**Pathway III: Production & Managerial Arts**

* **Assessment**: NOCTI- Code 7700: Technical Theatre
* **CIP Code**: 50.0502-Technical Theatre/Theatre Design and Technology
* **Description**: 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 both the technical skills and the organizational
* and managerial knowledge necessary to bring arts, media, and entertainment to the public.
* **Sample occupations associated with this pathway**: Producers, Directors for Theater, Television, Concerts, and Motion Picture, Stage Manager/Production Manager, Theatrical and Broadcast Technician, Agents, Business Managers of Artists, Lighting Designer, Sound Engineer, Costume & Wardrobe Designer, Makeup Artists, Theatrical and Performance, Set & Exhibit Designers

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|  | **NYS Arts Standards (HS Advanced) Visual Arts**  **C:\Users\EGiglio\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\AAE915A9.tmp** | **NYS Arts Standards (HS Advanced) Media Arts**  **C:\Users\EGiglio\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\AAE915A9.tmp** | **NYS Arts Standards (HS Advanced) Media Arts**  **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** | | | | | |
| **Lighting Design & Electrics,** Fall ‘20-- .25 credits  In this introductory lighting class, students will learn the basic function of theatrical lighting, how to hang lights and plug them into existing theatrical electrical systems and focus them on stage. Students will also gain insight into the programming of cues and designing the different looks necessary for a production. | | | | | |
| **Lighting Design & Electrics** | Visual Arts/Creating#VA:Cr1.2  **Anchor Standard: Generate and conceptualize artistic ideas and work.**  Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept.  Visual Arts/Creating#VA:Cr2.2  **Anchor Standard: Organize and develop artistic ideas and work.**  Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.  Visual Arts/Creating#VA:Cr3.1  **Anchor Standard: Refine and complete artistic work.**  Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.  Visual Arts/Responding#VA:Re7.1  **Anchor Standard: Perceive and analyze artistic work.**  Hypothesize ways in which art influences perception and understanding of human experiences.  Visual Arts/Responding#VA:Re7.2  **Anchor Standard: Perceive and analyze artistic work.**  Evaluate the effectiveness of images to influence ideas, feelings, and behaviors of specific audiences.  Visual Arts/Connecting#VA:Cn10.1  **Anchor Standard: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.**  Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. | Media Arts/Creating#MA:Cr1.1.1  **Anchor Standard: Generate and conceptualize artistic ideas and work.**  a. Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations for media artwork.  Media Arts/Creating#MA:Cr2.1.1  **Anchor Standard: Organize and develop artistic ideas and work.**  a. Integrate sophisticated personal criteria and knowledge of creative problem-solving in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.  Media Arts/Creating#MA:Cr3.1  **Anchor Standard: Refine and complete artistic work.**  a. Synthesize, elaborate, and refine content, processes, and components to express a compelling and targeted purpose, narrative, emotion, or ideas within complex media arts productions.  Media Arts/Producing#MA:Pr4.1  **Anchor Standard: Select, analyze, and interpret artistic work for presentation.**  a. Maintain fidelity when presenting media arts productions that synthesize various arts, media arts forms, academic content, and processes across platforms.  Media Arts/Producing#MA:Pr5.1  **Anchor Standard: Develop and refine artistic techniques and work for presentation.**  a. Fluently and independently utilize, adapt, and experiment with tools, styles, and systems, in traditional and innovative ways in the presentation of complex media artwork.  Media Arts/Connecting#MA: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. Research and examine relationships between historical, personal, and global contexts in media art to demonstrate how those works shape cultures, past, present, and future. | 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.  b. Create a complete design for a drama or theatre work that incorporates technical elements.  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/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.  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.  b. Collaborate as a creative team to discover artistic solutions and make interpreted choices in a devised or scripted drama or theatre work. | Standard 3b:  ▲ prepare a presentation for a production meeting using computer aided design for costumes, lighting, and sets designs.  ▲ know how to work safely with hazardous materials and equipment.  ▲ clarify the nature of a live theatrical performance versus television or movies, including acting, directing, and technical elements.  ▲ understand how to manage time and materials efficiently  ▲ convey a point of view and personal style via an art work  ▲ inventory and evaluate all the art forms incorporated in a theatrical production  ▲ 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 | **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. |
| **Audience Management**, Fall ‘20-- .125 credits  The House Manager oversees all facilities except those on the immediate stage. Some House Managers, especially those in larger theaters, also function as facility managers. Facility managers are usually responsible for booking the theater so that it is continually occupied and returns a profit to the owners, public or private. In this class, students will learn about audience management and how to fulfill the expectation of a professional production. | | | | | |
