**Pathway I: Performing Arts**

* **Assessment**: NOCTI- Performing Arts, Test Code: 1107
* **CIP Code**: 50.9999-Visual and Performing Arts
* **Description**: 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.
* **Sample occupations associated with this pathway**: Composer, Music Arranger, Conductor, Actor (e.g., Stage/Film), Performing Artist, Singer, Dancer, Musician, Voiceover Artist, Choreographer, Dance, Drama, and Music Teachers.

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|  | **NYS Arts Standards (HS Advanced) Theatre**  **C:\Users\EGiglio\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\AAE915A9.tmp** | **NYS Arts Standards (HS Advanced) Dance**  **C:\Users\EGiglio\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\AAE915A9.tmp** | **NYS Arts Standards (HS Advanced) Music; Composition & Theory- Harmonizing Instruments & Technology**  **C:\Users\EGiglio\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\AAE915A9.tmp** | **NYS Arts Standards (HS Advanced) Music; Traditional & Emerging Ensembles**  **C:\Users\EGiglio\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\AAE915A9.tmp** | **New York State CDOS Standards;**  **Standard 3b: Career Majors:** **Core Arts/Humanities**  **C:\Users\EGiglio\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\291E62F0.tmp** | **Career Ready Practices; Common Career Technical Core Standards** |
| **Fall 2020** | | | | | | |
| **Activism and Performance,** Fall ‘20-- .5 credits  This course explores the intersection of performance, politics, and social transformation by studying and experiencing the work of activist artists in both traditional and nontraditional forms from across the globe. Students in the class will examines the texts, theories, compositions, choreography and other practices of international artists committed to ethical reasoning, social change, peace building, human rights, and community empowerment. Students create improvisation work drawing from the work that has been studied.  This class culminates in the creation of an original activist performance. | | | | | | |
| Activism and Performance | Theatre/Creating#TH:Cr1.1  **Anchor Standard: Generate and conceptualize artistic ideas and work.**  c. Integrate cultural and historical contexts with personal experiences to create a character who is believable and authentic.  Theatre/Creating#TH:Cr2.1  **Anchor Standard: Organize and develop artistic ideas and work.**  a. Develop and synthesize original ideas in a drama or theatre work, utilizing critical analysis, historical and cultural context, research, and global theatre traditions.  Theatre/Responding#TH:Re7.1  **Anchor Standard: Perceive and analyze artistic work.**  a. Use historical and cultural context to structure and justify personal responses to a drama or theatre work.  Theatre/Responding#TH:Re9.1  **Anchor Standard: Apply criteria to evaluate artistic work.**  a. Research and synthesize cultural and historical information related to a drama or theatre work to support or evaluate artistic choices.  b. Analyze and evaluate the aesthetic interpretation of multiple renditions of a drama or theatre work.  c. Debate the connection between a drama or theatre work and contemporary issues that may affect audiences.  Theatre/Connecting#TH:Cn10.1  **Anchor Standard: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.**  a. Collaborate on a drama or theatre work that examines a critical global issue using personal, community, and cultural perspectives.  Theatre/Connecting#TH:Cn11.1  **Anchor Standard: Relating artistic ideas and work with personal meaning and external context.**  a. Develop a drama or theatre work that identifies and questions cultural, global, and historic belief systems.  Theatre/Connecting#TH:Cn11.2  **Anchor Standard: Investigate ways that artistic work is influenced by societal, cultural, and historical context and in turn, how artistic ideas shape cultures past, present, and future.**  a. Use an informed understanding to justify the creative choices made in a devised or scripted drama or theatre work.  b. Present and support an opinion about the social, cultural, and historical understandings of a drama or theatre work, based on critical research. | Dance/Responding#DA:Re8.1  **Anchor Standard: Interpret meaning in artistic work.**  a. Analyze and interpret how the elements of dance, execution of dance elements, production elements, and context contribute to artistic expression, meaning, and artistic intent, across different genres, styles, or cultural movement practices. Use genre-specific dance terminology.  Dance/Responding#DA:Re9.1  **Anchor Standard: Apply criteria to evaluate artistic work.**  a. Apply personal artistic preferences to the critique of dance works and practices. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views. Evaluate and revise criteria by applying insights gained from these considerations and discussions.  Dance/Connecting#DA:Cn10.1  **Anchor Standard: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.**  b. Choose a personally relevant and controversial idea to research through text, interview, web-based resources, and other media. Develop questions and movement problems from the research. Create and perform choreography that addresses these issues. Discuss, orally or in writing, the insights relating to knowledge gained through the research process and personal growth resulting from the creation and performance of this dance.  Dance/Connecting#DA:Cn11.1  **Anchor Standard: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.**  a. Analyze dances from several genres or styles, historical time periods, and/or cultural dance practices. Discuss how the movement characteristics, techniques, choreographic structures and devices, and purpose relate to the ideas and perspectives of the peoples from whom the dances originate. Identify and discuss the political, cultural, and historical significance of the dances and dance artists as related to social movements and change. Explain how this new knowledge has expanded one's dance literacy.  Dance/Creating#DA:Cr3.1  **Anchor Standard: Refine and complete artistic work.**  b. Document a dance (formations, steps, dynamics, artistic intent, expressions) as a tool to remember ideas and revisions, and for reflection and feedback using systems of dance documentation (e.g. writing, a form of notation symbols, or using media technologies). Peer and self-review will be facilitated by the use of media technologies. | Music Technology/Responding#MU:Re7.2.T  **Anchor Standard: Perceive and analyze artistic work.**  Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how the elements of music, technological aspects, context, and purpose inform a response.  Music Technology/Connecting#MU:Cn11.0.T  **Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**  a. Plan and develop pathways for contribution to, support of, or participation in a community's musical future.  