



Arts, Media, and Entertainment Industry Sector

Career Pathways

- ◆ Media and Design Arts
- ◆ Performing Arts
- ◆ Production and Managerial Arts



Arts, Media, and Entertainment Industry Sector

Of all the career industries, the Arts, Media, and Entertainment sector requires perhaps the greatest cross-disciplinary interaction and development because the work in this sector has a propensity to be largely project-based, requiring uniquely independent work and self-management career skills. New technological developments are also constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts sector occupations demand constantly varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills. Successful career preparation involves both in-depth and broad academic preparation as well as the cultivation of such intangible assets as flexibility, problem-solving abilities, and interpersonal skills. Careers in the Arts, Media, and Entertainment sector fall in three general pathways: Media and Design Arts, Performing Arts, and Production and Managerial Arts. The foundation and pathway standards make explicit the appropriate knowledge, skills, and practical experience students should have to pursue their chosen profession through whatever course of postsecondary, collegiate, and graduate training or apprenticeship it may require.

Learning the skills and knowledge for creating, refining, and exhibiting works of art promotes teamwork, communication, creative thinking, and decision-making abilities—all traits needed to function successfully in the competitive and media-rich twenty-first century. Through the manipulation of sight, sound, and motion, those choosing a pathway from this sector reach out in unique ways to enhance the quality of life for those around them.

FOUNDATION STANDARDS

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Arts, Media, and Entertainment sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history–social science, and visual and performing arts content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Number Sense standards (grade seven):

- (1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.
- (2.2) Add and subtract fractions by using factoring to find common denominators.
- (2.3) Multiply, divide, and simplify rational numbers by using exponent rules.

Specific applications of Measurement and Geometry standards (grade seven):

- (1.1) Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).
- (1.2) Construct and read drawings and models made to scale.

Specific applications of Mathematical Reasoning standards (grade seven):

- (1.3) Determine when and how to break a problem into simpler parts.
- (3.1) Evaluate the reasonableness of the solution in the context of the original situation.

Specific applications of Algebra I standards (grades eight through twelve):

- (15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
- (24.1) Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.
- (24.2) Students identify the hypothesis and conclusion in logical deduction.
- (24.3) Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.
- (25.1) Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.
- (25.2) Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.
- (25.3) Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

Specific applications of Geometry standards (grades eight through twelve):

- (3.0) Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.

Specific applications of Probability and Statistics standards (grades eight through twelve):

- (3.0) Students demonstrate an understanding of the notion of *discrete random variables* by using them to solve for the probabilities of outcomes, such as the probability of the occurrence of five heads in 14 coin tosses.

- (8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 Science

Specific applications of Physics standards (grades nine through twelve):

- (4.d) Students know sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.
- (4.e) Students know radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately 3×10^8 m/s (186,000 miles/second).
- (4.f) Students know how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization.
- (5.c) Students know any resistive element in a DC circuit dissipates energy, which heats the resistor. Students can calculate the power (rate of energy dissipation) in any resistive circuit element by using the formula $\text{Power} = IR$ (potential difference $\times I$ (current) = I^2R).
- (5.d) Students know the properties of transistors and the role of transistors in electric circuits.

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

- (1.b) Identify and communicate sources of unavoidable experimental error.
- (1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- (1.d) Formulate explanations by using logic and evidence.
- (1.f) Distinguish between hypothesis and theory as scientific terms.
- (1.g) Recognize the usefulness and limitations of models and theories as scientific representations of reality.
- (1.1) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

1.3 History–Social Science

Specific applications of Chronological and Spatial Thinking standards (grades nine through twelve):

- (2) Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

Specific applications of Historical Research, Evidence, and Point of View standards (grades nine through twelve):

- (1) Students distinguish valid arguments from fallacious arguments in historical interpretations.