| Audience Management |  |  |  | ▲ display consistently high standards of attendance, enthusiasm and punctuality  ▲ understand how to manage time and materials efficiently  ▲ work collaboratively in leadership roles and as members of a team  ▲ display diligence and perseverance in the face of unpleasant tasks  ▲ demonstrate adaptable, cooperative, empathetic, enthusiastic, equalitarian, polite, and responsible behavior in a work group or job setting  ▲ exemplify positive attitudes toward their work, the workplace, and authority figures.  ▲ take part in a major school performance behind the scenes as director, costumer, scenery artist, advertising manager, stage manager | 1. Act as a responsible and contributing citizen and employee  4. Communicate  clearly and effectively and with reason  5. Consider the environmental, social and economic impacts of decisions  8. Utilize critical thinking to make sense or problems and persevere in solving them  9. Model integrity, ethical leadership, and effective management  Arts, A/V Technology & Communications Career Cluster (AR)  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. |
| **Careers in the Arts**, 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. |
| **Spring 2021** | | | | | |
| **Life Cast & Character Design,** Spring ‘21-- .50 credits  Students enrolled in this class will have the opportunity to get a life cast made of themselves, as well as participate in the life casting of other students. With completed life casts, students will work on creating characters and sculpting appliances to be cast in silicone and applied to their faces. In this studio-oriented class, students will learn the proper molding and casting techniques for silicone appliances. | | | | | |
| Life Cast & Character Design | Visual Arts/Creating#VA:Cr1.2  **Anchor Standard: Generate and conceptualize artistic ideas and work.**  Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept.  Visual Arts/Creating#VA:Cr2.1  **Anchor Standard: Organize and develop artistic ideas and work.**  Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.  Visual Arts/Creating#VA:Cr2.2  **Anchor Standard: Organize and develop artistic ideas and work.**  Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.  Visual Arts/Creating#VA:Cr2.3  **Anchor Standard: Organize and develop artistic ideas and work.**  Demonstrate in works of art or design how visual and material culture define, shape, enhance, inhibit, and/or empower people's lives.  Visual Arts/Creating#VA:Cr3.1  **Anchor Standard: Refine and complete artistic work.**  Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.  Visual Arts/Responding#VA:Re7.1  **Anchor Standard: Perceive and analyze artistic work.**  Hypothesize ways in which art influences perception and understanding of human experiences.  Visual Arts/Presenting#VA:Pr5.1  **Anchor Standard: Develop and refine artistic techniques and work for presentation.**  Investigate, compare, and contrast methods for preserving and protecting art  Visual Arts/Responding#VA:Re7.2  **Anchor Standard: Perceive and analyze artistic work.**  Evaluate the effectiveness of images to influence ideas, feelings, and behaviors of specific audiences.  Visual Arts/Connecting#VA:Cn10.1  **Anchor Standard: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.**  Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. |  | 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.  b. Create a complete design for a drama or theatre work that incorporates technical elements.  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/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. | Standard 3b:  ▲ understand how to manage time and materials efficiently  ▲ convey a point of view and personal style via an art work  ▲ know how to work safely with hazardous materials and equipment. | **Visual Arts Career Pathway (AR-VIS)**  1. Describe the history and evolution of the visual arts and its role in and impact on society.  2. Analyze how the application of visual arts elements and principles of design communicate and express ideas.  3. Analyze and create two-and three-dimensional visual art forms using various media |
| **Advanced Scenic Design,** Spring ‘21-- .25 credits  In this course, students will be able to exercise their scenic development tools in a completely 3-D environment and understand the core principles of sharing their work with other members in a production team. | | | | | |
| Advanced Scenic Design | Visual Arts/Creating#VA:Cr1.2  **Anchor Standard: Generate and conceptualize artistic ideas and work.**  Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept.  Visual Arts/Creating#VA:Cr2.1  **Anchor Standard: Organize and develop artistic ideas and work.**  Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.  Visual Arts/Creating#VA:Cr2.2  **Anchor Standard: Organize and develop artistic ideas and work.**  Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.  Visual Arts/Creating#VA:Cr3.1  **Anchor Standard: Refine and complete artistic work.**  Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.  Visual Arts/Presenting#VA:Pr.4.1  **Anchor Standard: Select, analyze and interpret artistic work for presentation.**  Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.  Visual Arts/Presenting#VA:Pr5.1  **Anchor Standard: Develop and refine artistic techniques and work for presentation.**  Investigate, compare, and contrast methods for preserving and protecting art  Visual Arts/Responding#VA:Re7.1  **Anchor Standard: Perceive and analyze artistic work.