b. Identify multiple instances of small and large scale musical innovation, determine root causes that may have prompted the innovation, and describe the reaction of the prevailing culture to the innovation.  Music Technology/Responding#MU:Re8.1.T  **Anchor Standard: Interpret intent and meaning in artistic work.**  Explain and support interpretations of the expressive intent of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.  Music Theory Composition/Performing/#MU:Pr4.3  **Anchor Standard: Select, analyze, and interpret artistic work for presentation.**  Develop interpretations of works, based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creators’ intents.  Music Theory Composition/Responding#MU:Re8.1.C  **Anchor Standard: Interpret intent and meaning in artistic work.**  Explain and support interpretations of varied works, demonstrating understanding of composers’ intents by citing structural characteristics of the musical work and comparing and synthesizing varied researched sources, including reference to other art forms.  Music Theory Composition/Connecting#MU:Cn11.0.C  **Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**  a. Plan and develop pathways for contribution to, support of, or participation in a community’s musical future.  b. Identify multiple instances of small- and large-scale musical innovation, determine root causes that may have prompted the innovation, and describe the reaction of the prevailing culture to the innovation.  Music Theory Composition/Responding#MU:Re7.2.C  **Anchor Standard: Perceive and analyze artistic work.**  Analyze aural and notated musical excerpts to determine how the elements of music, context, and purpose inform a response, and explain how the analysis provides a model for compositional development. | Music Traditional and Emerging Ensembles/Creating#MU:Cr2.1.E  **Anchor Standard: Organize and develop artistic ideas and work.**  a. Select from and develop previous ideas to create compositions, improvisations, and arrangements.  b. Preserve drafts of creative work through standard notation and recording technology.  Music Traditional and Emerging Ensembles/Performing#MU:Pr6.1.E  **Anchor Standard: Convey meaning through the presentation of artistic work.**  a. Demonstrate an understanding and mastery of the technical demands and the expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.  Music Traditional and Emerging Ensembles/Connecting#MU:Cn11.0.E  **Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**  a. Plan and develop pathways for contribution, support, or participation in the community's musical future.  b. Identify multiple instances of small and large scale musical innovation, determine root causes that may have prompted innovation, and describe the reaction of the prevailing culture to the innovation. | Standard 3b:  ▲ encourage thought-provoking, ethical, and challenging exploration of ideas about the arts and humanities  ▲ place the arts/humanities within a larger social and historical context  ▲ link aesthetic form, cultural meanings, social content, and universal values to the academic and vocational components of career preparation  ▲ examine the merits of a work of art, music, or writing from a cultural, historical, or psychological perspective  ▲ understand how actors, dancers, musicians, or writers make artistic decisions  ▲ generate alternative possibilities and solutions to a real-life problem  ▲ work collaboratively in leadership roles and as members of a team  ▲ defend and/or explain their creative process, practice, and product  ▲ create a product that crosses traditional disciplines, integrating knowledge acquired in school, at work, or at home  ▲ demonstrate adaptable, cooperative, empathetic, enthusiastic, equalitarian, polite, and responsible behavior in a work group or job setting  ▲ cultivate attributes essential for working in the arts and humanities such as: attention to detail, stamina, and self-discipline  ▲ use cooperative decision-making while creating an original work for two or more dancers  ▲ exert a high level of effort and perseverance toward goal attainment  ▲ display consistently high standards of attendance, enthusiasm and punctuality  ▲ exemplify positive attitudes toward their work, the workplace, and authority figures.  ▲ create and/or produce a professional quality theatrical production using a repertoire of skills: improvisation, scene work, character development, costume, stage and lighting, funding, marketing, promoting  ▲ combine ideas in original ways; connect apparently unrelated ideas  ▲ understand how to manage time and materials efficiently  ▲ write scenes, monologues, and stories to communicate emotions and ideas  ▲ convey a point of view and personal style via an art work  ▲ capitalize on mistakes in fashioning a dance or theatrical work  ▲ create characters by combining body language, facial expression, and sound | **Performing Arts Career Pathway (AR-PRF)**  1. Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.  2. Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.  4. Demonstrate knowledge of music theory.  5. Explain key issues affecting the creation of characters, acting skills and roles.  6. Create stage scripts in a variety of traditional and current formats.  8. Analyze all facets of stage and performing arts production management.  **Arts, A/V Technology & Communications Career Cluster (AR)**  3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. |
| **Artistic Direction and Production**, Fall ‘20-- .25 credits  This class offers working knowledge of lighting and sound equipment, crew work, wardrobe, and other technical requirements for production. It provides students with a clear vision of the context in which performance is produced and performed. Students will learn in detail the importance of communication and develop the requisite vocabular in the real-world terms of production, while examining pieces that have been previously performed, applying elements to future works and further developing a tool box to execute their artistic vision. | | | | | | |