- (2) Students identify bias and prejudice in historical interpretations.
- (4) Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Specific applications of Historical Interpretation standards (grades nine through twelve):

- (1) Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- (2) Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- (3) Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
- (4) Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Specific applications of World History, Culture, and Geography: The Modern World standards (grade ten):

- (10.3.5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
- (10.3.7) Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.
- (10.6.4) Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).
- (10.11) Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Specific applications of United States History and Geography: Continuity and Change in the Twentieth Century standards (grade eleven):

- (11.5) Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
- (11.5.5) Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).
- (11.5.6) Trace the growth and effects of radio and movies and their role in the world-wide diffusion of popular culture.
- (11.5.7) Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.
- (11.8.8) Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

Specific applications of Principles of American Democracy standards (grade twelve):

- (12.8) Students evaluate and take and defend positions on the influence of the media on American political life.
- (12.8.2) Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
- (12.8.3) Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

Specific applications of Principles of Economics standards (grade twelve):

- (12.2) Students analyze the elements of America’s market economy in a global setting.
- (12.2.1) Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
- (12.2.4) Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
- (12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
- (12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
- (12.2.8) Explain the role of profit as the incentive to entrepreneurs in a market economy.
- (12.3) Students analyze the influence of the federal government on the American economy.
- (12.4) Students analyze the elements of the U.S. labor market in a global setting.
- (12.4.1) Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
- (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

1.4 *Visual and Performing Arts*

Specific applications of Dance standards at the proficient level (grades nine through twelve):

- (4.1) Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).

Specific applications of Dance standards at the advanced level (grades nine through twelve):

- (5.3) Synthesize information from a variety of health-related resources to maintain physical and emotional health.

Specific applications of Music standards at the advanced level (grades nine through twelve):

- (5.1) Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.

Specific applications of Theatre standards at the advanced level (grades nine through twelve):

- (4.2) Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work.
- (5.3) Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.

Specific applications of Visual Arts standards at the advanced level (grades nine through twelve):

- (5.2) Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.
- (5.3) Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English-language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Literary Response and Analysis standards (grade eight):

- (3.2) Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.3) Generate relevant questions about readings on issues that can be researched.
- (2.4) Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- (2.5) Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Specific applications of Reading standards (grades eleven and twelve):

- (1.1) Trace the etymology of significant terms used in political science and history.
- (1.2) Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
- (1.3) Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences
- (2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- (2.2) Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- (2.4) Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- (2.5) Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- (2.6) Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).
- (3.1) Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- (3.2) Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- (3.3) Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- (3.4) Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- (3.5) Analyze recognized works of American literature representing a variety of genres and traditions:
 - a. Trace the development of American literature from the colonial period forward.
 - b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
 - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- (3.6) Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).

- (3.7) Analyze recognized works of world literature from a variety of authors:
 - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
 - b. Relate literary works and authors to the major themes and issues of their eras.
 - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- (3.8) Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor). (Political approach)
- (3.9) Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

2.2 Writing

Specific applications of Writing Applications standards (grade eight):

- (2.5) Write documents related to career development, including simple business letters and job applications:
 - a. Present information purposefully and succinctly and meet the needs of the intended audience.
 - b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

- (1.1) Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- (1.2) Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- (1.4) Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- (1.5) Use language in natural, fresh, and vivid ways to establish a specific tone.
- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- (1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

- (1.9) Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
- (2.5) Write job applications and résumés:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- (2.6) Deliver multimedia presentations:
 - a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.

2.3 *Written and Oral English Language Conventions*

Specific applications of English Language Conventions standards (grades eleven and twelve):

- (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- (3.3) Reflect appropriate manuscript requirements in writing.

2.4 *Listening and Speaking*

Specific applications of Listening and Speaking Strategies standards (grade seven):

- (1.8) Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

Specific applications of Speaking Applications standards (grades nine and ten):

- (2.3) Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.