**  Hypothesize ways in which art influences perception and understanding of human experiences.  Visual Arts/Responding#VA:Re7.2  **Anchor Standard: Perceive and analyze artistic work.**  Evaluate the effectiveness of images to influence ideas, feelings, and behaviors of specific audiences.  Visual Arts/Connecting#VA:Cn10.1  **Anchor Standard: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.**  Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. |  | 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.  b. Create a complete design for a drama or theatre work that incorporates technical elements.  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/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.  b. Collaborate as a creative team to discover artistic solutions and make interpreted choices in a devised or scripted drama or theatre work.  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. | Standard 3b:  ▲ apply techniques of perspective and technical drawing to render a survey of furniture styles, past and present  ▲ prepare a presentation for a production meeting using computer aided design for costumes, lighting, and sets designs.  ▲ understand how to manage time and materials efficiently  ▲ convey a point of view and personal style via an art work  ▲ know how to work safely with hazardous materials and equipment. | **Visual Arts Career Pathway (AR-VIS)**  1. Describe the history and evolution of the visual arts and its role in and impact on society.  2. Analyze how the application of visual arts elements and principles of design communicate and express ideas.  3. Analyze and create two-and three-dimensional visual art forms using various media |
| **Stage Management**, Spring ‘21-- .125 credits  This course will include the principles and practices of stage management including rehearsal coordination, and director/cast/crew relationships during rehearsal for theater, opera, musical theater, dance, and music shows. The course combines classroom instruction with practicum experience. Students are required to stage manage and crew LIHSA productions during the year and participate in the rehearsal process. | | | | | |
| Stage Management |  |  | 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/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. | ▲ display consistently high standards of attendance, enthusiasm and punctuality  ▲ understand how to manage time and materials efficiently  ▲ work collaboratively in leadership roles and as members of a team  ▲ display diligence and perseverance in the face of unpleasant tasks  ▲ demonstrate adaptable, cooperative, empathetic, enthusiastic, equalitarian, polite, and responsible behavior in a work group or job setting  ▲ exemplify positive attitudes toward their work, the workplace, and authority figures.  ▲ take part in a major school performance behind the scenes as director, costumer, scenery artist, advertising manager, stage manager | 1. Act as a responsible and contributing citizen and employee  4. Communicate  clearly and effectively and with reason  5. Consider the environmental, social and economic impacts of decisions  8. Utilize critical thinking to make sense or problems and persevere in solving them  9. Model integrity, ethical leadership, and effective management  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.  7. Describe how technology and technical support enhance performing arts productions.  8. Analyze all facets of stage and performing arts production management. |
| **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 | 1. Act as a responsible and contributing citizen and employee  2. Apply appropriate academic and technical skills  3. Attend to personal health and financial well-being  4. Communicate clearly, effectively and with reason  5. Consider the environmental, social and economic impacts of decisions  8. Utilize critical thinking to make sense of problems and persevere in solving them  9. Model integrity, ethical leadership and effective management.  10. Plan education and career path aligned to personal goals.  **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.  **Performing Arts Career Pathway (AR-PRF)**  1. Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.  8. Analyze all facets of stage and performing arts production management. |
| **Fall 2021** | | | | | |
| **Microphones & The Performer,** Fall ‘21-- .5 credits  This class provides an overview of sound-reinforcement equipment currently used in live performance and how to use it effectively. Topics will include basic system hookup, kinds of microphones, PA mixers, and speakers, adding effects, use of monitors, and communicating effectively with the sound person. | | | | | |
| **Microphones & The Performer** |  | Media Arts/Creating#MA:Cr1.1.1  **Anchor Standard: Generate and conceptualize artistic ideas and work.**  a. Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations for media artwork.  Media Arts/Creating#MA:Cr3.1  **Anchor Standard: Refine and complete artistic work.**  a. Synthesize, elaborate, and refine content, processes, and components to express a compelling and targeted purpose, narrative, emotion, or ideas within complex media arts productions.  Media Arts/Producing#MA:Pr4.1  **Anchor Standard: Select, analyze, and interpret artistic work for presentation.**  a. Maintain fidelity when presenting media arts productions that synthesize various arts, media arts forms, academic content, and processes across platforms.  Media Arts/Producing#MA:Pr5.1  **Anchor Standard: Develop and refine artistic techniques and work for presentation.