| Artistic Direction and Production | Theatre/Creating#TH:Cr1.1  **Anchor Standard: Generate and conceptualize artistic ideas and work.**  b. Create a complete design for a drama or theatre work that incorporates technical elements.  Theatre/Responding#TH:Re8.1  **Anchor Standard: Interpret meaning in artistic work.**  b. Gather evidence and explain aesthetics to create a context for critical research that informs artistic decisions. | Dance/Performing#DA:Pr6.1  **Anchor Standard: Convey meaning through the presentation of artistic work.**  d. As choreographers: Direct the use of production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues (act as artistic director).  Dance/Performing#DA:Pr6.1  **Anchor Standard: Convey meaning through the presentation of artistic work.**  b. As dancers: Rehearse with production elements to create a performance that is a unified whole during which movement/choreography melds seamlessly with nonmovement elements to heighten and amplify artistic expression. | Music Theory Composition/Performing#MU:Pr5.1.C  **Anchor Standard: Develop and refine artistic techniques and work for presentation.**  b. Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works.  Music Technology/Creating#MU:Cr3.1.T  **Anchor Standard: Refine and complete artistic work.**  Research, identify, explain, and apply student-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.  Music Technology/Performing#MU:Pr6.1.T  **Anchor Standard: Convey meaning through the presentation of artistic work.**  a. Integrating digital and analog tools and digital resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of music of contrasting styles. |  | Standard 3b:  ▲ create a costume plot with rough sketches for a small cast play, illuminating the differences in the characters of the play  ▲ inventory and evaluate all the art forms incorporated in a theatrical production  ▲ prepare a presentation for a production meeting using computer aided design for costumes, lighting, and sets designs.  ▲ clarify the nature of a live theatrical performance versus television or movies, including acting, directing, and technical elements.  ▲ employ electronic media to communicate visual ideas and promotional campaigns  ▲ understand how to manage time and materials efficiently  ▲ create and/or produce a professional quality theatrical production using a repertoire of skills: costume, stage and lighting, funding, marketing, promoting  ▲ convey a point of view and personal style via an art work  ▲ work collaboratively in leadership roles and as members of a team  ▲ defend and/or explain their creative process, practice, and product  ▲ create a product that crosses traditional disciplines, integrating knowledge acquired in school, at work, or at home  ▲ demonstrate adaptable, cooperative, empathetic, enthusiastic, equalitarian, polite, and responsible behavior in a work group or job setting  ▲ take part in a school performance, either behind the scenes as director, costumer, scenery artist, advertising manager, stage manager or on stage as actor, singer, dancer, musician  ▲ cultivate attributes essential for working in the arts and humanities such as: attention to detail, stamina, and self-discipline  ▲ exert a high level of effort and perseverance toward goal attainment  ▲ display consistently high standards of attendance, enthusiasm and punctuality  ▲ exemplify positive attitudes toward their work, the workplace, and authority figures. | **Performing Arts Career Pathway (AR-PRF)**  1. Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.  5. Explain key issues affecting the creation of characters, acting skills and roles.  7. Describe how technology and technical support enhance performing arts productions.  8. Analyze all facets of stage and performing arts production management.  **Arts, A/V Technology & Communications Career Cluster® (AR)**  1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.  3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.  5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways. |
| Fall ‘20-- .125 credits  Students in this course will engage in an exploration of options available to artists after high school, matching industry requirements with pathways, including, college admissions and cost associated with it. Students will complete portfolios, engage in mock interviewing and develop resume related material.  Students will also research related trends in the creative arts sector, types of jobs available and professional organizations affiliated with different sectors. Traits that are valuable for artists to possess will explored and students will learn about advocacy and networking in the professional arts world. | | | | | | |
| Careers in the Arts |  |  |  |  | Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.  Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.  Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.  Standard 3b:  ▲ participate in a mock or actual job interview or audition for a career in the arts or humanities  ▲ interview a practitioner about what that artist does, his/her preparation, and the organization of his/her business  ▲ provide evidence of high personal standards through exhibitions, performances or portfolios that are recognized as excellent by the profession  ▲ develop a commencement portfolio containing evidence of creative growth and mastery of entry level occupational skills  ▲ utilize their portfolios and journals as a means for perpetual self-assessment and the ultimate attainment of current workplace standards.  ▲ participate in a panel discussion on a topic related to the arts | 1. Act as a responsible and contributing citizen and employee  3. Attend to personal health and financial well-being  4. Communicate  clearly and effectively and with reason  5. Consider the environmental, social and economic impacts of decisions  7. Employ valid and reliable research strategies  8. Utilize critical thinking to make sense or problems and persevere in solving them  9. Model integrity, ethical leadership, and effective management  10. Plan education and career paths aligned to personal goals  11. Use technology to enhance productivity  **Arts, A/V Technology & Communications Career Cluster (AR)**  5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.  **Performing Arts Career Pathway (AR-PRF)**  1. Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it. |

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| **Spring 2021** | | | | | | |
| **Rhythmic Explorations**, Spring ‘21-- .5 credits  Students will investigate the relationship between percussion instruments and the body as an instrument in order to effectively communicate across disciplines and express their artistic potential. Through this course, students will cultivate an appreciation for music and movement collaborations within a global context. Students will examine reoccurring patterns that emerge across a global context.  This course provides students with opportunities to create and perform a collaborative music and movement work that can be shared through public performance. | | | | | | |
