

media arts teachers association

MATA
new york state

NEWS DIGEST

STUDENT SPOTLIGHT - LIAM ROUNDS • MEDIA ARTS SHOWS 2022 • NYSED UPDATE

- MASTERS OF PHOTOGRAPHY • HOW TO HANDLE YOUR ANXIETY AT SCHOOL • STUDENT FILMMAKERS MAGAZINE • THE TENEMENT MUSEUM - YOUR STORY, OUR STORY • PROFESSIONAL DEVELOPMENT OPPORTUNITIES



Three Thirteen, 2021

Liam Rounds

NOVEMBER / DECEMBER 2021



"NYSMATA is a wonderful resource for teachers of the media arts in New York State."

Mary C. Daley, Executive Director, New York State Summer Institutes at New York State Education Department (ret.)

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Eleven Seven, 2021

How do you go about “constructing” your artwork, that is being showcased in the NYSMATA News Digest?

When I sit down to make art, I normally just have some kind of social qualm or issue I need to express. I have overwhelmingly grown up in a world that has been ravaged by bigotry and prejudice. I often have difficulty visualizing my concepts. So, I just start. I very rarely have a true visual intention in mind, but rather a certain circumstance I'm trying to convey. Over time I've developed my own iconography, but that's been a very long road- however, as I grow as an artist, visualization becomes a much more comfortable task.

What do you wish to accomplish in your work as a media artist?

As an artist and just a human being, I have the firm belief that if you have a voice, you should use it. Fight for those who can't. Speak for the voiceless. Scream for the silenced. It's our duty. Especially as young people and artists. We are the generation of the future, and I truly believe we are the keystone that holds the Anthropocene from falling into oblivion. I'm terrified of the world I'm inheriting. I'm terrified to raise children or bet my life on a dream career because our world feels so doomed to succumb to violence and climate change. Art is my way to not only work through that, but tell that message to those who don't quite understand the circumstance of today's youth. We are begging people to change and they just aren't listening. Art is my way to make people listen.

Besides the media arts, are there any other art disciplines that you are actively involved with?

I used to quite enjoy playing the viola, however I unfortunately had to stop due to scheduling issues with my art programs. I'm pretty consumed in the media and visual arts, but I do have a special interest in fashion. That's what I'm pursuing in college. I've always been fascinated by it, but now I see it in much more of a political light. It's walking art. It's dynamic and powerful. It has the potency to spread messages that seem to never make the cut on the news anymore.

How has the COVID-19 pandemic challenged or changed your work as an artist?

It's hard to say just how much the pandemic has changed my art. I was still forming as an adolescent artist when the pandemic started. So really my style and message has developed in the midst of the pandemic. I know it sounds cliché, but the pandemic has done nothing but amplify the issues we already had. Both systemic and personal, we need change. It baffles me that people still don't realize that, but that is what artists and visionaries are for. We're here to tell you something. To make you feel something.

What do you see as your great accomplishment(s) thus far in your life?

Another cliché, but my greatest accomplishment in life is creating art. Everybody in the world can create art, but it's something so special and unique when you invest your life in it. When you hone in and master your craft. It's truly such an amazing feeling. To see your art in the hallway or on a website, and say "I made that. That's me." Art is a universal language and I feel so honored and privileged to be versed in that language.

Who are artists that inspire you?

As I said before, my true passion is fashion. My art is very campy and drag-inspired and fashionable, but there is something powerful about it. Something so poignant about the fact that beauty can convey power. That unconventional glamour lies within pain and trauma. The fact that we can reconcile that pain and sort of paint on that face. Paint on that beauty. Show the world that we are strong and poised in the face of adversity. My biggest inspirations include artists like Sasha Velour, Franz Szony, Iris Van Herpen, Wadsworth Jarrel, Kehinde Wiley. People who used the fact that art is beautiful to amplify their messages and their voices. Power and beauty are not mutually exclusive. In fact, they better each other. They strengthen each other. They prove that change is such a gorgeous and astonishing thing, and that art is change itself. To quote Toni Morrison, "The best art is political and you ought to be able to make it unquestionably political and irrevocably beautiful at the same time."

Tell me something I'd be surprised to know about you?

I think people would be surprised to find that I'm pretty introverted. Art is my voice. Art is my shout when it counts. On a personal level, I'm pretty subdued, but I refuse to remain quiet when injustice and prejudice is engulfing the world around me. There's a difference between reserved and complacent. I'm at peace with being reserved, but I refuse to be complacent.

Liam Rounds is a senior at Averill Park High School and has been part of the Averill Park art programs his entire life. Liam has tested 3D, 2D and the Media Arts, but has taken the most liking to drawing and collaging. His work has been exhibited in the Sand Lake Center for the Arts Exhibition, his district's exhibition and at the Averill Park Education Foundation Gala, where he served as a student art representative. Additionally, his ornament design was selected to be hung on a special tree in the Washington DC national holiday display. Liam previously received a top score of 5 on his Junior year drawing portfolio in which he investigated the art displayed in this issue of NYSMATA. Liam will be continuing his AP portfolio this year and hopes to study Fashion Design in college next year, and pursue a career in fashion and graphic design. Liam's teacher is Ms. Marsha Gregory.