- f. Compile and report responses.
- g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

- (1.1) Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- (1.2) Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
- (1.3) Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).
- (1.4) Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- (1.5) Distinguish between and use various forms of classical and contemporary logical arguments, including:
 - a. Inductive and deductive reasoning
 - b. Syllogisms and analogies
- (1.6) Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- (1.7) Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- (1.8) Use effective and interesting language, including:
 - a. Informal expressions for effect
 - b. Standard American English for clarity
 - c. Technical language for specificity
- (1.9) Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- (1.10) Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.
- (1.11) Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- (1.12) Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).
- (1.13) Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- (1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

- (2.4) Deliver multimedia presentations:
 - a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.
- (2.5) Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.
- 3.7 Understand the impact of the economic environment on the arts industry.
- 3.8 Understand the use of contracts in the arts industry and the principles and responsibilities of working as an independent contractor, including budgeting, project planning, advertising, and marketing strategies.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.
- 4.4 Understand digital applications appropriate to specific media and projects.
- 4.5 Know the key technological skills appropriate for occupations in the arts industry.
- 4.6 Know how technology and the arts are interrelated in the development of presentations and productions.
- 4.7 Understand how technology can reinforce, enhance, or alter products and performances.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.
- 5.4 Use the elements of the particular art form to observe, perceive, and respond.
- 5.5 Understand the application of research and analysis skills to the creation of content.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.3 Know how to take responsibility for a safe and healthy work environment.
- 6.4 Understand the lifestyle choices and physical preparation required to function and maintain work activities in the chosen field.
- 6.5 Understand the opportunities for and challenges to maintaining physical and emotional health.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.
- 7.5 Know the current issues and trends related to the field, distinguishing the different and convergent objectives that drive the industry.
- 7.6 Understand the value of flexibility in all aspects of the creative process (e.g., nonconforming ideas and concepts) and how flexibility influences business relationships (e.g., employer-client).
- 7.7 Develop a personal commitment to and apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
- 8.4 Adhere to the copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately.
- 8.5 Understand the ethical implications of the degree of influence media, arts, and performances have on individuals.
- 8.6 Understand liability and compliance issues relevant to the arts, media, and entertainment industries.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.6 Understand the fluid and diverse organizational structures in the field.

- 9.7 Cultivate consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution.

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector:

- 10.1 Know universal cultural concepts and identify cultural differences.
- 10.2 Articulate the characteristics of various art forms from past and present cultures and analyze similar themes used by various cultures in a variety of arts settings.
- 10.3 Understand the historic impact of the arts and technology on society.
- 10.4 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
- 10.5 Define the factors that could affect creators, performers, and others involved in the production and presentation of the arts.
- 10.6 Know the appropriate skills and vocabulary of the art form.
- 10.7 Understand and analyze the elements of the art form.
- 10.8 Know key influences on the origin and evolution of art, technology, media, and performance (e.g., the influence of historical styles on contemporary idioms).
- 10.9 Understand the economic basis of for-profit and not-for-profit performing arts organizational structures.
- 10.10 Use technical applications in the creative process, where appropriate.
- 10.11 Know the ways in which literature builds an understanding of the many dimensions (e.g., intellectual and philosophical, moral and ethical, aesthetic) of human experience.
- 10.12 Use a variety of strategies (e.g., personal experience, discussion, research) to comprehend, interpret, evaluate, and appreciate source and technical documents and materials.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

PATHWAY STANDARDS

A. Media and Design Arts Pathway

The Media and Design Arts Pathway includes those occupations that use tools and material as the primary means of creative expression. This career pathway requires the development of knowledge and skills by which individuals are able to express themselves through manipulation of physical objects. Careers in Media and Design Arts may be found in the following broad fields:

- **Visual.** Traditional fine artist, photographer, designer in various media, commercial artist, architect
- **Aural.** Manipulator of sound; for example, sound engineer involved in mixing, recording, sampling, and broadcasting
- **Written.** Writer, publisher, printer, scriptwriter, poet
- **Electronic.** Computer graphics artist, computer game developer, Web designer (Many new and traditional art forms depend on electronic technology in the creative process.)

A1.0 Students master appropriate visual and performing arts (VPA) and English–language arts (ELA) content standards in relation to visual, aural, written, and electronic media projects and products.