| Rhythmic Exploration |  | Dance/Performing#DA:Pr4.1  **Anchor Standard: Select, analyze, and interpret artistic work for presentation.**  b. Modulate time factors for artistic interest and expressive acuity. Demonstrate complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (e.g., contrapuntal, and/ or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.  Dance/Responding#DA:Re7.1  **Anchor Standard: Perceive and analyze artistic work.**  b. Explain how the movements and compositional structures of a dance communicate aesthetic and cultural values in a variety of genres, styles, and cultural movement practices. Use terminology specific to the dance form or practice.  Dance/Responding#DA:Re7.1  **Anchor Standard: Perceive and analyze artistic work.**  a. Compare, contrast, and analyze dance works from a variety of dance genres and styles and explain how choreographic devices and structures, dynamics, formations and recurring patterns of movement and their relationships create well-structured choreography. Critically examine and evaluate the overall effect that the organization of these components has on different dances. Provide evidence and rationale for critiques. | Music Theory Composition/Creating#MU:Cr1.1.C  **Anchor Standard: Generate and conceptualize artistic ideas and work.**  Generate melodic, rhythmic, and harmonic ideas for use in moderately complex or complex forms.  Music Theory Composition/Responding#MU:Re7.1.C  **Anchor Standard: Perceive and analyze artistic work.**  Use research to develop personal criteria for selecting, describing, and comparing a variety of individual and small group musical programs that represent a variety of cultures, genres, and historical periods. | Music Traditional and Emerging Ensembles/Creating#MU:Cr1.1.E  **Anchor Standard: Generate and conceptualize artistic ideas and work.**  Generate melodic, rhythmic, and timbral, and implied harmonic ideas for compositions. | Standard 3b:  ▲ recognize the stylistic differences in dance, music or theatre of the world’s major cultures  ▲ examine the merits of a work of art, music, or writing from a cultural, historical, or psychological perspective  ▲ understand how, dancers, musicians, make artistic decisions  ▲ use cooperative decision-making while creating an original work for two or more dancers  ▲ express theories about the nature of dance and the underlying assumption that people have a need to dance  ▲ create and produce a professional standard musical event, using a repertoire of skills  ▲ place the arts/humanities within a larger social and historical context  ▲ diagram similarities and differences between forms and styles of art/dance/literature/music/theater, past, and present  ▲ take part in a school performance, either behind the scenes as director, costumer, scenery artist, advertising manager, stage manager or on stage as actor, singer, dancer, musician  ▲ work collaboratively in leadership roles and as members of a team  ▲ create and produce a professional standard dance performance using a repertoire of skills | **Performing Arts Career Pathway (AR-PRF)**  2. Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.  3. Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.  4. Demonstrate knowledge of music theory. |
| **Creativity and Collaboration,**Spring ‘21-- .25 credits  After a review of various artists—directors, writers, composers and choreographers, students will immerse themselves in the practice and study of collaboration, experimenting with and gaining skills in co-creation and shared authorship as they move along. Students will have the opportunity to develop creative abilities through experiences in performance-based arts and apply these in a collaborative project. | | | | | | |
| Creativity and Collaboration | Theatre/Creating#TH:Cr2.1  **Anchor Standard: Organize and develop artistic ideas and work.**  b. Collaborate as a creative team to discover artistic solutions and make interpreted choices in a devised or scripted drama or theatre work.  Theatre/Performing Pr4.1.HSIII  **Anchor Standard 4 Select, analyze, and interpret artistic work for presentation.**  a. Apply reliable theatrical research of directors’ styles to form unique choices for a directorial concept. | Dance/Creating#DA:Cr2.1  **Anchor Standard: Organize and develop artistic ideas and work.**  c. Research choreographers who have worked in alternative performance venues, focusing on site-specific pieces, and choreographers who have collaborated with theatre and/or visual and media artists, to create dances that were "outside the box" of the theatrical dance of the time.  Dance/Performing#DA:Pr6.1  **Anchor Standard: Convey meaning through the presentation of artistic work.**  c. As dancers and choreographers: Work collaboratively to produce dance concerts in a variety of venues. | Music Theory Composition/Performing#MU:Pr4.2  **Anchor Standard:**Select, analyze and interpret artistic work for presentation.  Analyze how the structural aspects, elements of music, and compositional techniques of selected works relate to the style, function, and context, and inform prepared and improvised performances.  Music Technology/Performing#MU:Pr4.3.T  **Anchor Standard: Select, analyze and interpret artistic work for presentation.**  Explain and present interpretations that demonstrate an understanding of how the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences. | Music Traditional and Emerging Ensembles/Responding#MU:Re8.1.E  **Anchor Standard: Interpret intent and meaning in artistic work.**  Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. | ▲ keep a daily journal of the obstacles, frustrations, and successes encountered while working in a community service organization or after-school program  ▲ serve on a team to publicize school/community issues and events  ▲ place the arts/humanities within a larger social and historical context  ▲ demonstrate adaptable, cooperative, empathetic, enthusiastic, equalitarian, polite, and responsible behavior in a work group or job setting  ▲ take part in a school performance, either behind the scenes as director, costumer, scenery artist, advertising manager, stage manager or on stage as actor, singer, dancer, musician  ▲ display examples of original writing or art in a library or other public setting  ▲ identify the strengths and weaknesses of specific musical works and performances. | **Performing Arts Career Pathway (AR-PRF)**  2. Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.  4. Demonstrate knowledge of music theory.  5. Explain key issues affecting the creation of characters, acting skills and roles.  6. Create stage, film, television or electronic media scripts in a variety of traditional and current formats. |
| **Artist Management**, Spring ‘21-- .125 credits  This course explores the role and importance of an artist manager, what they do, and how they impact the career of the artist and their brand. The course begins with the basics: why an artist needs a manager, the keys to finding the right partner, and a typical management contract. From there, students will cover the details of planning an artist’s career, money management and what to do when things go wrong. | | | | | | |
| Artist Management |  |  |  |  | Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.  Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.  Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.  Standard 3b  ▲ exert a high level of effort and perseverance toward goal attainment  ▲ display consistently high standards of attendance, enthusiasm and punctuality  ▲ understand how to manage time and materials efficiently  ▲ show behaviors that comply with social, legal, and ethical requirements of the arts, broadcasting, journalism, and publishing | **Arts, A/V Technology & Communications Career Cluster (AR)**  4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. |