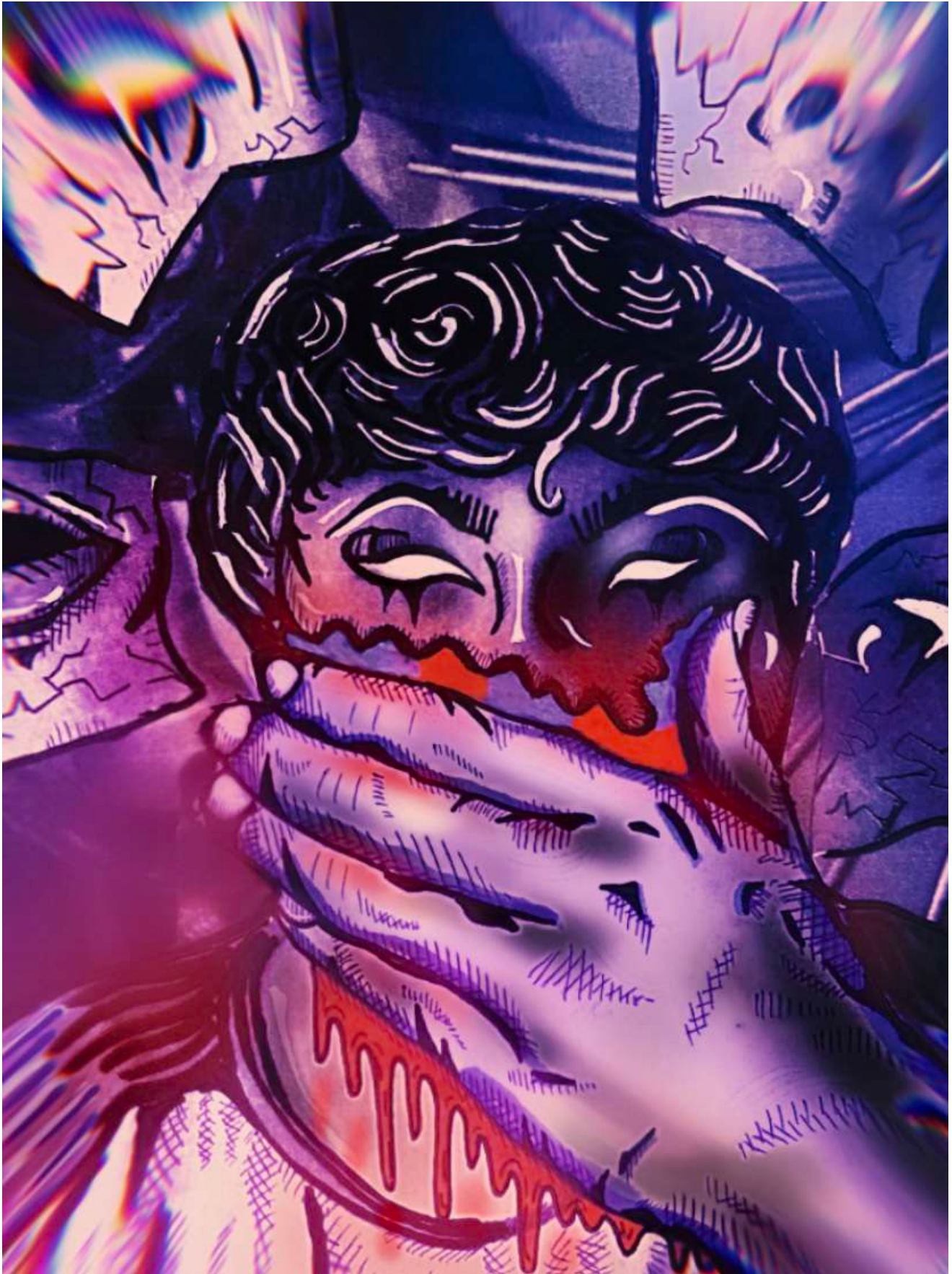


Four Twelve, 2021



One Six, 2021





One Twenty, 2021



ALL AMERICAN HIGH SCHOOL FILM FESTIVAL

NEW CATEGORY FOR 2022:
“REPRESENTATION THROUGH STORYTELLING”

PRESENTED BY
 **Storyblocks**

- SHORT FILM OR DOCUMENTARY WITH A MAXIMUM RUN-TIME OF 15 MINUTES.
- FEATURES CAST IN FRONT OF THE CAMERA (...AND CREW BEHIND THE CAMERA) THAT SPOTLIGHTS HISTORICALLY EXCLUDED VOICES.
- CONTAINS A PLOT LINE OR STORY ARC THAT FEATURES CENTERS THE EXPERIENCE OF UNDERREPRESENTED VOICES.

SUBMIT NOW
FilmFreeway

    @hsfilmfest
WWW.HSFILMFEST.COM

2021 "STORYBLOCKS: REPRESENTATION THROUGH STORYTELLING" CATEGORY

Storyblocks is changing the face of media by helping creators tell their unique & authentic stories through our content offerings.

We invite you to contribute to our commitment to increasing representation in media by creating a short film or documentary that reflects the diverse world we

live in, & highlights the stories of historically excluded voices. Representation matters!

All submissions will be judged by a panel of judges including: the AAHSFF Team, Storyblocks staff, and qualified industry professionals.