**  a. Fluently and independently utilize, adapt, and experiment with tools, styles, and systems, in traditional and innovative ways in the presentation of complex media artwork. | 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/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/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. | Standard 3b:  ▲ prepare a presentation for a production meeting using computer aided design.  ▲ know how to work safely with hazardous materials and equipment.  ▲ clarify the nature of a live theatrical performance versus television or movies, including acting, directing, and technical elements.  ▲ understand how to manage time and materials efficiently  ▲ convey a point of view and personal style via an art work  ▲ inventory and evaluate all the art forms incorporated in a theatrical production  ▲ create and/or produce a professional quality theatrical production using a repertoire of skills | **Arts, A/V Technology & Communications Career Cluster (AR)**  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.  **A/V Technology & Film Career Pathway (AR-AV)**  1. Describe the history, terminology, occupations and value of audio technology.  2. Demonstrate the use of basic tools and equipment used in audio, video and film production.  3. Demonstrate technical support skills for audio, video and/or film productions.  4. Design an audio, video and/or film production |
| **Computer Modeling**Fall ‘21-- .25 credits  In this computer-based course, students will learn how to utilize computer software to create 3-D models. Additional exploration in 3-D modeling concepts will allow students to create prototypes using the popular manufacturing technique of 3-D printing. | | | | | |
| Computer Modeling | Visual Arts/Creating#VA:Cr1.2  **Anchor Standard: Generate and conceptualize artistic ideas and work.**  Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept.  Visual Arts/Creating#VA:Cr2.2  **Anchor Standard: Organize and develop artistic ideas and work.**  Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.  Visual Arts/Creating#VA:Cr3.1  **Anchor Standard: Refine and complete artistic work.**  Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.  Visual Arts/Responding#VA:Re7.2  **Anchor Standard: Perceive and analyze artistic work.**  Evaluate the effectiveness of images to influence ideas, feelings, and behaviors of specific audiences. | Media Arts/Creating#MA:Cr1.1.1  **Anchor Standard: Generate and conceptualize artistic ideas and work.**  a. Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations for media artwork.  Media Arts/Creating#MA:Cr2.1.1  **Anchor Standard: Organize and develop artistic ideas and work.**  a. Integrate sophisticated personal criteria and knowledge of creative problem-solving in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.  Media Arts/Creating#MA:Cr3.1  **Anchor Standard: Refine and complete artistic work.**  a. Synthesize, elaborate, and refine content, processes, and components to express a compelling and targeted purpose, narrative, emotion, or ideas within complex media arts productions.  Media Arts/Producing#MA:Pr4.1  **Anchor Standard: Select, analyze, and interpret artistic work for presentation.**  a. Maintain fidelity when presenting media arts productions that synthesize various arts, media arts forms, academic content, and processes across platforms.  Media Arts/Connecting#MA: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. Research and examine relationships between historical, personal, and global contexts in media art to demonstrate how those works shape cultures, past, present, and future. |  | **3b: Career Majors**  ▲ employ electronic media to communicate visual ideas  ▲ cultivate attributes essential for working in the arts and humanities such as: attention to detail, stamina, and self discipline  ▲ combine ideas in original ways; connect apparently unrelated ideas  ▲ use learning techniques to apply and adapt new knowledge and skills to both familiar and changing situations  ▲ convey a point of view and personal style via an art work  ▲ 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 | **Visual Arts Career Pathway (AR-VIS)**  2. Analyze how the application of visual arts elements and principles of design communicate and express ideas.  3. Analyze and create two-and three-dimensional visual art forms using various media. |
| **Introduction to Theatre,** Fall ‘21-- .125 credits  As a set of staged practices rich with social context, theater has sought to document, engage, and affect communities. This course introduces and explores theater from page to stage as a live performing art. Topics will include the relationship between theater and society, dramatic structure, theatrical representation, and the crafts of theater artists such as directors, designers, playwrights, and actors. Students will also engage with live performances and video archives of past performances. | | | | | |
| Introduction to Theatre |  |  | 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.  b. Collaborate as a creative team to discover artistic solutions and make interpreted choices in a devised or scripted drama or theatre work.  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.  c. Apply technical proficiency to support the story and emotional effect of a devised or scripted drama or theatre work.  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.  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.  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: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.  b. Gather evidence and explain aesthetics to create a context for critical research that informs artistic decisions.  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: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. | Standard 3b:  ▲ 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  ▲ 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.  5. Explain key issues affecting the creation of characters, acting skills and roles.  8. Analyze all facets of stage and performing arts production management. |