(The standards listed below retain in parentheses the numbering as specified in the VPA and ELA content standards adopted by the State Board of Education.)

A1.1 Specific applications of VPA Artistic Perception standards for Visual Arts at the proficient level (grades nine through twelve):

- (1.1) Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- (1.3) Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- (1.4) Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
- (1.5) Analyze the material used by a given artist and describe how its use influences the meaning of the work.
- (1.6) Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

Specific applications of VPA Artistic Perception standards for Visual Arts at the advanced level (grades nine through twelve):

- (1.1) Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- (1.3) Analyze their works of art as to personal direction and style.

- (1.5) Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.
- (1.6) Describe the use of the elements of art to express mood in one or more of their works of art.
- (1.7) Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.
- (1.8) Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.

A1.2 Specific applications of VPA Creative Expression standards for Visual Arts at the proficient level (grades nine through twelve):

- (2.1) Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- (2.2) Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- (2.3) Develop and refine skill in the manipulation of digital imagery (either still or video).
- (2.4) Review and refine observational drawing skills.

Specific applications of VPA Creative Expression standards for Visual Arts at the advanced level (grades nine through twelve):

- (2.1) Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
- (2.2) Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- (2.4) Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- (2.5) Use innovative visual metaphors in creating works of art.
- (2.6) Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

A1.3 Specific applications of VPA Historical and Cultural Context standards for Visual Arts at the proficient level (grades nine through twelve):

- (3.1) Identify similarities and differences in the purposes of art created in selected cultures.
- (3.2) Identify and describe the role and influence of new technologies on contemporary works of art.
- (3.3) Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

Specific applications of VPA Historical and Cultural Context standards for Visual Arts at the advanced level (grades nine through twelve):

- (3.1) Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.
- (3.2) Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

(3.3) Investigate and discuss universal concepts expressed in works of art from diverse cultures.

A1.4 Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the proficient level (grades nine through twelve):

(4.1) Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

(4.3) Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

(4.4) Articulate the process and rationale for refining and reworking one of their own works of art.

(4.5) Employ the conventions of art criticism in writing and speaking about works of art.

Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the advanced level (grades nine through twelve):

(4.1) Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.

(4.3) Analyze and articulate how society influences the interpretation and message of a work of art.

(4.6) Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

A1.5 Specific applications of VPA Connections, Relationships, Applications standards for Visual Arts at the proficient level (grades nine through twelve):

(5.2) Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

(5.3) Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

(5.4) Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthete).

Specific applications of VPA Connections, Relationships, Applications standards for Visual Arts at the advanced level (grades nine through twelve):

(5.1) Speculate on how advances in technology might change the definition and function of the visual arts.

(5.2) Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.

(5.3) Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).

(5.4) Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.

- A1.6 Specific applications of ELA Literary Response and Analysis standards (grades eleven and twelve):
- (3.1) Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
 - (3.3) Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.
 - (3.6) Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy *Macbeth*).
 - (3.9) Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)
- A1.7 Specific applications of ELA Writing Strategies and Applications standards (grades eleven and twelve):
- (1.1) Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
 - (1.2) Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
 - (1.4) Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
 - (1.5) Use language in natural, fresh, and vivid ways to establish a specific tone.
 - (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
 - (1.9) Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
 - (2.2) Write responses to literature:
 - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - d. Demonstrate an understanding of the author’s use of stylistic devices and an appreciation of the effects created.
 - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
 - (2.3) Write reflective compositions:
 - a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).

- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

(2.4) Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Specific applications of ELA Written and Oral English Language Conventions standards (grades eleven and twelve):

- (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- (1.3) Reflect appropriate manuscript requirements in writing.

A2.0 Students understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway:

- A2.1 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to a performance or presentation.
- A2.2 Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
- A2.3 Use technology to create a variety of audio, visual, written, and electronic products and presentations.
- A2.4 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).
- A2.5 Know the writing processes, formats, and conventions used for various media.
- A2.6 Understand technical support related to various media and design arts.
- A2.7 Know how advanced and emerging technologies (e.g., virtual environment or voice recognition software) may affect or improve media and design arts products or productions.
- A2.8 Use models, simulations, and other tests to determine optimal design solutions from a variety of options.