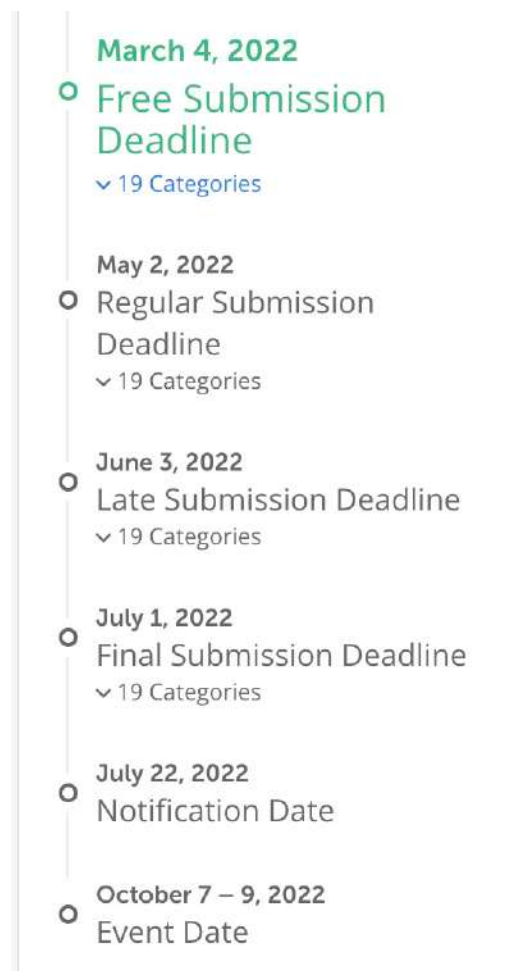
All category Official Selections will screen at the AMC Theaters in Times Square in 2022 and the finalists and winners will be announced live at the 2022 Teen Indie Awards Show.

Criteria:

- **Short Film or Documentary with a maximum run-time of 15 minutes.**
- **Features cast in front of the camera (...and crew behind the camera) that spotlights historically excluded voices.**
- **Contains a plot line or story arc that features centers the experience of underrepresented voices.**

We can't wait to see what you create! Submit via FilmFreeway TODAY!

<https://filmfreeway.com/>





Free Technology for Teachers

Written by Richard Byrne

<https://practicaltech.com/2021/12/14/tools-for-annotating-images-and-videos/>

In history classes I often use pictures and videos to spark discussion. [Dan Meyer](#) made a name for himself developing math instruction that utilized images and videos as prompts. My friends who teach art use images of artworks to encourage questions about techniques.

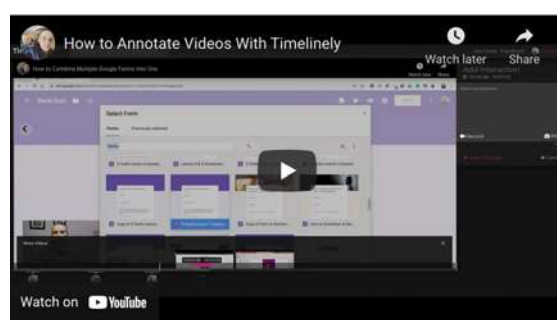
For years questions sparked by pictures and video (or film) clips were limited to in-person discussion and writing on physical paper. Today, we have lots of digital options for students to use to ask questions and to respond to questions. And we can respond to them digitally as well. Doing so keeps a record that we can refer to and build upon as needed.

These are the tools that I recommend for annotating images and videos with your comments, your questions, your students' questions, and your students' comments.

Annotating Images

Seesaw is known as a digital portfolio tool, but there is much more to it than just collecting examples of your students' work. One of the many features of Seesaw is an option to draw on images, type on image, and record audio notes about uploaded images. This is a great way for students to ask questions and share observations about an image that you share with them. In [this video](#) I provide a demonstration how students can annotate images in Seesaw.

Google's Jamboard seems to be a tool of thousands of possible online and in-person classroom uses. Annotating images is one of the ways that I've been using it for the last couple of years. In my PC repair class last year I had students label images of the parts inside a desktop computer. And recently I made [this video](#) to demonstrate how to use Jamboard to annotate a historical image (the concepts apply to any picture).