| **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:  ▲ 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)**  1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster |
| **Spring 2022** | | | | | |
| **Scars, Aging and Makeup Application,** Spring ‘22-- .5 credits  Students in this course will learn simple yet effective methods of completing appearance-altering makeups. This expansive and detailed course further develops the students understanding of make-up creating character, and how products can be manipulated to achieve specific effects. Using latex, silicone, and other special effects makeup materials, make student models appear older, have wounds, or have facial hair. Students enrolled in this class should be ready to get dirty, as both the applying artist and the model. | | | | | |
| Scars, Aging and Makeup Application | Visual Arts/Creating#VA:Cr1.2  **Anchor Standard: Generate and conceptualize artistic ideas and work.**  Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept.  Visual Arts/Creating#VA:Cr2.2  **Anchor Standard: Organize and develop artistic ideas and work.**  Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.  Visual Arts/Creating#VA:Cr2.3  **Anchor Standard: Organize and develop artistic ideas and work.**  Demonstrate in works of art or design how visual and material culture define, shape, enhance, inhibit, and/or empower people's lives.  Visual Arts/Creating#VA:Cr3.1  **Anchor Standard: Refine and complete artistic work.**  Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.  Visual Arts/Responding#VA:Re7.1  **Anchor Standard: Perceive and analyze artistic work.**  Hypothesize ways in which art influences perception and understanding of human experiences.  Visual Arts/Responding#VA:Re7.2  **Anchor Standard: Perceive and analyze artistic work.**  Evaluate the effectiveness of images to influence ideas, feelings, and behaviors of specific audiences.  Visual Arts/Connecting#VA:Cn10.1  **Anchor Standard: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.**  Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. |  | 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.  b. Create a complete design for a drama or theatre work that incorporates technical elements.  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/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.  b. Collaborate as a creative team to discover artistic solutions and make interpreted choices in a devised or scripted drama or theatre work.  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. | Standard 3b:  ▲ understand how to manage time and materials efficiently  ▲ convey a point of view and personal style via an art work  ▲ know how to work safely with hazardous materials and equipment. | **Visual Arts Career Pathway (AR-VIS)**  2. Analyze how the application of visual arts elements and principles of design communicate and express ideas.  3. Analyze and create two-and three-dimensional visual art forms using various media. |
| **Costume Construction**, Spring ‘22-- .25 credits  This course will review basic principles of theatre costume design and will introduce rendering skills. Emphasis will be placed on the development of design concepts, unity, character statement, basic clothing design and period style adaptation. Class projects will involve building garments for various LIHSA productions and students may serve as wardrobe crew on these productions. | | | | | |
| Costume Construction | Visual Arts/Creating#VA:Cr1.2  **Anchor Standard: Generate and conceptualize artistic ideas and work.**  Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept.  Visual Arts/Creating#VA:Cr2.1  **Anchor Standard: Organize and develop artistic ideas and work.**  Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.  Visual Arts/Creating#VA:Cr2.2  **Anchor Standard: Organize and develop artistic ideas and work.**  Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.  Visual Arts/Creating#VA:Cr2.3  **Anchor Standard: Organize and develop artistic ideas and work.**  Demonstrate in works of art or design how visual and material culture define, shape, enhance, inhibit, and/or empower people's lives.  Visual Arts/Creating#VA:Cr3.1  **Anchor Standard: Refine and complete artistic work.**  Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.  Visual Arts/Presenting#VA:Pr.4.1  **Anchor Standard: Select, analyze and interpret artistic work for presentation.**  Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.  Visual Arts/Presenting#VA:Pr5.1  **Anchor Standard: Develop and refine artistic techniques and work for presentation.**  Investigate, compare, and contrast methods for preserving and protecting art.  Visual Arts/Responding#VA:Re7.1  **Anchor Standard: Perceive and analyze artistic work.**  Hypothesize ways in which art influences perception and understanding of human experiences.  Visual Arts/Responding#VA:Re7.2  **Anchor Standard: Perceive and analyze artistic work.**  Evaluate the effectiveness of images to influence ideas, feelings, and behaviors of specific audiences.  Visual Arts/Connecting#VA:Cn10.1  **Anchor Standard: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.