B. Performing Arts Pathway

The Performing Arts Pathway focuses on the direct creation of art and entertainment by the individual artist instead of through a secondary physical medium. Performing artists are themselves the medium of creative expression. The Performing Arts Pathway includes the following career options:

- **Aural performance.** Singer, musician, voiceover artist, narrator, composer, music arranger
- **Physical performance.** Dancer, mime, model, acrobat, stunt worker
- **Theatrical performance.** Actor (e.g., stage, film, video, DVD), performance artist, stage illusionist

B1.0 Students master appropriate visual and performing arts (VPA) content standards for artistic perception in relation to theatrical, aural, and physical performance.

(The standards listed below retain in parentheses the numbering as specified in the VPA content standards adopted by the State Board of Education.)

B1.1 Specific applications of VPA Artistic Perception standards for Dance at the advanced level (grades nine through twelve):

- (1.1) Demonstrate highly developed physical coordination and control when performing complex locomotor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).
- (1.2) Perform in multiple dance genres, integrating an advanced level of technical skill and clear intent.
- (1.3) Memorize and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).
- (1.4) Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance.
- (1.5) Select specific dance vocabulary to describe movement and dance elements in great detail.

B1.2 Specific applications of VPA Artistic Perception standards for Music at the advanced level (grades nine through twelve):

- (1.1) Read a full instrument or vocal score and describe how the elements of music are used.
- (1.2) Transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2 on a scale of 1–6).
- (1.3) Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1–6).
- (1.4) Analyze and describe significant musical events perceived and remembered in a given aural example.
- (1.5) Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.
- (1.6) Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.

- B1.3 Specific applications of VPA Artistic Perception standards for Theatre at the advanced level (grades nine through twelve):
- (1.1) Use the vocabulary of theatre, such as *genre, style, acting values, theme, and design*, to describe theatrical experiences.
 - (1.2) Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.
 - (1.3) Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.

B2.0 *Students master appropriate VPA content standards for Creative Expression in relation to theatrical, aural, and physical performance.*

- B2.1 Specific applications of VPA Creative Expression standards for Dance at the proficient level (grades nine through twelve):
- (2.2) Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.
 - (2.3) Design a dance that utilizes an established dance style or genre.
 - (2.4) Perform original works that employ personal artistic intent and communicate effectively.
 - (2.5) Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.

Specific applications of VPA Creative Expression standards for Dance at the advanced level (grades nine through twelve):

- (2.1) Create a diverse body of works of dance, each of which demonstrates originality, unity, clarity of intent, and a dynamic range of movement.
 - (2.2) Use dance structures, musical forms, theatrical elements, and technology to create original works.
 - (2.3) Notate dances, using a variety of systems (e.g., labanotation, motif writing, personal systems).
 - (2.4) Perform a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression.
 - (2.6) Teach to peers a variety of complex movement patterns and phrases.
- B2.2 Specific applications of VPA Creative Expression for Music at the advanced level (grades nine through twelve):
- (2.1) Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6).
 - (2.2) Sing music written in four parts with and without accompaniment.
 - (2.3) Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1–6).
 - (2.4) Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6).

- (2.5) Perform in small instrumental ensembles with one performer for each part (level of difficulty: 5 on a scale of 1–6).
- (2.6) Compose music in distinct styles.
- (2.7) Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments, using appropriate ranges and traditional and nontraditional sound sources.
- (2.8) Create melodic and rhythmic improvisations in a style or genre within a musical culture (e.g., gamelan, jazz, and mariachi).

B2.3 Specific applications of VPA Creative Expression standards for Theatre at the proficient level (grades nine through twelve):

- (2.1) Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.
- (2.2) Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.
- (2.3) Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.

