analysis of central ideas

**Key Words:** central idea, key supporting details, specific details, objective summary  
**Grades:** 6-8, ENG I-ENG IV

**Series:** *Artopia: Meet an Artist*

**Title:** *Cecil J. Williams – Civil Rights Photography, Part 1*

**Strand:** Communication

**Key Ideas:** Meaning and Context

**Standard 2:** Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

**Key Words:** gather information, multimedia sources, claims, findings, sequence, pertinent, themes central ideas, salient points, relevant, quote, paraphrase, credible source

**Standard 4:** Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.

**Key Words:** effectiveness, cause/effect, articulates message, compare/contrast, context influence, choice of communication, visual, enhance understanding

**Grades:** 6-8, ENG I – ENG IV

**Title:** *Cecil J. Williams – Civil Rights Photography, Part 2*

**Strand:** Communication

**Key Ideas:** Meaning and Context

**Standard 2:** Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

**Key Words:** gather information, multimedia sources, claims, findings, sequence, pertinent, themes central ideas, salient points, relevant, quote, paraphrase, credible source

**Standard 4:** Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.

**Key Words:** effectiveness, cause/effect, articulates message, compare/contrast, context influence, choice of communication, visual, enhance understanding

**Grades:** 6-8, ENG I – ENG IV

**Title:** *Cecil J. Williams – Photography Business*

**Strand:** Communication

**Key Ideas:** Meaning and Context

**Standard 2:** Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

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**Standard 4:** Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.

**Key Words:** effectiveness, cause/effect, articulates message, compare/contrast, context influence, choice of communication, visual, enhance understanding

**Grades:** 6-8, ENG I – ENG IV

**Title:** *Cecil J. Williams – Studio Tour*

**Strand:** Communication

**Key Ideas:** Meaning and Context

**Standard 2:** Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

**Key Words:** gather information, multimedia sources, claims, findings, sequence, pertinent, themes central ideas, salient points, relevant, quote, paraphrase, credible source

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**Key Words:** effectiveness, cause/effect, articulates message, compare/contrast, context influence, choice of communication, visual, enhance understanding

**Grades:** 6-8, ENG I – ENG IV

**Title:** *Cecil J. Williams – The Art of Taking a Picture*

**Strand:** Communication

**Key Ideas:** Meaning and Context

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**Key Words:** effectiveness, cause/effect, articulates message, compare/contrast, context influence, choice of communication, visual, enhance understanding

**Grades:** 6-8, ENG I – ENG IV

**Title:** *Lynn Cornfoot, Videographer – Lynn Cornfoot Interview*

**Strand:** Communication

**Key Ideas:** Meaning and Context

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**Standard 4:** Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

**Key Words:** effectiveness, cause/effect, articulates message, compare/contrast, context influence, choice of communication, visual, enhance understanding

**Grades:** 6-8, ENG I – ENG IV

**Title:** *Lynn Cornfoot, Videographer –TV Production on Location*

**Strand:** Communication

**Key Ideas:** Meaning and Context

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**Key Words:** effectiveness, cause/effect, articulates message, compare/contrast, context influence, choice of communication, visual, enhance understanding

**Grades:** 6-8, ENG I – ENG IV

**Title:** *Lynn Cornfoot, Videographer – Working at South Carolina ETV*

**Strand:** Communication

**Key Ideas:** Meaning and Context

**Standard 2:** Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

**Key Words:** gather information, multimedia sources, claims, findings, sequence, pertinent, themes central ideas, salient points, relevant, quote, paraphrase, credible source

**Key Ideas:** Language, Craft and Structure

**Standard 4:** Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

**Key Words:** effectiveness, cause/effect, articulates message, compare/contrast, context influence, choice of communication, visual, enhance understanding

**Grades:** 6-8, ENG I – ENG IV

**Title:** *Maria Manhattan, Computer Graphic Artist and Painter – Apples & Studio*

**Strand:** Communication

**Key Ideas:** Language, Craft and Structure

**Standard 4:** Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

**Key Words:** effectiveness, cause/effect, articulates message, compare/contrast, context influence, choice of communication, visual, enhance understanding

**Grades:** 3-5, 6-8, ENG I – ENG IV

**Title:** *Maria Manhattan, Computer Graphic Artist and Painter – Art Cards*

**Strand:** Communication

**Key Ideas:** Language, Craft and Structure

**Standard 4:** Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

**Key Words:** effectiveness, cause/effect, articulates message, compare/contrast, context influence, choice of communication, visual, enhance understanding