Annotating Videos

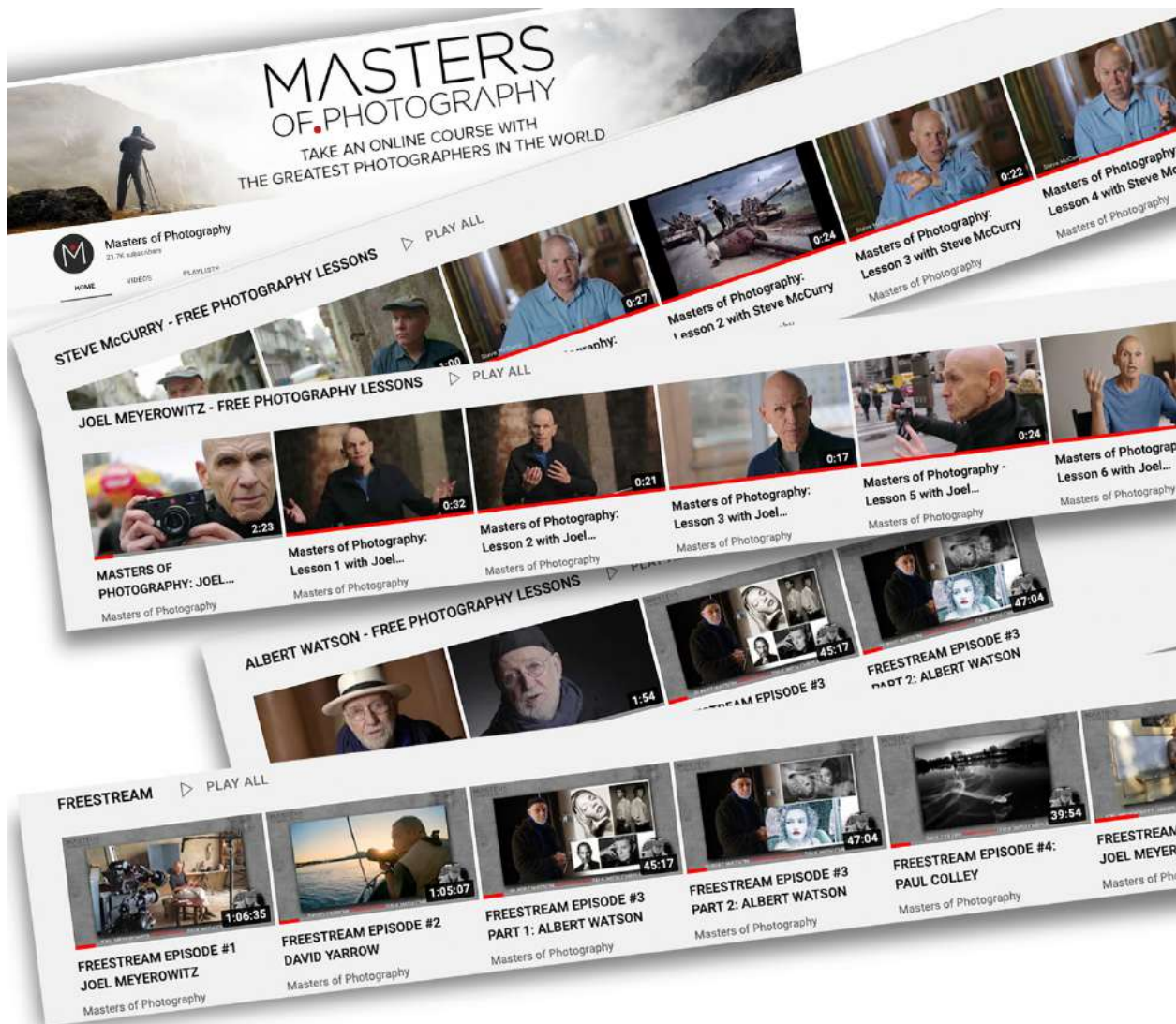
Timelinely is a free service for adding annotations to YouTube videos. You can use Timelinely to add text, image, and video annotations to any public YouTube video. After you have added your annotations to a video you can share the annotated version with anyone much like you would share any other video. You can share your annotated video by embedding it into a blog post or by just giving people the link to the annotated version of the video. **Here's a demonstration** of how it works.

Vialogues is a website that is designed to enable users to host conversations around a video. Users can upload videos to Vialogues or use YouTube videos as the centerpieces of their conversations. After you have selected a video from YouTube or uploaded a video of your own, you can post poll questions and add comments that are tied to points in the video. Your Vialogue can be made public or private. Public Vialogue's can be embedded into your blog or website.

If you have videos stored in Google Drive, you can add comments to them and or have students add comments to those videos. It's actually one of those simple things in Drive that is often overlooked. Just open a video stored in your Google Drive then click on the comment icon in the upper- right corner of the screen to add a comment. **Watch this video** to see how it's done.



Three Sixteen, 2021



EXCLUSIVE • Free lessons & content on our YouTube channel

For the first time ever, Masters of Photography brings together the greatest photographers in the world to teach you how they created their iconic imagery. These are not technical camera courses; they are inspirational insights for everyone to learn how to take better photographs. Masters of Photography brings together the most renowned master photographers in the world and a student community to learn and interact with one another.

Masters of Photography comprises of inspiring in-depth master classes in intimate one-to-one lessons that capture the knowledge, ethos and philosophy of some of these photographers. They are easy to understand lessons that inform and inspire any level of photographer to create better images on any type of camera device. The production concept for these masterclasses was to walk side by side with our master photographers, listening, watching and being inspired by how they create their spectacular imagery.

<https://mastersof.photography/>



In this episode, Cindy Ingram, art educator, interviews two highly-sensitive teachers, Monica Wright and Amber Jordan, and talk about how they handle anxiety and sensitivity in the classroom. By the end of the show, hopefully you will find some nuggets of wisdom for your use or, at the very least, feel less lonely in your struggle.

https://artclasscurator.com/87-how-to-handle-your-anxiety-at-school-2/?utm_source=ActiveCampaign&utm_medium=email&utm_content=How+to+Handle+Your+Anxiety+at+School%3A+A+Discussion+with+Highly-Sensitive+Teachers&utm_campaign=How+to+Handle+Your+Anxiety+at+School%3A+A+Discussion+wi

Creating Authentic Audiences for Student Work

Teachers can guide students to share their learning with different groups of people, creating a deeply engaging learning experience.