**  Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. |  | 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.  b. Create a complete design for a drama or theatre work that incorporates technical elements.  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/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.  b. Collaborate as a creative team to discover artistic solutions and make interpreted choices in a devised or scripted drama or theatre work.  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. | Standard 3b:  ▲prepare a presentation for a production meeting using computer aided design for costumes, lighting, and sets designs.  ▲ determine how dress influences verbal and nonverbal communication. | **Visual Arts Career Pathway (AR-VIS)**  1. Describe the history and evolution of the visual arts and its role in and impact on society.  2. Analyze how the application of visual arts elements and principles of design communicate and express ideas.  3. Analyze and create two-and three-dimensional visual art forms using various media |
| **Directing**, Spring ’22--.125 credits  A practical course in directing which provides students with the consciousness of storytelling in theatre and creative directing. Students will examine and practice techniques in preparing the script for rehearsals, creating the space, collaborating with designers, working with actors, preparing and conducting rehearsals., analyzing text from multiple perspectives, and understanding the relationships between actors and audience. | | | | | |
| Directing |  |  | Theatre/Performing#TH:Pr4.1  **Anchor Standard: Select, analyze, and interpret artistic work for presentation.**  a. Apply reliable theatrical research of directors’ styles to form unique choices for a directorial concept.  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.  b. Collaborate as a creative team to discover artistic solutions and make interpreted choices in a devised or scripted drama or theatre work.  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.**  b. Gather evidence and explain aesthetics to create a context for critical research that informs artistic decisions. | Standard 3b:  ▲clarify the nature of a live theatrical performance versus television or movies, including acting, directing, and technical elements.  ▲ direct a one-act play demonstrating awareness of blocking, pacing, dramatic structure and thematic intent | **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. |
| **Creative Promotion in the Arts**Spring‘22-- .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 | Visual Arts/Responding#VA:Re7.2  **Anchor Standard: Perceive and analyze artistic work.**  Evaluate the effectiveness of images to influence ideas, feelings, and behaviors of specific audiences.  Visual Arts/Presenting#VA:Pr.4.1  **Anchor Standard: Select, analyze and interpret artistic work for presentation.**  Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.  Visual Arts/Creating#VA:Cr1.2  **Anchor Standard: Generate and conceptualize artistic ideas and work.**  Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept.  Visual Arts/Connecting#VA:Cn10.1  **Anchor Standard: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.**  Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design  Visual Arts/Creating#VA:Cr2.3  **Anchor Standard: Organize and develop artistic ideas and work.**  Demonstrate in works of art or design how visual and material culture define, shape, enhance, inhibit, and/or empower people's lives.  Visual Arts/Creating#VA:Cr3.1  **Anchor Standard: Refine and complete artistic work.**  Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. | Media Arts/Producing#MA:Pr6.1  **Anchor Standard: Convey meaning through the presentation of artistic work.**  a. Independently evaluate, design, and integrate improvements for presentation and distribution of media artwork, considering intentional effects, a variety of contexts, and venues on both the artist and global audiences.  Media Arts/Connecting#MA:Cn10.1  **Anchor Standard: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.**  a. Proactively and independently access relevant and qualitative resources to understand, inform, and broaden knowledge during the creation of clear, logical, and convincing media artwork.  Media Arts/Connecting#MA: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. Research and examine relationships between historical, personal, and global contexts in media art to demonstrate how those works shape cultures, past, present, and future.  Media Arts/Creating#MA:Cr2.1.1  **Anchor Standard: Organize and develop artistic ideas and work** a. Integrate sophisticated personal criteria and knowledge of creative problem-solving in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations. | 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.  b. Gather evidence and explain aesthetics to create a context for critical research that informs artistic decisions. | Standard 3b:  ▲ know and use correct grammar and terminology for effective workplace communication when creating, performing, exhibiting, and promoting the arts and humanities  ▲ acknowledge their personal assets and shortcomings in order to develop strategies to convert liabilities into assets.  ▲ employ electronic media to communicate visual ideas and promotional campaigns  ▲ 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  ▲ place the arts/humanities within a larger social context | **Visual Arts Career Pathway (AR-VIS)**  2. Analyze how the application of visual arts elements and principles of design communicate and express ideas.  3. Analyze and create two-and three-dimensional visual art forms using various media. |