# **Draft: 2023 Arts, Media, and Entertainment Career Technical Education Model Curriculum Standards**



Career and College Transition Division

California Department of Education (CDE)

March 2023

## Table of Contents

Draft: 2023 Arts, Media, and Entertainment Career Technical Education Model Curriculum Standards 0

Table of Contents 1

Overview 3

Description 3

Anchor Standards 3

Interdisciplinary Standards 3

Pathway Standards 4

Implementation 5

Pathway Descriptions 5

Focus Area Descriptions 6

Occupational Alignment to O-Net-SOC Codes 6

Sample Aligned Course Titles 6

Career Readiness Processes 6

Guidance for High Quality Pathway Sequencing Tables 6

Arts, Media, and Entertainment: Anchor Standards 7

1.0-12.0 AME Anchor Standards 7

Arts, Media, and Entertainment: Interdisciplinary Standards 13

13.0-16.0 AME Interdisciplinary Standards 13

Arts, Media, and Entertainment: Pathway Standards 17

Media Production Pathway 17

Animation, Visual Effects, and Games 18

Film and Television 23

Digital Communications 28

Performance, Music, and Live Events Pathway 33

Stage and Event Technology 34

Dance and Theatre 39

Music and Recording Arts 45

Design, Visual, and Graphic Arts Pathway 50

Design 51

Studio Arts 56

Registered Pre-Apprenticeship Program Alignment 61

Contributors 62

Standards Writing Team 62

Standards Contributors Team 62

Glossary 66

References 69

## Overview

The Career Technical Education (CTE) Model Curriculum Standards (MCS) publication is organized for use as a complete document or for access to individual industry sectors and pathways. The document aligns with the Standards for Career Ready Practice and establishes curricular guidance for high quality CTE programs.

## Description

The Arts, Media, and Entertainment (AME) CTE industry sector prepares students for occupations in creative industries. The work in this sector is highly technical and project based. AME programs teach essential workplace skills, train students on industry-standard technology, and emulate professional environments to create authentic learning experiences for students.

The 2023 CTE AME MCS integrate the *Standards for Career Ready Practice*[[1]](#footnote-1) into *Anchor Standards*, establish *Interdisciplinary Standards* for cross-curricular learning, and organize *Pathway Standards* into unique *Focus Areas* to effectively align CTE learning with occupation-specific skills and competencies.

They are designed to provide students with knowledge and understanding that will prepare them for work and/or other post-secondary or vocational training in creative careers and industries.

### Anchor Standards

The twelve Anchor Standards (1.0-12.0) build on the California Standards for Career Ready Practice and are common across all industry sectors. The Anchor Standards emphasize the importance of 21st century skills, essential workplace skills and literacy.

### Interdisciplinary Standards

The four (13.0-16.0) Interdisciplinary Standards address cross-curricular skills that apply to all AME Pathways. They build on the universal Anchor Standards and Standards for Career Ready Practice to help lay a foundation for all AME. These standards serve as prerequisite learning for Pathway Standards and outline the importance of business and marketing, legal responsibility, media production, and project management skills across creative fields.

### Pathway Standards

Pathway Standards (17.0-20.0) for AME are organized by occupation-specific Focus Areas[[2]](#footnote-2) and are accompanied by Guidance for High Quality Pathway Sequencing Tables. Pathway Standards align with career-specific skills and competencies and build on the Anchor Standards and Interdisciplinary Standards. Pathway standards ensure students leave high school with a general knowledge that will allow them to specialize in a specific industry after high school.[[3]](#footnote-3)

**Pathway Standards are organized in three Pathways and eight Focus Areas:**

* + Media Production Pathway
		- Animation, Visual Effects, and Games
		- Film and Television Production
		- Digital Communications
	+ Performance, Music, and Live Events Pathway
		- Stage and Event Technology
		- Dance and Theatre
		- Music and Recording Arts
	+ Design, Visual and Graphic Arts Pathway
		- Design
		- Studio Arts

## Implementation

The AME MCS is a guidance document for CTE educators and is designed to outline specific learning objectives that will prepare students for careers. Local Education Agencies (LEAs) have autonomy to select unique names, themes, and content for CTE pathway courses, as long as curriculum and instruction aligns with the AME MCS. Each AME Pathway is divided into Focus Areas to support occupational alignment and work-readiness. Pathways with a Concentrator and Capstone course should select the appropriate Focus Area and refer to the relevant pathway standards for curricular alignment.