Christine Hietanen November 29, 2021



PhotoAlto / Alamy Stock Photo

As I stood in line at a doughnut shop waiting to get a cup of coffee one Sunday morning, I admired the letters from local first graders praising the bakers on their delicious work. In addition to the rave reviews, each child offered a suggestion for an innovative take on a doughnut creation—peanut butter and jelly doughnut, key lime pie doughnut, mint chocolate chip doughnut, etc.

As I read each letter, I had these thoughts: “Yum—what delicious flavors, and what a fabulous, authentic assessment. Why aren’t I doing more activities like this with my high school students?”

After that revelation, I assessed my writing assignments and thought about how I could make them more authentic for my students. I found that the easiest way was to alter the audience. Instead of having students write or present just to me and/or their classmates, I started offering opportunities for them to write and present to people beyond our classroom walls.

While some of the assignments have been simply tweaked to provide a real audience, other projects have required more time and preparation. Here are some examples of ways that I have offered opportunities to my students to write and present to an audience outside of our classroom, categorized by the level of time and preparation required.

Low-Prep Assignments

Turn presentations into an exhibition for other classes and colleagues: For years, my students have delivered presentations to their respective classes. In an effort to create a more authentic audience, we invited other people into our classroom to view the presentations. My students and I have hosted exhibitions in which we invite other teachers, staff, and students to visit our classroom.

For example, my sophomore students created “museum exhibits” inspired by themes revealed in *Lord of the Flies*. Students showcased their interpretations of the thematic connections to the novel through various art forms, performances, and video games. Instead of presenting only to our class, staff and students from other classes were invited to participate in an interactive gallery walk-through of exhibit stations.

Offer opportunities for students to write to a person beyond the classroom: Since I started teaching, my students have written various essays, research papers, and creative pieces. Until my doughnut shop epiphany, most of these assignments were directed to me or a hypothetical audience. In an effort to increase student engagement and create an opportunity to write to an authentic audience, I began assigning writing pieces to real people—parents, community members, authors, and contest judges.

For example, my current students just wrote personal narratives as a part of their course curriculum. In addition to completing the standards-aligned writing as an assignment for my class, they also submitted their work to the *New York Times* Personal Narrative Writing Contest.

For another assignment, students were challenged to create a review of a favorite product or service. Students were then invited to send their reviews to the actual business referenced. Last week, my students sent emails to their parents with a recap of activities from the marking period. For these assignments, students still follow the same writing process and submit completed drafts to me. However, the finished products are also sent to their intended audience.

Medium-Prep Assignments

Incorporate contests and competitions that are aligned to curriculum standards into instruction: While there are many low-prep contests in which the requirements are very similar—or even identical in some cases—to an already established assignment, participation in other contests involves a bit more planning. Currently, my students are participating in the Local Letters for Global Change Contest in which they read curated articles from the Pulitzer Center database, identify a global issue, and write to an elected official to advocate for possible solutions. Not only do students have the opportunity to write for a contest, but also they direct their letters to someone beyond the classroom— who may even write them back or inspire them to take action.

For more information on this topic go to Edutopia’s webpage at: https://www.edutopia.org/article/creating-authentic-audiences-student-work?utm_content=linkpos1&utm_source=edu-newsletter&utm_medium=email&utm_campaign=weekly-2021-12-01-A

Your Story, Our Story

Objects help us remember and tell our stories. In museums, objects illustrate the past and help us imagine the experiences of those who went before. Families, too, often save special mementos that remind us of our family stories. With [**Your Story, Our Story**](#), the Tenement Museum invites people across the country to share those stories in our online digital storytelling exhibit.

Your Story, Our Story highlights stories of immigration, migration, and cultural identity, past and present, through objects and traditions. Each story reveals one individual's experience. Together, our stories help us see how our unique histories shape the nation, and the patterns that bind us together.



Your Story, Our Story can make history relevant and personal, bringing students' own identities and experiences into the classroom. Teachers can use the site to explore common themes in immigration and migration stories; have students research, write, and publish their own stories and/or create a classroom exhibit.

Your Story, Our Story gives students the opportunity to:

- Select an object or tradition that tells a family story
- Document their objects in art, photography, and/or writing
- Interview family members about their history and cultural identity
- Practice literacy skills, including writing a personal essay
- Learn about the diversity of cultures and experiences in their classroom community
- See their work preserved in a digital museum exhibit
- Explore how their personal history connects to larger historical trends

Visit the *Your Story, Our Story* [**resources page**](#) for educator guides and lesson plans.

This is from a press release put out by the Woodstock Day School:

**WDS MEDIA ARTS Program Has Been Awarded a
NEW YORK STATE COUNCIL OF THE ARTS Grant
to Launch An Afterschool Media Arts Program
For Underserved Young People.**

WDS's award-winning Media Arts program has been approved for a \$49,500 grant to launch an afterschool WDS Media Arts program in Fall 2022. The program will offer talented young people from other areas of Ulster County to apply and participate in the WDS Afterschool Media Arts program. The amount granted is part of our total program budget and allows WDS to seek additional funding with acknowledgment from NYSCA of our school's excellent work in the arts.