| **Fall 2021** | | | | | | |
| **Composition Original Works,**Fall ‘21-- .5 credits  This class, completed over two semesters, encourages performers to deepen their respective practices through critical engagement and the active exploration of issues and ideas tied to contemporary performance art-making practices. Students will be encouraged to experiment and take risks to discover a personal voice to communicate artistic intent.  Students are introduced to ongoing guest critics during group critiques or workshops, produce critical writing centered in their work, develop the technical schematic and support necessary to bring their vision to life and participate in a year-end performance. Students may work alone but are encouraged to cast classmates in their pieces. Students must justify artistic choices and explain how they are used to intensify artistic intent. | | | | | | |
| Composition of Original Works | Theatre/Creating#TH:Cr3.1  **Anchor Standard: Refine and complete artistic work.**  a. Refine the style, genre, form, and theatrical conventions of a devised or scripted work.  b. Synthesize research, script analysis, and context to create a performance that is believable, authentic, and relevant.  Theatre/Responding#TH:Re8.1  **Anchor Standard: Interpret meaning in artistic work.**  a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others. | Dance/Creating #DA:Cr1.1  **Anchor Standard: Generate and conceptualize artistic ideas and work**.  a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.  b. Expand personal movement preferences and strengths to discover new and unfamiliar solutions to communicate the artistic intent of an original dance work. Analyze the new and unfamiliar solutions, the use of variation of the elements of dance, and explain why they were effective in expanding artistic intent.  DA:Cn10.1  **Anchor Standard: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.**  a. Review original choreographies developed over time with respect to content and context and their relationship to personal knowledge and experiences. Reflect on and analyze the changes in one's personal growth and the variables that contributed to them. | Music Theory Composition/Creating#MU:Cr2.1.C  **Anchor Standard: Organize and develop artistic ideas and work.**  a. Select, develop, and organize melodic, rhythmic, and harmonic ideas in drafts of music within a variety of moderately complex or complex forms and analyze their development.  Music Theory Composition/Creating#MU:Cr3.1.C  **Anchor Standard: Refine and complete artistic work.**  Research, identify, explain, and apply student-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.  Music Theory Composition/Performing/#MU:Pr6.1.C  **Anchor Standard: Convey meaning through the presentation of artistic work.**  a. Share live or recorded performances of works (both personal and others’) and explain and demonstrate understanding of how the expressive intent of the music is conveyed. b. Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape personal creative efforts.  Music Technology/Creating#MU:Cr3.2.T  **Anchor Standard: Refine and complete artistic work.**  Share a collection of musical creations representing varied styles and genres that demonstrates musical and technological craftsmanship through the use of digital and analog tools, digital resources, and digital systems.  Music Technology/Performing#MU:Pr5.1.T  **Anchor Standard: Develop and refine artistic techniques and work for presentation.**  Develop and apply criteria, including feedback from multiple sources, and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances of a program of music of contrasting styles. | Music Traditional and Emerging Ensembles/Responding#MU:Re7.1.E  **Anchor Standard: Perceive and analyze artistic work.**  Use research and personally-developed criteria to justify choices made when selecting music by citing knowledge of the music, and individual and ensemble purpose and context.  Music Traditional and Emerging Ensembles/Responding#MU:Re7.2.E  **Anchor Standard: Perceive and analyze artistic work.**  Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music. | Standard 3b:  ▲ encourage thought-provoking, ethical, and challenging exploration of ideas about the arts and humanities  ▲ understand how actors, dancers, musicians, or writers make artistic decisions  ▲ work collaboratively in leadership roles and as members of a team  ▲ defend and/or explain their creative process, practice, and product  ▲ create a product that crosses traditional disciplines, integrating knowledge acquired in school, at work, or at home  ▲ demonstrate adaptable, cooperative, empathetic, enthusiastic, equalitarian, polite, and responsible behavior in a work group or job setting  ▲ cultivate attributes essential for working in the arts and humanities such as: attention to detail, stamina, and self-discipline  ▲ use cooperative decision-making while creating an original work for two or more dancers  ▲ exert a high level of effort and perseverance toward goal attainment  ▲ display consistently high standards of attendance, enthusiasm and punctuality  ▲ exemplify positive attitudes toward their work, the workplace, and authority figures.  ▲ combine ideas in original ways; connect apparently unrelated ideas  ▲ understand how to manage time and materials efficiently  ▲ write scenes, monologues, and stories to communicate emotions and ideas  ▲ convey a point of view and personal style via an art work  ▲ capitalize on mistakes in fashioning a dance or theatrical work  ▲ create characters by combining body language, facial expression, and sound | **Performing Arts Career Pathway (AR-PRF)**  1. Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.  2. Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.  3. Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.  4. Demonstrate knowledge of music theory.  5. Explain key issues affecting the creation of characters, acting skills and roles.  6. Create stage, film, television or electronic media scripts in a variety of traditional and current formats.  **Arts, A/V Technology & Communications Career Cluster (AR)**  1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.  2. Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.  3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. |
| **Solo Performance**, Fall ‘21-- .25 credits  This course will introduce and engage the history, topics, theoretical guideposts, and landmark figures/performances central to the genre of solo performance. Working between critical examination and practice, participants will analyze the form and content of leading solo performers while also composing a series of short exercises that activate solo performance strategies and methods. The course will culminate in the creation of a participant's self-authored, short solo performance piece, and the compilation of a performance portfolio which documents the artistic processes involved. | | | | | | |