Educators have autonomy to address standards at varying levels of depth, incorporate multiple standards in a single lesson, or build units around single standards. Educators can address standards through a variety of instructional strategies including direct instruction, project-based instruction, work-based learning, and workplace simulation.

The AME MCS are designed to be meaningful, manageable, and measurable, and to support a competency-based or standards-based educational model. They are organized sequentially and are designed to provide a career-readiness framework that sets goals for achievement that familiarize students with what to expect in a workplace.

Anchor and Interdisciplinary Standards (1.0-16.0) are specific to essential workplace skills, are at the core of all AME pathways, and should be prioritized in introductory and concentrator courses. Since all AME pathways address these standards, it is possible to create integrated pathways to simulate professional environments. Universal Anchor and Interdisciplinary Standards can also create more flexibility in articulation and course sequencing. Since they transfer seamlessly across pathways and focus areas, they provide a solid foundation for Middle School CTE and other introductory programs articulating with multiple high school pathways.

Pathway (Focus Area) Standards (17.0-20.0) are specific to technical skill development and professional practice. They are designed to support students in preparing for entry-level work in a specific AME industry. Pathway completers should demonstrate proficiency and develop portfolios specific to a Focus Area. The pathway standards are organized in four general categories to ensure students gain experience building skills, applying skills to industry-specific projects and environments, exploring careers, and evaluating possibilities with advanced technology and impact. Pathway Standards are mapped directly to registered pre-apprenticeship (Pre-RAP) to make it a seamless transition for CTE pathways to register as Pre-RAP programs.

### Pathway Descriptions

Pathway Descriptions provide an overview of the pathway. These can be utilized to provide an overview for AME introductory courses articulating with any concentrator focus area course within the pathway.

### Focus Area Descriptions

Focus Area Descriptions provide an overview of the focus area, specific to occupations within a pathway. These can be utilized to provide an overview for AME concentrator and capstone courses.

### Occupational Alignment to O-Net-SOC Codes

The O\*NET Program is a federal career database and the nation's primary source of occupational information. It is regularly updated to provide workforce information and economic data. O-Net-SOC Codes are referenced for alignment to registered apprenticeship and for the purposes of career research. The occupations listed in each focus area include relevant O-Net-SOC codes in the federal database.

### Sample Aligned Course Titles

Local Education Agencies (LEAs) have autonomy to emphasize a specific career focus, medium, or technical skill set in their CTE pathways. The sample course titles listed under each focus area help LEAs understand which types of courses align with the focus area (pathway) standards.

### Career Readiness Processes

Career Readiness Processes ensure students receive a well-rounded CTE education that does not limit coursework and class time to activities such as individual projects, rehearsal, and lecture. Career Readiness Processes include:

* *Connecting*: Relating to careers and applications across industries.
* *Applying:* Applying academic, creative, and technological knowledge to professional projects.
* *Creating:* Conceiving, developing, and refining new creative ideas and work.
* *Producing:* Realizing and presenting creative ideas and work in an industry-specific environment.

### Guidance for High Quality Pathway Sequencing Tables

Each Pathway Focus Area is accompanied by a *Guidance for High Quality Pathway Sequencing Table* that is organized by *Career Readiness Processes*. These tables are designed to assist with course outline development and sequencing of Anchor, Interdisciplinary, and Focus Area Standards in a 300-hour (minimum) pathway. Guidance for High Quality Pathway Sequencing tables also support alignment to the Artistic Processes outlined in the 2019 California Arts Standards and help ensure AME courses that receive both academic credit and career technical education credit are adequately preparing students for post-secondary and careers.[[4]](#footnote-4)

## Arts, Media, and Entertainment: Anchor Standards

The 2023 AME Anchor Standards serve as a foundation for all CTE programs. The Anchor Standards supplement the California Standards for Career Ready Practice[[5]](#footnote-5) and emphasize the importance of social responsibility, media literacy, digital literacy, and career-readiness across CTE pathways. The Anchor Standards outline essential skills and knowledge required for a myriad of occupations and workplace environments.