Congratulations to our WDS faculty and especially our students, who have worked so hard to build the program's reputation and body of work. Our talented students annually win awards for their Media Arts work throughout the United States. Often WDS students go off to prestigious colleges to learn and build a media arts career, while many WDS Alumni continue to work here in the growing film and media arts industry. According to the Hudson Valley Film Commission, in 2021, film-related work in the region has increased over 21% from past years. The highest annual revenue ever recorded for the Hudson Valley film industry.

The Arts are a tool for social change and a way to bridge communities through creative exploration. Creativity gives individuals a voice and exposes social issues to a broader audience. WDS wants to provide more young people a chance to achieve the skills and supports they need to explore a career in Media Arts. Research shows that diversity in schools and communities can be a powerful lever leading to positive outcomes in school and life. Racial and socioeconomic diversity benefits communities, schools, and children from all backgrounds. Diversity is part of the core of WDS, as the school was established in the 1970s during a time of cultural change. WDS's history and culture have made our school the exceptional progressive educational experience we are proud to be part of.

<https://woodstockdayschool.org/>



Follow their Vimeo channel at <https://vimeo.com/woodstockdayschool>

*Vice President, Tim Sutton, is the head of the Media Arts program at the Woodstock Day School.
CONGRATULATIONS TO TIM AND HIS STUDENTS.*



November Visual Arts Update

November 30, 2021



Learning Standards for the Arts



The Learning Standards for the Arts have entered Phase III: Full Implementation



Click on the above image to access the Arts Standards Roadmap and Implementation Timeline

Phase III: Full Implementation	Fall 2021 – ongoing	- Fully implement the 2017 NYS Learning Standards for the Arts by end of AY 2021-2022. - Establish partnership(s) to expand curriculum-based arts experiences beyond classroom walls. - Continue and expand professional learning opportunities centered on the Individual Arts Assessment Pathway.	Begins Fall 2021
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Arts Ed Data Project

- Course level Arts Education Data (2016-2020) has been submitted to the Arts Ed Data Project
- [Artseddata.org](https://artseddata.org/) will visualize this data on their website (forthcoming)
- 38 States participate in the Arts Ed Data Project, see the map [here](#)
- Example of data dashboard from NJ [here](#).



3

<https://artseddata.org/>

<https://artseddata.org/map/>

<https://www.artsednj.org/artseddata/>

Individual Arts Assessment Pathway (IAAP) Pilot School Selection

The Department surveyed districts for pilot participation. Districts will be notified by the end of the year of their inclusion in the pilot.

Interested districts must have the following to be considered for piloting

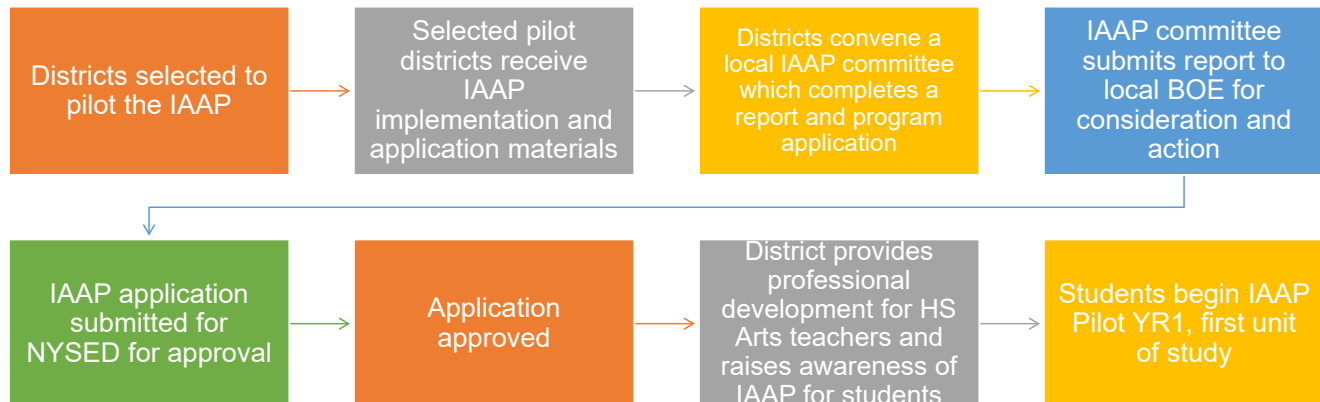
Element	IAAP Pilot Qualifications
Arts High School Course Offerings	3 units of study available to support the IAAP in one or more arts disciplines
Appropriate Teacher certification	Appropriately certified high school Arts teachers to support implementation of the IAAP.
Arts curriculum aligned to 2017 NYS Learning Standards for the Arts.	District learning outcomes, programs, and curricula have been aligned to 2017 Arts Standards

[Individual Arts Assessment Pathway \(IAAP\) Pilot Interest Form](#)



4

Individual Arts Assessment Pathway (IAAP) Pilot Application Timeline Overview



Forthcoming IAAP Implementation Resources



An implementation guide for each artistic discipline is forthcoming on the Departments Individual Arts Assessment Pathway [Webpage](#).



