SAMPLE

Arts, A/V Technology & Communications

Arts, Audio/Video Technology and Communications: Performing Arts
Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty

*This Career Pathway Plan of Study (based on the Performing Arts Pathway of the Arts, Audio/Video Technology and Communications Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.*

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Performing Arts Pathway	SAMPLE Occupations Relating to This Pathway
		Interest Inventory Administered and Plan of Study Initiated for all Learners						
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	World History	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	• Introduction to Arts, Audio/Video Technology and Communications • Information Technology Applications • Introduction to the Performing Arts and Related Careers	▶ Actor ▶ Composer ▶ Conductor ▶ Costume Designer ▶ Dancer ▶ Director and Coach ▶ Film/Video Editor ▶ Lighting Designer ▶ Makeup Artist ▶ Music Instructor ▶ Musician ▶ Performer ▶ Performing Arts Educator ▶ Playwright ▶ Production Manager: Digital, Video and Stage ▶ Scenic Designer ▶ Scenic Painter ▶ Sound Designer
	10	English/ Language Arts II	Geometry	Biology	U.S. History		Select from the following: • Dance Movements • Theory of Music • Theater and Playwriting Basics	
	11	English/ Language Arts III	Algebra II or Trigonometry	Physics	Political Science Economics		• Advanced Study in Field of Choice	
		College Placement Assessments-Academic/Career Advisement Provided						
	12	English/ Language Arts IV			Psychology		• Advanced Study in Field of Choice • Visual Elements of Performance	
		Articulation/Dual Credit Transcripted-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
POSTSECONDARY	Year 13	English Composition English Literature	Algebra	Chemistry	American Government Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	• Continue Courses in the Area of Specialization • Technical Design and Production	
	Year 14	Speech/ Oral Communication	Computer Applications	Biological Science Physical Science	American History		• Dance • Music • Theater • Stage and Production Management	
	Year 15	Continue courses in the area of specialization.					• Continue Courses in the Area of Specialization	
	Year 16						• Complete Performing Arts Major (4-Year Degree Program)	

SAMPLE

Creating Your Institution's Own Instructional Plan of Study

With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.

1 Crosswalk the Cluster Foundation Knowledge and Skills (available at **http://www.careerclusters.org/goto.cfm?id=84**) to the content of your existing secondary and postsecondary programs/courses.

2 Crosswalk the Pathway Knowledge and Skills (available at **http://www.careerclusters.org/goto.cfm?id=14**) to the content of your existing secondary/postsecondary programs and courses.

3 Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.

4 Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.

5 Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)

6 The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.

7 Below is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.

8 Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

Arts, Audio/Video Technology and Communications: Performing Arts
SAMPLE Sequence of Courses for ▶ Instructional Leaders ▶ Administrators ▶ Counselors ▶ Teachers/Faculty

Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.

The following courses are based on the Cluster Foundation Knowledge and Skills found at http://www.careerclusters.org/goto.cfm?id=84. These skills are reinforced through participation in student organization activities.

#1

Introduction to Arts, Audio/Video Technology and Communications: This course provides a basic exploration of the elements of design. Students will utilize a variety of media to explore individual expression and will learn to critically analyze their own and others' work to further their artistic growth. Students will analyze the history and evolution of the arts, audio-video technology and communications in relation to their current place in society and the economy. Learners will be exposed to a variety of careers and cluster foundations knowledge and skills. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

#2

Information Technology Applications: This course is designed for those students who have not mastered knowledge and skills related to information technology applications prior to entry into high school. Students will use technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, manage computer operations and file storage, and use electronic mail, Internet applications and GIS to communicate, search for and access information. Students will develop skills related to word processing, database management and spreadsheet applications.

The following course is based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at http://www.careerclusters.org/goto.cfm?id=14. These skills are reinforced through participation in student organization activities.

#3

Introduction to the Performing Arts and Related Careers: Students will research the scope of career opportunities and qualifications in the Performing Arts Pathways to discover personal preferences. Students will identify required knowledge and skills, educational opportunities, lifestyles, and advantages and disadvantages of working independently and of working with others. Students will demonstrate an awareness of the arts and various cultures, and compare and contrast the roles of creators, performers and others involved in the production and presentation of the performing arts. Students will learn business aspects and gain a practical understanding of careers in performing arts.

The following courses expose students to Pathway Knowledge and Skills found at http://www.careerclusters.org/goto.cfm?id=14 and should include appropriate student activities.

#4

Dance Movements: Students will study basic movement content in dance. Students will demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination and locomotor and non-locomotor/axial movements. Students will demonstrate rhythm, create and perform combinations and variations in a broad dynamic range, and demonstrate use of space.

#5

Theory of Music: Students will study the theory of music including the timbre in arranging and composing music, musical expression, and technical skills needed in arranging and composing music including improvisational music.

#6

Theater and Playwriting Basics: Students will analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various styles and media. Students will create characters consistent with a variety of styles, including classical, contemporary, and realistic/non-realistic dramatic text in informal/formal theater, film, television, or electronic media productions.

#7

Visual Elements of Performance: Students will learn about the design and makeup of materials and machines used to make the products we use in our everyday lives. Students will use artistic elements to design and produce actual hands-on projects through individual and mass production techniques. Emphasis will be placed on developing and maintaining a safe and healthy work environment related to the arts, audio-video technology and communications.

#8

Technical Design and Production: Students will study technical design and production including sound, stage sets, lighting, costumes, hair and makeup. Students will analyze how technical design contributes to performance; research past and present production elements that support a performance; demonstrate how technology influences performances; and analyze how artistic processes, organizational structure and business principles are interrelated in the various arts.

#9

Dance: Students will demonstrate complex steps and patterns from various dance styles and traditions including techniques for partner and ensemble performances as well as an original work.

#10

Music: Students will demonstrate, both alone and with others, vocal or instrumental performance including a varied repertoire of music representing contemporary styles, cultures and historical periods.

#11

Theater: The focus of this course is on acting techniques. Students will compare and contrast the role of playwrights, actors and others involved in the production and presentation of the performing arts. Students will demonstrate the ability to write stage scripts in a variety of traditional and current formats as well as demonstrate knowledge of commercial aspects of performing arts.

#12

Stage and Production Management: Students will identify and apply knowledge of stage and production management and their organization. Students will identify and apply theatrical terms relative to design and production, and demonstrate the ability to work within a theatrical production using artistic discipline to achieve an ensemble in rehearsal and performance.