### 1.0-12.0 AME Anchor Standards

#### 1.0 Academics

*Apply appropriate technical skills and academic knowledge.*

1.1 Examine history, including pioneers, innovators, and icons from diverse genres, cultures, backgrounds, and experiences.

1.2 Build mathematical skills for application in industry-specific settings (i.e., applied geometry, linear algebra, matrix math operations, etc.)

1.3 Explore how narrative structure, point of view, character, conflict, theme and setting impact story development.

1.4 Apply principles of art, design, and composition to creative works (i.e., contrast, movement, color theory, scale, visual hierarchy, symmetry, anatomy, perspective, form, positive and negative space, etc.)[[6]](#footnote-6)

#### 2.0 Communication

*Communicate clearly, effectively, and with reason.*

2.1 Understand how to effectively code-switch, communicate information, and clearly articulate ideas in different types of professional and educational environments.

2.2 Use industry-appropriate terminology appropriately (i.e., technology, tools, equipment, stage directions, camera directions, venue terminology, etc.) when discussing projects, writing proposals, and presenting work.

2.3 Write a professional email.

2.4 Speak extemporaneously and professionally when interviewing and/or presenting creative work.

2.5 Examine the importance of establishing professional social media presence for the purpose of career-related networking.

2.6 Demonstrate proficiency in various writing styles (i.e., reflective, narrative, informational, persuasive, and copywriting) and write industry-specific reports in a clear and concise manner.

2.7 Write a clear and concise artist or designer’s statement that describes conceptual values, creative processes and problem solving.

#### 3.0 Career Planning and Management

*Develop an education and career plan aligned with personal goals.*

3.1 Explore the wide array of creative and technical jobs across industries.

3.2 Conduct career research, create a career plan, and develop a professional resume.

3.3 Participate in a continuum of career awareness, exploration, preparation, and training (work-based learning) experiences.

3.4 Understand the importance of networking, including building and sustaining partnerships and relationships.

3.5 Understand entry level positions (and how to obtain them).

3.6 Interpret a job offer, and understand how to negotiate fair compensation, terms, and benefits relative to individual circumstances.

3.7 Examine the difference between full-time employment and work-for-hire/freelance, including the tax implications of operating as a sole proprietor or a small business.

3.8 Research and examine labor unions, guilds and professional associations and understand the process and requirements for membership.

3.9 Develop a web-based professional portfolio that includes an artist or designer statement, highlights process, problem-solving skills, artistic and technical proficiencies and showcases exemplary work (i.e., social media handles, electronic press kit (EPK), work samples, reel, etc.)

#### 4.0 Technology

*Apply technology to enhance productivity.*

4.1 Practice internet safety, identify malicious activity (i.e., phishing, malware, etc.), discern and avoid misinformation, and keep personal information private.

4.2 Use standard business software to create documents and presentations, share files and connect with collaborators and clients.

4.3 Use job-specific hardware/software for workflows and delivery of content to various platforms.

4.4 Develop a general familiarity with operating systems, version control, databases, and cloud services for data management.

4.5 Apply rendering and exporting techniques to comply with industry standards.

4.6 Use industry-standard asset tracking, file naming conventions and storage/back-up protocols.

4.7 Explore applications, implications, and ethics of artificial intelligence (AI) and machine learning in creative industries.

4.8 Explore applications of immersive media technology including immersive audio, virtual and augmented reality, and interactive/participatory web-based interactions across industries.

#### 5.0 Critical Thinking and Problem Solving

*Utilize critical thinking to make sense of problems and persevere in solving them.*

5.1 Use inductive and deductive reasoning to solve problems and make informed decisions.

5.2 Analyze and interpret information received from various sources to assess bias and discern the credibility, quality and value of information collected online and credibility.

5.3 Use reflection and feedback to iterate when solving problems and exploring ideas for creative development.

5.4 Explore different approaches to solving creative problems and evaluate what makes each approach effective.

5.5 Avoid fallacies of logic when presenting ideas and discussing perspectives.

#### 6.0 Health and Safety

*Practice personal health and understand financial literacy.*

6.1 Contribute to healthful workplace culture through safety-related decision-making and problem-solving techniques.

6.2 Practice workplace safety as defined by industry standards, including the appropriate use of personal protective equipment (PPE), injury prevention, and callouts.