A series of Professional Development Modules will be available to assist districts in implementation of their local IAAP

- Professional Development Module 1: Getting Started
- Professional Development Module 2: Planning and Applying for the IAAP
- Professional Development Module 3: Guidance for Teachers and Students



Forthcoming in 2022

- Professional Development Module 4: Grading Student Portfolios
- Professional Development Module 5: Wrap-Up and Reflections



NYSED Arts Content Advisory Panel (CAP)

- A new cycle of the Arts Content Advisory Panel begins in the new year.
- Thank you for your assistance in adding additional members
- Our next Arts CAP meeting is December 2, 2021

An Assessment Think Document and CRSE in the Arts Resources are forthcoming on the NYSED Art's [webpage](#).

The Arts CAP is also providing feedback on Individual Arts Assessment Pathway implementation resources



Arts and NYSED Updates

Media Arts

- Working with the Office of Career and Technical Education to develop additional guidance for Media Arts.

Graduation Requirement Review

- [Education Department announces additional virtual regional information meetings to discuss review of graduation measures in NYS](#) (11/15/2021)

Carnegie Corporation Grant

[Carnegie Corporation of New York to Award State Education Department \\$500,000 Grant for Pilot Project to Complement Graduation Measures Review Work](#)



submissions

WE STILL WANT TO SHOWCASE YOUR LESSONS AND YOUR STUDENTS' ARTWORK !

Do you have pieces of student media artwork that you would like to be considered for publication in the **NYSMATA** News Digest or on our upcoming NEW website? Do you have an effective lesson plan that you would like to share with educators across the state? We want to see what you and your students are creating. **PLEASE INSPIRE US** and **AMAZE US!** We know **YOU CAN DO IT!**

IMAGE & MEDIA RELEASE FORM REQUIREMENTS for STUDENTS

Digital File Size & Requirements for Student Artwork:

Resolution: 300 ppi

Width (or longest side): Approximately 7 inches

File nomenclature: lastname_firstname_title_grade_school.tiff

NOTE: If your student's work is HORIZONTAL it may be considered for the cover of our monthly news digest. You will be notified in advance and be asked to provide a short bio and headshot in addition to being given a brief questionnaire for you to give to your student to return.

If selected as a cover image, we will also be asking for the following:

Short bio: 12 pt. in WORD or Google Docs

Artist Headshot: Approximately 3" x 4", 300 ppi

Filled-out Questionnaire

MEDIA RELEASE FORMS can be found here:

<https://docs.google.com/presentation/d/1JsADmYEOsZ1homnzAop0t2eOQmecfrxzkN7HyGv-K48/edit?usp=sharing>

File nomenclature for the Goggle Form: lastname_firstname_school_teacher.pdf

SUBMISSION REQUIREMENTS for TEACHERS

See the following link for a lesson plan template : https://drive.google.com/file/d/14ltVg4kB3jN_XI5EH1hS61BMaFNZ6Gpm/view?usp=sharing

OR if you would like to write an article about the exciting activities and events you are doing with your students in your classroom, feel free to submit that as well.

**PLEASE SEND ALL SUBMISSIONS
TO
Stephen Honicki
stephen.honicki.nysmata@gmail.com**

professional development opportunities

Empowering Student Curiosity Through Documentary Filmmaking

Program: Teacher Center

Audience: Science, Journalism, STEAM, Social Studies, Media & Visual Arts

Dates: 1/6/2022 to 1/18/2022

Location: Synchronous online via Zoom

Students hone their understanding of the world around them through observation and research. Give your middle and high school students the opportunity to share how they see the world around them by making their own short documentaries. Students will use visual storytelling to highlight a topic that impacts their family, school, or community.

For example, climate change would make for a relevant and insightful documentary with tons of materials to work with. A student might choose to focus on reconciling the differences between advocates for climate change and the naysayers using scientific information. Or a student could explore how technology affects the mental wellness of today's youth. Students have access to lots of information, and this is taking a toll on them. Young people communicate in different ways and sometimes base their interactions on social media and the internet. There is much research on the impact of technology on mental health.

During this learning opportunity, participants will learn how images, sound, and language interact with each other, and how creators of documentary film and mass media can use this genre to affect an audience's opinion. They will also produce a short documentary incorporating the skills they have learned.

Synchronous Online Participants connect for video conference sessions using a computer with microphone & webcam. Phones will not be adequate. Participants interact using the digital tools available. In order to receive full attendance, participants must participate in discussions for all sessions while creating materials/ resources.

Please Register by 1/4/22

Member districts receive priority for enrollment. Non-member districts are waitlisted until 1 week prior, then added if there is space.

MHTC only verifies hours of attendance. Your district must approve In-service hours for salary credit or other contractual matters.

Creating Animations to Demonstrate Understanding

Program: Teacher Center

Audience: Science, STEAM, Media & Visual Arts, ELA, Mathematics

Dates: 2/8/2022 to 2/17/2022

Location: Synchronous online via Zoom

How would you like a new way to be able to check for understanding in your classroom environment & at the same time engage students with tools they already might be using? We know people learn in different ways & can demonstrate their understanding in a variety of ways. Participants will examine various resources for creating animations & how they can be used as an assessment for students. Free tools include Brush Ninja, PowerPoint & Wick Editor. Teachers will develop strategies that integrate the media arts into a part of their current curriculum. As part of successful completion of the course, participants should produce a sample lesson plan, a teacher example, & an assessment tool. For example, students could explain forms of energy by creating a simple animation.