| Solo Performance | Theatre/Performing#TH:Pr4.1  **Anchor Standard: Select, analyze, and interpret artistic work for presentation.**  b. Apply a variety of researched acting techniques as an approach to character choices.  Theatre/Performing#TH:Pr5.1  **Anchor Standard: Develop and refine artistic techniques and work for presentation.**  a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance. | Dance/Performing#DA:Pr5.1  **Anchor Standard: Develop and refine artistic techniques and work for presentation.**  a. As dancers: Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.  Dance/Performing#DA:Pr6.1  **Anchor Standard: Convey meaning through the presentation of artistic work.**  a. Demonstrate commitment, dependability, responsibility, and cooperation when preparing for performances. Model performance etiquette and performance practices during class, rehearsal, and performance. Enhance performance by using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance and production terminology.  Dance/Performing#DA:Pr5.1  **Anchor Standard: Develop and refine artistic techniques and work for presentation.**  b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs personal practice. | Music Theory Composition/Performing#MU:Pr4.1  **Anchor Standard: Select, analyze and interpret artistic work for presentation.**  a. Select, using student-developed criteria, specific movements or entire works, based on theoretical and structural characteristics, interest, and an understanding of the performer’s technical skill.  Music Theory Composition/Responding#MU:Re9.1.C  **Anchor Standard: Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**  Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory and complex compositional techniques and procedures.  Music Technology/Performing#MU:Pr4.1.T  **Anchor Standard: Select, analyze and interpret artistic work for presentation.**  Select, using student-developed criteria, varied programs, based on interests, an understanding of the theoretical and structural characteristics, as well as expressive challenges in the music, and the performer’s technical skill, using digital tools, digital resources, and digital systems.  Music Technology/Responding#MU:Re7.I.T  **Anchor Standard: Perceive and analyze artistic work.**  Use research to develop personal criteria for selecting, describing, and comparing a variety of programs containing digital and electronic aspects.  Music Technology/Performing#MU:Pr4.2.T  **Anchor Standard: Select, analyze and interpret artistic work for presentation.**  Examine, evaluate and critique how context, theoretical, and structural aspects of the music, and digital tools inform and influence prepared and improvised performances. | Music Traditional and Emerging Ensembles/Creating#MU:Cr3.2.E  **Anchor Standard: Refine and complete artistic work.**  a. Share compositions, improvisations, and arrangements, individually or as an ensemble.  Music Traditional and Emerging Ensembles/Performing#MU:Pr4.1.E  **Anchor Standard: Select, analyze and interpret artistic work for presentation.**  a. Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. | ▲ perform a solo in one or more of the following genres: ballet, ethnic dance, folk, jazz or modern.  ▲ describe the strengths and weaknesses of their instrumental or voice performances in written form and outline a plan for improvement  ▲ identify the strengths and weaknesses of specific musical works and performances, including their own and others  ▲ encourage thought-provoking, ethical, and challenging exploration of ideas about the arts and humanities  ▲ convey a point of view and personal style via an art work    ▲ understand how actors, dancers, musicians, or writers make artistic decisions  ▲ defend and/or explain their creative process, practice, and product  ▲ cultivate attributes essential for working in the arts and humanities such as: attention to detail, stamina, and self-discipline  ▲ exert a high level of effort and perseverance toward goal attainment  ▲ display consistently high standards of attendance, enthusiasm and punctuality  ▲ exemplify positive attitudes toward their work, the workplace, and authority figures.  ▲ understand how to manage time and materials efficiently  ▲ provide evidence of high personal standards through exhibitions, performances or portfolios that are recognized as excellent by the profession  ▲ write monologues, and stories to communicate emotions and ideas  ▲ capitalize on mistakes in fashioning a dance or theatrical work  ▲ create characters by combining body language, facial expression, and sound | **Performing Arts Career Pathway (AR-PRF)**  2. Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.  3. Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.  4. Demonstrate knowledge of music theory.  5. Explain key issues affecting the creation of characters, acting skills and roles.  6. Create stage, film, television or electronic media scripts in a variety of traditional and current formats.  7. Describe how technology and technical support enhance performing arts productions. |
| **Arts Entrepreneurship**, Fall ‘21-- .125 credits  Introduction to Arts Entrepreneurship is a survey of a business strategies, including money management, investing, insurance, taxes and all the other details behind a successful career in the arts. This course also emphasizes the importance of entrepreneurial thinking, engages students with the fundamentals of the arts “business”, and explores ways to influence and shape the industry’s future. The course will explore the inner workings of the arts industry, using creative problem-solving exercises, discussion questions, collaborative projects, case studies, and hands-on activities. Students will have firsthand experience with guest experts in the fields of promotion, management, and artist representatives, and thus begin creating their own networks and a path to their future activities in the arts. | | | | | | |
| Arts Entrepreneurship |  |  |  |  | Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.  Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.  Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.  Standard 3b:  ▲ exert a high level of effort and perseverance toward goal attainment  ▲ display consistently high standards of attendance, enthusiasm and punctuality  ▲ understand how to manage time and materials efficiently  ▲ show behaviors that comply with social, legal, and ethical requirements of the arts, broadcasting, journalism, and publishing | 1. Act as a responsible and contributing citizen and employee  3. Attend to personal health and financial well-being  4. Communicate clearly and effectively and with reason  5. Consider the environmental, social and economic impacts of decisions  7. Employ valid and reliable research strategies  8. Utilize critical thinking to make sense or problems and persevere in solving them  9. Model integrity, ethical leadership, and effective management  10. Plan education and career paths aligned to personal goals  11. Use technology to enhance productivity  **Performing Arts Career Pathway (AR-PRF)**  1. Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.  **Arts, A/V Technology & Communications Career Cluster (AR)**  1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster  2. Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.  .  4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.  5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.  6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. |