6.3 Attend to wellness needs including rest, ergonomics, nutrition, exercise, and personal hygiene.

6.4 Attend to mental health needs including emotional, psychological, and social well-being.

6.5 Examine individual and collective strategies for social and emotional care and stress management.

6.6 Build a workplace culture that mitigates discriminatory practices and employ strategies of accountability and interpersonal repair.

6.7 Apply principles of financial literacy to budgeting, taxes, and money management.

#### 7.0 Leadership and Community Engagement

*Act as a responsible citizen in the workplace and the community.*

7.1 Identify the responsibilities, competencies, and behaviors of successful leaders.

7.2 Understand how to take direction from leaders, work collaboratively, and follow through with individual responsibilities as a team member.

7.3. Demonstrate independent initiative and work ethic.

7.4 Provide, accept, and integrate constructive feedback at various stages of a project.

7.5 Lead in an inclusive and positive manner, with a focus on productivity, morale, and organizational culture.

#### 8.0 Ethics and Social Responsibility

*Model integrity, ethical leadership, and effective management.*

8.1 Demonstrate personal integrity and ethical behavior in the workplace.

8.2 Seek cross-cultural inspiration and understanding through exploration of various resources and materials.

8.3. Examine the difference between cultural appreciation and cultural appropriation to avoid stereotypes and misrepresentation of different groups.

8.4 Examine history and impact of racial discrimination, oppression, and other forms of injustice to better understand diverse experiences and perspectives.

8.5 Understand how individual and collective biases influence decision making.

8.6 Ask questions that explore power dynamics and ethical implications of cooperative and managerial decisions.

#### 9.0 Collaboration and Teamwork

*Work productively in teams while integrating cultural and global competence.*

9.1 Collaborate with a team to realize, refine, finalize, and launch a creative project.

9.2 Behave respectfully and contribute to an inclusive team environment.

9.3 Respond thoughtfully to diverse and/or divergent perspectives.

9.4 Discuss issues and topics with creative teams to establish priorities or positions.

9.5 Demonstrate the ability to communicate with teammates effectively and de-escalate conflict in collaborative situations.

#### 10.0 Creative Process

*Demonstrate creativity and innovation.*

10.1 Create physical and mental conditions that allow for creative inspiration and exploration.

10.2 Use research, imagery, and creative inspiration to generate a mood board or concept document to develop ideas.

10.3 Visualize thinking using different creative methods (i.e., storytelling, experimentation, improvisation, illustration, sketching, collage, photography, storyboarding, words, etc.)

10.4 Develop and bring concepts to life through iterative processes (i.e., mock-ups, prototypes, performance, etc.)

10.5 Solve industry-specific creative challenges, accept critique, and apply feedback to improve skills.

10.6 Seek direct collaboration from people with diverse and/or divergent perspectives as an integral part of the creative process.

10.7Create and/or curate a body of work for a public installation, art show or exhibit.

#### 11.0 Research and Media Literacy

*Employ valid and reliable research strategies.*

11.1 Demonstrate media literacy through critical inquiry, analysis, and reflection.

11.2 Gather information and develop perspective through research, interviews, observation, and experience.

11.3 Properly cite source information using appropriate formats (i.e., APA, MLA, etc.)

11.4 Research current industry-standard tools and practices used across art, media, and entertainment industries.

#### 12.0 Audience and Behavior

*Understand the environmental, social, and economic impacts of decisions.*

12.1 Study and engage with an intended audience by observing perspectives, environments, behaviors, and needs.

12.2 Explore how social and cultural trends influence media creation, consumption, and dissemination.

12.3 Examine the role of audience and market research in marketing and distribution of creative works.

12.4 Examine the impact of web-based algorithms, data analytics, ratings, views, and followers on media creation, consumption, and trends.

12.5 Examine emerging technology, technological trends, and the impact technological advancements have on creative industries.