**Grades:** 3-5, 6-8, ENG I – ENG IV

**Title:** *Maria Manhattan, Computer Graphic Artist and Painter – Art Philosophy*

**Strand:** Communication

**Key Ideas:** Language, Craft and Structure

**Standard 4:** Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

**Key Words:** effectiveness, cause/effect, articulates message, compare/contrast, context influence, choice of communication, visual, enhance understanding

**Grades:** 3-5, 6-8, ENG I – ENG IV

**Title:** *Maria Manhattan, Computer Graphic Artist and Painter – Computer Drawing*

**Strand:** Communication

**Key Ideas:** Language, Craft and Structure

**Standard 4:** Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

**Key Words:** effectiveness, cause/effect, articulates message, compare/contrast, context influence, choice of communication, visual, enhance understanding

**Grades:** 3-5, 6-8, ENG I – ENG IV

**Title:** *Maria Manhattan, Computer Graphic Artist and Painter – Faith, Hope and Charity*

**Strand:** Communication

**Key Ideas:** Language, Craft and Structure

**Standard 4:** Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

**Key Words:** effectiveness, cause/effect, articulates message, compare/contrast, context influence, choice of communication, visual, enhance understanding

**Grades:** 3-5, 6-8, ENG I – ENG IV

**Title:** *Maria Manhattan, Computer Graphic Artist and Painter – Maria Manhattan’s Gallery (photo gallery + text)*

**Strand:** Reading – Informational Text

**Key Ideas:** Meaning and Context

**Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

**Key Words:** textual evidence, analysis, explicit, inferences, synthesis

**Grades:** 3-5, 6-8, ENG I – ENG IV

**Title:** *Maria Manhattan, Computer Graphic Artist and Painter – Sketches*

**Strand:** Communication

**Key Ideas:** Language, Craft and Structure

**Standard 4:** Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

**Key Words:** effectiveness, cause/effect, articulates message, compare/contrast, context influence, choice of communication, visual, enhance understanding

**Grades:** 3-5, 6-8, ENG I – ENG IV

**Title:** *Maria Manhattan, Computer Graphic Artist and Painter – Storyboard Animations*

**Strand:** Communication

**Key Ideas:** Language, Craft and Structure

**Standard 4:** Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

**Key Words:** effectiveness, cause/effect, articulates message, compare/contrast, context influence, choice of communication, visual, enhance understanding

**Grades:** 3-5, 6-8, ENG I – ENG IV

**Title:** *Simon Tarr – Media Arts Profession – Response to Digital Art*

**Strand:** Communication

**Key Ideas:** Meaning and Context

**Standard 2:** Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

**Key Words:** gather information, multimedia sources, claims, findings, sequence, pertinent, themes central ideas, salient points, relevant, quote, paraphrase, credible source

**Key Ideas:** Language, Craft and Structure

**Standard 4:** Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

**Key Words:** effectiveness, cause/effect, articulates message, compare/contrast, context influence, choice of communication, visual, enhance understanding

**Grades:** 6-8, ENG I – ENG IV

**Title:** *Simon Tarr – Media Arts Profession – Sundog Verga Matrix*

**Strand:** Communication

**Key Ideas:** Meaning and Context

**Standard 1:** Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

**Key Words:** viewpoints, complex concepts, alternative viewpoints, share evidence, multimedia sources, logical interpretations

**Grades:** 6-8, ENG I – ENG IV

\*Note: Use this video to stimulate conversations about the artwork.



**Title:** *Simon Tarr – Media Arts Profession – Video Games*

**Strand:** Communication

**Key Ideas:** Meaning and Context

**Standard 2:** Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

**Key Words:** gather information, multimedia sources, claims, findings, sequence, pertinent, themes central ideas, salient points, relevant, quote, paraphrase, credible source

**Key Ideas:** Language, Craft and Structure

**Standard 4:** Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

**Key Words:** effectiveness, cause/effect, articulates message, compare/contrast, context influence, choice of communication, visual, enhance understanding

**Grades:** 6-8, ENG I – ENG IV

**Title:** *Simon Tarr – Media Arts Profession – Working in Adobe After Effects*

**Strand:** Communication

**Key Ideas:** Meaning and Context

**Standard 2:** Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

**Key Words:** gather information, multimedia sources, claims, findings, sequence, pertinent, themes central ideas, salient points, relevant, quote, paraphrase, credible source

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**Grades:** 6-8, ENG I – ENG IV