Specific applications of VPA Creative Expression standards for Theatre at the advanced level (grades nine through twelve):

- (2.1) Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.
- (2.2) Improvise or write dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates the action.
- (2.3) Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.

B3.0 Students master appropriate VPA content standards for Historical and Cultural Context in relation to theatrical, aural, and physical performance.

B3.1 Specific applications of VPA Historical and Cultural Context standards for Dance at the proficient level (grades nine through twelve):

- (3.2) Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.

Specific applications of VPA Historical and Cultural Context standards for Dance at the advanced level (grades nine through twelve):

- (3.1) Identify, analyze, and perform folk/traditional, social, and theatrical dances with technical accuracy and appropriate stylistic nuances.
- (3.2) Analyze the role dancers and choreographers play in the interpretation of dances in various historical and cultural settings.
- (3.3) Compare and contrast universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.

B3.2 Specific applications of VPA Historical and Cultural Context standards for Music at the proficient level (grades nine through twelve):

- (3.2) Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.
- (3.5) Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

Specific applications of VPA Historical and Cultural Context standards for Music at the advanced level (grades nine through twelve):

- (3.1) Analyze how the roles of musicians and composers have changed or remained the same throughout history.
- (3.2) Identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial).
- (3.3) Compare and contrast the social function of a variety of music forms in various cultures and time periods.
- (3.4) Perform music from a variety of cultures and historical periods.
- (3.8) Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.

B3.3 Specific applications of VPA Historical and Cultural Context standards for Theatre at the proficient level (grades nine through twelve):

- (3.1) Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors.
- (3.3) Identify key figures, works, and trends in world theatrical history from various cultures and time periods.

Specific applications of VPA Historical and Cultural Context standards for Theatre at the advanced level (grades nine through twelve):

- (3.1) Research and perform monologues in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.
- (3.2) Analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society.
- (3.3) Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.

B4.0 *Students master appropriate VPA content standards for Aesthetic Valuing in relation to theatrical, aural, and physical performance.*

B4.1 Specific applications of VPA Aesthetic Valuing standards for Dance at the advanced level (grades nine through twelve):

- (4.1) Critique dance works to improve choreographic structure and artistic presence.
- (4.2) Use selected criteria to compare, contrast, and assess various dance forms (e.g., concert jazz, street, liturgical).

- (4.3) Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.
 - (4.4) Research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations (e.g., because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women).
 - (4.5) Evaluate how aesthetic principles apply to choreography designed for technological media (e.g., film, video, TV, computer imaging).
- B4.2 Specific applications of VPA Aesthetic Valuing standards for Music at the proficient level (grades nine through twelve):
- (4.1) Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
 - (4.2) Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
- Specific applications of VPA Aesthetic Valuing standards for Music at the advanced level (grades nine through twelve):
- (4.1) Compare and contrast how a composer's intentions result in a work of music and how that music is used.
 - (4.2) Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.
 - (4.3) Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.
- B4.3 Specific applications of VPA Aesthetic Valuing standards for Theatre at the proficient level (grades nine through twelve):
- (4.2) Report on how a specific actor used drama to convey meaning in his or her performances.
- Specific applications of VPA Aesthetic Valuing standards for Theatre at the advanced level (grades nine through twelve):
- (4.1) Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.
 - (4.2) Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work.
 - (4.3) Develop a thesis based on research as to why people create theatre.

B5.0 *Students master appropriate VPA content standards for Connections, Relationships, Applications in relation to theatrical, aural, and physical performances.*

- B5.1 Specific applications of VPA Connections, Relationships, Applications standards for Dance at the proficient level (grades nine through twelve):
- (5.5) Examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).

Specific applications of VPA Connections, Relationships, Applications standards for Dance at the advanced level (grades nine through twelve):

- (5.1) Demonstrate effective knowledge and skills in using audiovisual equipment and technology when creating, recording, and producing dance.
- (5.2) Compare the study and practice of dance techniques to motion, time, and physical principles from scientific disciplines (e.g., muscle and bone identification and usage; awareness of matter, space, time, and energy/force).

