**Pathway II: Design, Visual, and Media Arts**

* **Assessment**: NOCTI- Visual Communications and Interactive Media Design: Test Code: 3425
* **CIP Code**: 09.0702-Digital Communications & Media/Multimedia
* **Description**: The Design, Visual, and Media Arts pathway includes those occupations that use visual art, digital media, and Web-based tools and materials as the primary means of communication and expression. In addition to an understanding of current workplace practice, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions.
* **Sample occupations associated with this pathway**: Digital Animator, Artistic Director, Commercial Artist, Web Designer, Filmmaker, Museum Curator, Camera Operator for Television, Video, and Motion Picture, Film and Video Editors, Fine Artists, including Painters, Sculptors and Illustrators, Graphic Designers, Art Directors, Multimedia Artists, Museum Technicians, and Animators

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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** | **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** | | | | |
| **Digital Imaging,**Fall ‘20-- .5 creditsThis course introduces digital art image making, editing and design techniques as a foundation upon which an effective visual language is built. Beginning with an investigation of the elements and principles of design, students will discover a broad range of visual ideas, concepts and techniques to use in creating images. Expressing, evaluating and communicating ideas with visual images is a primary focus of this course. During the semester, students will use imaging and design software consistent with the visual professions as a beginning step towards professional-standard computer proficiency. | | | | |
| **Digital Imaging** | 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. | Media Arts/Responding#MA:Re8.1  **Anchor Standard: Interpret meaning in artistic work.**  a. Analyze intent, form, and context of diverse media artwork, considering content and bias.  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/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. | **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.  **A/V Technology & Film Career Pathway (AR-AV)**  1. Describe the history, terminology, occupations and value of audio, video and film technology.  2. Demonstrate the use of basic tools and equipment used in video and film production.  3. Demonstrate technical support skills for video and/or film productions.  4. Design video and/or film production. |
| **Objects and Visual Meaning,**Fall ‘20-- .25 credits  Students will begin the semester by looking into the idea of meaning in everyday objects; building understandings and analyses of the ways in which meanings are assigned and associated. This will include an exploration of both analog and digital platforms and the expectations assumed or produced by each. Through these modes of inquiry, the class will focus on the how and why of making things. | | | | |
| **Objects and Visual Meaning** | 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. | Media Arts/Responding#MA:Re8.1  **Anchor Standard: Interpret meaning in artistic work**.  a. Analyze intent, form, and context of diverse media artwork, considering content and bias.  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/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. | ▲ seek reasons to justify their preferences and recognize how rules of logic determine the validity of an argument  ▲ 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  ▲ execute descriptive, accurate drawings based on observation of six structures or natural objects, annotating the function(s) of each  ▲ 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)**  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. |
| **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** | | | | |
| **Activism and Art-Making,**Spring ‘21-- .5 credits  This class explores the relationship between art and activism. Through case studies, slides, videos, readings and discussions, students will situate art in a historical and political context. Emphasis will be on these recurrent issues: the relationship between aesthetics and politics, conceptions of community and the public, and the practical aims of art, both intended and actual. Students will then move on to question how this might inform their own art practice. A major component of the course will be a project that students plan and execute during the semester. Choice of practice and medium will be open, but possibilities might include work that is performative, visual, or conceptual, employing photography and/or digital media, text, film, painting, or sculpture. | | | | |
| **Activism and Art-Making** | Visual Arts/Creating#VA:Cr1.1  **Anchor Standard: Generate and conceptualize artistic ideas and work.**  Visualize and hypothesize to generate ideas and plans for creating art and design that can affect social change.  Visual Arts/Connecting#VA: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.**  Using a design thinking approach, collaboratively investigate an issue in the greater community and develop an interdisciplinary solution.  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/Connecting#VA: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.**  Assess the effect of an artist or a group of artists on the beliefs, values, and behaviors of a society.  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/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: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/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. | Media Arts/Connecting#MA: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.**  Propose an innovation in the media arts that addresses a personal, societal, or global need by reflecting on past and present innovations, examining interdisciplinary fields, and employing problem solving methods.  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/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. | 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  ▲ 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  ▲ 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  ▲ convey a point of view and personal style via an art work | **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.  **A/V Technology & Film Career Pathway (AR-AV)**  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. |