| **Spring 2022** | | | | | | |
| **Original Works Performed,**Spring ‘22-- .5 credits  This class, completed over two semesters, encourages performers to deepen their respective practices through critical engagement and the active exploration of issues and ideas tied to contemporary performance art-making practices. Students will be encouraged to experiment and take risks to discover a personal voice to communicate artistic intent.  Students are introduced to ongoing guest critics during group critiques or workshops, produce critical writing centered in their work, develop the technical schematic and support necessary to bring their vision to life and participate in a year-end performance. Students may work alone but are encouraged to cast classmates in their pieces. Students must justify artistic choices and explain how they are used to intensify artistic intent. | | | | | | |
| Original Works Performed | Theatre/Creating#TH:Cr1.1  **Anchor Standard: Generate and conceptualize artistic ideas and work.**  a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama or theatre work.  Theatre/Creating#TH:Cr3.1  **Anchor Standard: Refine and complete artistic work.**  c. Apply technical proficiency to support the story and emotional effect of a devised or scripted drama or theatre work  Theatre/Performing#TH:Pr5.1  **Anchor Standard: Develop and refine artistic techniques and work for presentation.**  b. Explain and justify the technical design used to communicate a theatrical concept.  Theatre/Performing#TH:Pr6.1  **Anchor Standard: Convey meaning through the presentation of artistic work.**  a. Demonstrate a critical awareness of the relationship between the production and its audience. | Dance/Creating#DA:Cr2.1  **Anchor Standard: Organize and develop artistic ideas and work.**  a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.  b. Construct an artistic statement that communicates a personal, cultural and artistic perspective and discuss how the movement elements, choreographic devices, and dance structures serve to support the artistic statement.  Dance/Creating#DA:Cr3.1  **Anchor Standard: Refine and complete artistic work.**  a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria, using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.  Dance/Performing#DA:Pr5.1  **Anchor Standard: Develop and refine artistic techniques and work for presentation.**  c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence. | Music Theory Composition/Creating#MU:Cr3.2.C  **Anchor Standard: Refine and complete artistic work.**  a. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music, compositional techniques, and processes have been employed to realize expressive intent.  b. Describe a variety of possible contexts and media for presenting personal works, and explain and compare how each could affect the success of the final composition and presentation.  Music Theory Composition/Performing#MU:Pr5.1.C  **Anchor Standard: Develop and refine artistic techniques and work for presentation**.  a. Using established criteria and various sources of feedback, identify the ways in which the formal design, style, historical/cultural context, and compositional techniques of a work are conveyed in performances. c. Describe and evaluate ways in which critiquing others’ work and receiving feedback from others have been specifically applied in the personal creative process.  Music Theory Composition/Connecting#MU:Cn10.0.C  **Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.**  Design and complete a capstone project that requires musical leadership and creativity. Reflect on the experience.  Music Technology/Connecting#MU:Cn10.0.T  **Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.**  Design and complete a capstone project that requires musical leadership and creativity. Reflect on the experience.  **Anchor Standard: Generate and conceptualize artistic ideas and works.**  Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations in a variety of forms and styles that incorporate digital tools, digital resources, and digital systems.  Music Technology/Creating#MU:Cr2.1.T  **Anchor Standard: Organize and develop artistic ideas and work.**  Select, develop, and organize melodic, rhythmic, and harmonic ideas into a larger work that exhibits unity and variety, complexity and coherence, using digital and analog tools, digital resources, and digital systems.  Music Technology/Responding#MU:Re9.1.T  **Anchor Standard: Apply criteria to evaluate artistic work.**  Develop and justify the evaluation of a variety of music, based on established and personally developed criteria, digital, electronic, and analog features, and understanding of purpose and context. | Music Traditional and Emerging Ensembles/Creating#MU:Cr3.1.E  **Anchor Standard: Refine and complete artistic work.**  a. Evaluate and refine compositions, improvisations and arrangements, based on feedback and personally identified goals.  Music Traditional and Emerging Ensembles/Connecting#MU:Cn10.0.E  **Anchor Standard: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.**  a. Design and complete a capstone project that requires musical leadership and creativity. Reflect on the experience.  Music Traditional And Emerging Ensembles/Performing#MU:Pr4.2.E  **Anchor Standard: Select, analyze and interpret artistic work for presentation.**  a. Document and demonstrate how compositional devices and structural aspects of musical works may affect performances.  Music Traditional And Emerging Ensembles/Performing#MU:Pr4.3.E  **Anchor Standard: Select, analyze and interpret artistic work for presentation.**  a. Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performances and the performer's ability to connect with the audience.  Music Traditional And Emerging Ensembles/Performing#MU:Pr5.1.E  **Anchor Standard: Develop and refine artistic techniques and work for presentation.**  a. Develop, apply, evaluate, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.  b. Conduct or lead by providing aural and visual cues.  Music Traditional And Emerging Ensembles/Responding#MU:Re9.1.E  **Anchor Standard: Apply criteria to evaluate artistic work.