B5.2 Specific applications of VPA Connections, Relationships, Applications standards for Music at the proficient level (grades nine through twelve):

- (5.2) Analyze the role and function of music in radio, television, and advertising.
- (5.3) Research musical careers in radio, television, and advertising.

Specific applications of VPA Connections, Relationships, Applications standards for Music at the advanced level (grades nine through twelve):

- (5.2) Analyze the process for arranging, underscoring, and composing music for film and video productions.
- (5.3) Identify and explain the various factors involved in pursuing careers in music.

B5.3 Specific applications of VPA Connections, Relationships, Applications standards for Theatre at the proficient level (grades nine through twelve):

- (5.1) Describe how skills acquired in theatre may be applied to other content areas and careers.

Specific applications of VPA Connections, Relationships, Applications standards for Theatre at the advanced level (grades nine through twelve):

- (5.2) Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.
- (5.4) Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.

B6.0 *Students understand essential technical and technological requirements applicable to various segments of the Performing Arts Pathway:*

- B6.1 Understand the technical aspects of theatre (e.g., lights, sound, properties, costumes, makeup) from the perspective of the playwright and actor.
- B6.2 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media.
- B6.3 Know various techniques and methods for theatrical, aural, and physical arts performances.
- B6.4 Understand how stage sets, costumes, lighting, musical instruments, props, and other effects support a performance.
- B6.5 Understand the differing roles of creators, performers, and others involved in the production and presentation of the performing arts.

C. Production and Managerial Arts Pathway

Whatever the form or medium of creative expression, all careers in the Arts, Media, and Entertainment sector require “publication” or a public presentation in one way or another. Consequently, the Production and Managerial Arts Pathway focuses on the technical, organizational, and managerial knowledge and skills necessary to bring arts, media, and entertainment to the public. Career options in the Production and Managerial Arts Pathway may be found in the following fields:

- **Theatrical and Exhibition.** Technicians; talent managers for actors; producers for theatre, television, and motion pictures; managers for stage, theatres, and museums; event planners
- **Aural.** Technicians; talent managers for musicians, singers, and voice-over artists; producers for musical programs and events (e.g., concerts, musical theatre, opera)
- **Written.** Technicians; managers and agents for writers; acquisitions editors in publishing; proofreaders; music copyists; publishers
- **Electronic.** Technicians; managers for online publishing, entertainment, and Web sites

C1.0 Students understand important elements of technical and technology-related production management:

- C1.1 Understand technical support functions in the arts industry.
- C1.2 Apply knowledge of equipment and skills related to production in a variety of arts, media, and entertainment occupations.
- C1.3 Apply decision-making and problem-solving techniques to repair and replacement procedures for media and arts equipment and facilities.
- C1.4 Know the elements involved in creating a media or performing arts production for video or electronic presentation.

C2.0 Students demonstrate important skills and an understanding of the complexities of production planning:

- C2.1 Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.
- C2.2 Know how artistic processes, organizational structure, and business principles are interrelated in the various arts.
- C2.3 Identify the activities and linkages from each stage associated with the preproduction, production, and postproduction of a creative project.
- C2.4 Understand how the various aspects of story development contribute to the success or nonsuccess of an arts, media, and entertainment project or production.
- C2.5 Apply knowledge of equipment and skills to determine the equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.

- C2.6 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.
 - C2.7 Understand the audition and review process for artists, actors, musicians, singers, conductors, composers, writers, narrators, and technicians.
 - C2.8 Critique the general coordination of various elements in a project or production.
-

C3.0 *Students understand the key elements of promoting a production:*

- C3.1 Know the business aspects of the arts, media, and entertainment industry.
- C3.2 Understand basic marketing principles and the use of promotional materials, such as standard public service announcements, commercials/advertisements, press kits, and advertising tags.
- C3.3 Know various media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain through written, oral, visual, and electronic media.