This interdisciplinary learning opportunity will assist educators in:

- Guiding students to create short simple animation to break down a big topic into easy-to-understand pieces.
- Allowing students to effectively use tools they might already use - or be interested in using.
- Assisting students in developing good practices as digital artists.
- Helping students understand the power of brainstorming & communicating with pictures.
- Learning how to choose the best visual solution for a problem.

Synchronous Online Participants connect for video conference sessions using a computer with microphone & webcam. Participants interact using the digital tools available. In order to receive full attendance, participants must participate in discussions for all sessions while creating materials/ resources.

Please Register by 1/23/21

Member districts receive priority for enrollment. Non-member districts are waitlisted until 1 week prior, then added if there is space.

MHTC only verifies hours of attendance. Your district must approve In-service hours for salary credit or other contractual matters.

media arts shows & festivals 2022



A Show of high school student media projects and portfolios including Video, Photography, Computer Graphic and Animations.

WHO SHOULD ATTEND: Teachers/Educators with their most dedicated high school Media Arts Students.

PRE-REGISTRATION REQUIRED FOR PARTICIPATION. Online registration see link below.

\$150 REGISTRATION FEE: EASTERN SUFFOLK BOCES Participating districts can submit contract requests through the Arts in Ed website.

All other districts can pay by check or purchase order made payable to: *Long Island Media Arts Show* c/o William Buchholz, 1 East Hill Gate, Smithtown, NY 11787

DO NOT submit direct payment to the Arts In Ed. office **ONLY** Contract Requests will be accepted through Arts in Ed.

If you have any questions you can email at limediaartsshow@gmail.com or call Doug Hodges at 631-751-9285.

ENROLL HERE

PLEASE SEND ALL MEDIA ARTS FESTIVALS / SHOWS INFORMATION ALONG WITH STUDENT WORK TO Stephen Honicki

stephen.honicki.nysmata@gmail.com



MEDIA RELEASE FORM

Please type the information
in the areas below.

MEDIA RELEASE STATEMENT

I hereby give the New York State Media Arts Teachers Association (NYSMATA) all rights to use and publish my writing, artwork, and identifying information (Name, School, Image, etc.) including the following permissions:

(a) To copyright and publish the art in NYSMATA's own name in conjunction with both digital and print material available to the NYSMATA membership and/or the public.

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ARTIST CONTRIBUTOR CONSENT

Name (Last, First, MI)	
Address	
City, State, Zip	
Phone	
E-Mail	
Signature	Date

PARENT CONSENT (students under 18)

Parent/Guardian Name	
Address	
City, State, Zip	
Phone	
E-Mail	
Signature	Date

nysmata mission statement

The media arts are of critical importance to students, reports NYSMATA, the New York State Media Arts Teachers Association, since 1991 the state's predominant support and resource for instructors of photography, video, film, computer art, creative sound, and related media.

New media arts learning standards for k-12 students in New York respond to decades-long recognition of the impact that visual and aural communication — especially in the mass media, have on young minds.

Student media production stimulates creativity, fosters collaboration, integrates language arts skills, and gives students personal experience with the vocabulary and technology.

The new learning standards specify visual and sound competencies required in the 21st century in addition to traditional standards in language arts, mathematics, science, social studies, and physical education.

2020 marked the 6th decade of media arts education in NYS. It began with the first Film/Media Show in May 1969 in Syracuse. There were 150 participants. The show featured 8 mm animated film, reel-to-reel b/w video, and black and white photography. The next year attracted 300. Each subsequent year brought more participants and more sophisticated work as the technology developed. By 2006 there were six Regional Youth Media Arts Shows: Western, Central, Capitol, Lower-Hudson, New York City, and Long Island.

Today a network of partnering schools and institutions enables thousands of students and educators to participate; student works are state-of-the-art, using digital as well as analog technology.

Youth Media Arts Shows often enlist professionals as workshop leaders, presenters, or judges. The often-daylong events are a unique opportunity for students who exhibit work, shoptalk among peers, and learn about career paths in emerging media. Teachers value the recognition, share cross-disciplinary strategies, and exchange best practices.

What distinguishes NYSMATA is its diversity and inclusivity. We consider ourselves an arts organization, but we welcome all educators teaching media in NYS schools regardless of their certification area, especially important in smaller school districts without a discrete Media Arts Department. The English teacher who proposes a podcasting class finds a colleague in the Social Studies teacher covering her school's legacy photography elective; the art teacher experimenting with holography finds peer guidance, and the teacher/video hobbyist tasked with running the school's TV system finds model curricula. We also welcome industry professionals, school administrators, and parents committed to NYSMATA's goals:

- To bring media arts into the mainstream of elementary and secondary education, recognizing that the media arts are distinct, synthesizing and unifying art forms, important to the development of cognitive and affective growth of young people.
- To promote research and study in and promote patronage of the media arts.
- To encourage cooperation and free interchange of ideas among media artists, teachers, students, cultural organizations and others engaged in all forms of media activities; to hold competitions and exhibitions; to promote the study and improvement of all media art forms; and to establish workshops and conduct lectures.
- To foster appreciation of all the media arts by taking part and sponsoring activities having that end in view.

NYSMATA is the only organization that primarily supports the New York State Summer School of the Media Arts, a 4-week intensive experience in media-making and learning offered by the State Education Dept. since 1975. NYSMATA publicizes the NYSSSA program, alerts teachers and students, and facilitates application.



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