**  Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. | Standard 3b:  ▲ create and/or produce a professional quality theatrical production using a repertoire of skills: improvisation, scene work, character development, costume, stage and lighting, funding, marketing, promoting    ▲ encourage thought-provoking, ethical, and challenging exploration of ideas about the arts and humanities  ▲ understand how actors, dancers, musicians, or writers make artistic decisions  ▲ work collaboratively in leadership roles and as members of a team  ▲ defend and/or explain their creative process, practice, and product  ▲ demonstrate adaptable, cooperative, empathetic, enthusiastic, equalitarian, polite, and responsible behavior in a work group or job setting  ▲ cultivate attributes essential for working in the arts and humanities such as: attention to detail, stamina, and self-discipline  ▲ exert a high level of effort and perseverance toward goal attainment  ▲ display consistently high standards of attendance, enthusiasm and punctuality  ▲ exemplify positive attitudes toward their work, the workplace, and authority figures.  ▲ understand how to manage time and materials efficiently  ▲ write scenes, monologues, and stories to communicate emotions and ideas  ▲ convey a point of view and personal style via an art work  ▲ capitalize on mistakes in fashioning a dance or theatrical work | **Performing Arts Career Pathway (AR-PRF)**  7. Describe how technology and technical support enhance performing arts productions.  8. Analyze all facets of stage and performing arts production management.  **Arts, A/V Technology & Communications Career Cluster® (AR)**  1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.  2. Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.  3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.  6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. |
| **Movement and Storytelling**, Spring ‘21-- .25 credits  This course introduces students to notions of space, time, shape, rhythm and movement, as components to be used in ensemble improvisational practices as well as developing choreographic material. The material created through collaboration with fellow students and following different prompts will be introduced as an ensemble-building tool, and further developed as a foundational vocabulary for composition across disciplines. | | | | | | |
| Movement and Storytelling |  | Dance/Performing#DA:Pr4.1  **Anchor Standard: Select, analyze, and interpret artistic work for presentation.**  a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and artistic intent. Establish and break spatial and conceptual relationships with other dancers and audience as appropriate to the dance.  c. Modulate dynamics to clearly express artistic intent and musicality while performing dance phrases and choreography. Perform movement sequences expressively by using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.  Dance/Performing#DA:Pr4.1  **Anchor Standard: Select, analyze, and interpret artistic work for presentation.**  a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and artistic intent. Establish and break spatial and conceptual relationships with other dancers and audience as appropriate to the dance.  c. Modulate dynamics to clearly express artistic intent and musicality while performing dance phrases and choreography. Perform movement sequences expressively by using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience. |  |  | ▲ express theories about the nature of dance and the underlying assumption that people have a need to dance  ▲ cultivate attributes essential for working in the arts and humanities such as: attention to detail, stamina, and self discipline  ▲ exert a high level of effort and perseverance toward goal attainment  ▲ display consistently high standards of attendance, enthusiasm and  punctuality  ▲ understand how to manage time and materials efficiently  ▲ convey a point of view and personal style via an art work  ▲ capitalize on mistakes in fashioning a dance or theatrical work  ▲ create characters by combining body language, facial expression, and sound  ▲ diagram similarities and differences between forms and styles of art/dance/literature/music/theater, past, and present  ▲ research the roots, analyze, and portray the similarities and differences between forms and styles of the arts—past and present  ▲ use cooperative decision-making while creating an original work for two or more dancers  ▲ select an instrumental composition and set performance goals with peers that will guide rehearsals  ▲ establish benchmarks to evaluate their own work and the work of peers  ▲ work collaboratively in leadership roles and as members of a team  ▲ create and produce a professional standard dance performance using a repertoire of skills: choreography, costume, lighting, and stage design, directing, marketing and promotion  ▲ create and produce a professional standard musical event, using a repertoire of skills: performing, funding, marketing, promotion  ▲ create original works that demonstrate that they are adventurous, courageous, curious, imaginative, independent, and inventive  ▲ defend and/or explain their creative process, practice, and product | **Performing Arts Career Pathway (AR-PRF)**  2. Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.  5. Explain key issues affecting the creation of characters, acting skills and roles. |
| **Creative Promotion in the Arts**‘21-- .125 credits  This class offers a comprehensive study of media options available for the promotion of artists, products, and services. It includes a brief discussion of marketing plans, followed by a detailed look at both old and new media. Concepts such as integrated marketing communication are melded with creative tools for branding. Students will analyze an existing promotion plan, as well as create one of their own for a new product. Particular attention is given to the use of the internet for communication and the location and retrieval of business-related data. | | | | | | |
| Creative Promotion in the Arts |  |  |  |  | **New York State (Commencement Level) CDOS Standards Standard**  1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.  Standard  2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.  Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.  **Common Career Technical Core Standards Career Ready Practices**  2. Apply appropriate academic and technical skills  4. Communicate clearly and effectively and with reason  5. Consider the environmental, social and economic impacts of decisions  6. Demonstrate creativity and innovation  7. Employ valid and reliable research strategies  8. Utilize critical thinking to make sense of problems and persevere in solving them  11. Use technology to enhance productivity  12. Work productively in teams while using cultural global competence. | **Performing Arts Career Pathway (AR-PRF)**  7. Describe how technology and technical support enhance performing arts productions.  **Arts, A/V Technology & Communications Career Cluster (AR)**  1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. |