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| **Digital Mixed-Media Lab,**Spring ‘21-- .25 credits  This class is a learning laboratory for digital artmaking processes from brainstorming through digital output. Students are encouraged to mix media, taking clues from a rich tradition of avant-garde experiments and current trends in digital art. All projects incorporate digital tools in some stage of their process, though the final format may integrate traditional techniques and materials. The class establishes a collaborative learning environment, wherein all participants will take turns sharing their expertise and discoveries in a laboratory of emerging technologies. | | | | |
| **Digital Mixed-Media Lab** | 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: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/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. | 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/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. | **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)**  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.  **A/V Technology & Film Career Pathway (AR-AV)**  1. Describe the history, terminology, occupations and value of audio, video and film 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. |
| **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 | **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** | | | | |
| **Art and Institutions,**Fall ‘21-- .50 credits  In this course students will consider the formation of museums, non-profit and artist-run alternative space and commercial galleries. Students will examine different typologies of institutions—their structure, spaces, and performativity.  Coursework will include video and film screenings, the study of artist writings, cultural criticism, live work, and class visits to cultural organizations in New York City and across Long Island. | | | | |
| **Art and Institutions** | 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. | 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:Cr2.2.1  **Anchor Standard: Organize and develop artistic ideas and work.**  Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual world, digital identity, and artist/audience interactivity. | Standard 3b:  ▲ interview a practitioner about what that artist does, his/her preparation, and the organization of his/her business  ▲ observe an exhibition and report on it orally and in writing  ▲ write or present orally a critique of a well-known work of art, or literary piece, differentiating among the roles of the historian, critic, and aesthetician  ▲ compare how ideas are communicated through the use of the elements and principles of art in diverse cultures  ▲ place the arts/humanities within a larger social and historical context  ▲ research the roots, analyze, and portray the similarities and differences between forms and styles of the arts—past and present | **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. |
| **Curating Displays of Visual Works,** Fall ‘21-- .25 credits  The challenge of contemporary public curating is responding to the shifts in urban space and usage, to new technologies, and to new forms of social and interventionist artistic practice. This course will provide an overview of curatorial models for visual and media art, ranging from approaches to online exhibitions to models for presenting digital art in indoor spaces such as museums and galleries, at festivals or in outdoor spaces. Students will engage with challenges of and best practices for the presentation of digital art in various contexts, audience engagement, organizational structures, as well as exhibition documentation. | | | | |
| **Curating Displays of Visual Works** | 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/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: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/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:Cr2.1  **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. | Media Arts/Responding#MA:Re9.1  **Anchor Standard: Apply criteria to evaluate artistic work.**  a. Independently develop rigorous evaluations of, and strategically seek feedback for, media artwork and production processes, considering complex goals and factors.  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/Responding#MA:Re7.2  **Anchor Standard: Perceive and analyze artistic work.**  Survey an exemplary range of media artwork and analyze methods for managing audience experience, and creating intention and persuasion through multisensory perception and systemic communications.  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/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. | Standard 3b:  ▲ decide upon direction for a new body of work based on a review and reflection on their portfolio  ▲ decide upon direction for a new body of work based on a review and reflection on their portfolio  ▲ assemble a body of original work that demonstrates competence in the professional practices of a specific career  ▲ provide evidence of high personal standards through exhibitions, performances or portfolios that are recognized as excellent by the profession  ▲ convey a point of view and personal style via an art work  ▲ create and produce a professional standard art exhibition using a repertoire of skills: mounting, curating, hanging, labeling, lighting, funding, marketing and promotion.  ▲ serve on a team to publicize school/community issues and events or curate an exhibition  ▲ curate and install an individual or group show in an art gallery setting  ▲ 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 | **Visual Arts Career Pathway (AR-VIS)**  2. Analyze how the application of visual arts elements and principles of design communicate and express ideas. |
| **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  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** | | | | |
| **The Exhibition,**Spring ‘22-- .5 credits  Drawing on their work from the *Curating Displays of Visual Works* class, students will create one or more curatorial platforms in the public domain. This will require the identification of a site with related research on its historical, socio-political, and environmental context; researching the various stakeholders; writing concept statements and invitations or projects briefs for artists; a budget and communication plan; and a public presentation for feedback. This is an intensive course with substantial expectations of work outside class time. There will be guest speakers, site visits, outside research and group meetings. | | | | |
| **The Exhibition** | 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/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/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/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/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:Cr2.2.1  **Anchor Standard: Organize and develop artistic ideas and work.**  Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual world, digital identity, and artist/audience interactivity.  Media Arts/Responding#MA:Re7.1  **Anchor Standard: Perceive and analyze artistic work.**  a. Analyze the qualities and relationships of the components in a variety media artworks, and the audience effect on those works. | Standard 3b:  ▲ display examples of original art in a library or other public setting  ▲ collaborate to construct and install an educational display of student art  ▲ provide evidence of high personal standards through exhibitions, performances or portfolios that are recognized as excellent by the profession  ▲ provide evidence of high personal standards through exhibitions, performances or portfolios that are recognized as excellent by the profession  ▲ convey a point of view and personal style via an art work  ▲ create and produce a professional standard art exhibition using a repertoire of skills: mounting, curating, hanging, labeling, lighting, funding, marketing and promotion.  ▲ serve on a team to publicize school/community issues and events or curate an exhibition  ▲ curate and install an individual or group show in an art gallery setting  ▲ 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 | **Visual Arts Career Pathway (AR-VIS)**  2. Analyze how the application of visual arts elements and principles of design communicate and express ideas.  **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.  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. |
| **New York City & Surrounds in Media,**Spring ‘22-- .25 credits  The explosive growth and transformation of the modern city has inspired its frequent representation in photography, cinema, television and other media, influencing how we view and understand modern urban life. This course examines the different facets of the city over time, including industrialization and development, suburbanization, race, poverty and even dreams of future cities as they are seen through a variety of modern media. | | | | |
| **New York City & Surrounds in Media** | 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:Cr2.3  **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/Responding#VA:Re8.1  **Anchor Standard: Interpret intent and meaning in artistic work.**  Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.  Visual Arts/Connecting#VA: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.**  Assess the effect of an artist or a group of artists on the beliefs, values, and behaviors of a society. | 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:Cr2.2.1  **Anchor Standard: Organize and develop artistic ideas and work.**  Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual world, digital identity, and artist/audience interactivity.  Media Arts/Responding#MA:Re7.1  **Anchor Standard: Perceive and analyze artistic work.**  a. Analyze the qualities and relationships of the components in a variety media artworks, and the audience effect on those works. | Standard 3b:  ▲ recognize the stylistic differences in the artifacts, architecture, or art of the world’s major cultures  ▲ compare how ideas are communicated through the use of the elements and principles of art in diverse cultures  ▲ place the arts/humanities within a larger social and historical context  ▲ research the roots, analyze, and portray the similarities and differences between forms and styles of the arts—past and present | **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. |
| **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 Spring** | 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 | 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. | 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 and historical context | **Visual Arts Career Pathway (AR-VIS)**  2. Analyze how the application of visual arts elements and principles of design communicate and express ideas. |