12.6 Examine environmental sustainability practices in the arts, media, and entertainment industries.

## Arts, Media, and Entertainment: Interdisciplinary Standards

The 2023 AME Interdisciplinary Standards are relevant to students in all AME Pathways. These standards outline the importance of business and marketing, legal responsibility, media content creation and project management skills across creative industries. These standards build off the Anchor Standards and should be integrated into all pathway instruction across AME Pathways and Focus Areas.

### 13.0-16.0 AME Interdisciplinary Standards

#### 13.0 Business and Marketing

*Understand and employ effective business and marketing strategies.*

13.1 Develop and present stories that demonstrate the value of a product, service, or experience.

13.2 Pitch an original concept with a visual presentation and engaging narrative.

13.3 Develop and/or maintain a visually compelling and appropriate set of branded elements for a product, service, or experience.

13.4 Explore content monetization using different social media, distribution, and streaming platforms.

13.5 Create and/or adhere to a project and/or production budget.

13.6 Interact professionally with clients and help define clear and actionable objectives that satisfy their goals.

13.7 Develop and apply business acumen skills to advance creative and/or entrepreneurial ideas.

#### 14.0 Legal Responsibility

*Understand contracts, laws, regulations, and organizational norms.*

14.1 Examine how copyright laws impact content creation, derivative works, performance, and publishing across various platforms.

14.2 Adhere to terms of use, including copyright laws and regulations

14.3 Appropriately cite proprietary information.

14.4 Use correct terminology as it applies to contracts and legal.

14.5 Read and interpret a contract and/or legal document.

14.6 Apply rules and regulations regarding sharing of confidential information as determined by workplace practices including Non-Disclosure Agreements (NDA).

14.7 Examine process for registering original creative works to protect intellectual property (IP).

14.8 Understand steps and documents required to start a non-profit or for-profit company.

#### 15.0 Media Content Creation

*Develop and create original content.*

15.1 Tell engaging and compelling stories using a variety of artistic mediums and/or media formats.

15.2 Develop original content for a specific media platform based on format, length, and audience.

15.3 Clearly communicate a story using different industry-specific methods (i.e., outline, script, rundown, treatment, synopsis, etc.) prior to capturing or creating content.

15.4 Use storyboarding and/or shot lists to plan an engaging and clear scene or sequence.

15.5 Use angles, composition, framing, shots, and editing to enhance visual storytelling.

15.6 Use music and audio to enhance storytelling.

15.7 Generate and integrate audio elements (i.e., sound effects, dialog, music, etc.) into seamless and effective sequences.

15.8 Review content to identify and resolve problems, ensure seamless transitions, and maximize the audience’s experience.

#### 16.0 Production and Project Management

*Understand production pipeline and project workflow.*

16.1 Identify and differentiate equipment (including name, function, and purpose) to demonstrate proficiency required for safe and proper operation.

16.2 Understand roles and responsibilities for each member of a production team and related communications etiquette.

16.3 Analyze and breakdown creative plans to identify specific production needs.

16.4 Identify project needs and logistics (i.e., location/venue, casting, insurance, permits, scheduling, budgeting, and crewing.)

16.5 Attend production/project meetings to discuss creative plans, timelines, and division of duties.

16.6 Read scripts, storyboards, diagrams, setlists, schematics and/or work orders to execute production or project needs.

16.7 Interact professionally with technical crew, talent, developers, and/or staff to realize creative ideas and execute project needs.

16.8 Track tasks and deliverables using industry-standard project management strategies and software.

16.9 Properly handle, operate, maintain, document, and store supplies, tools, equipment, scenic and costume items, cables, and accessories.

#### Guidance for High Quality Pathway Sequencing Table

##### All AME Pathways

###### Middle School and High School Introductory Course(s)[[7]](#footnote-7)

| **Connecting** | **Applying** | **Creating** | **Producing** |
| --- | --- | --- | --- |
| **3.0 Career Planning and Management**3.1-3.3**7.0 Leadership and Community Engagement** 7.1-7.2**8.0 Ethics and Social Responsibility**8.1-8.3**14.0 Legal Responsibility**14.1-14.3 | **1.0 Academics** 1.1-1.4**2.0 Communication**2.1-2.4**4.0 Technology**4.1-4.2**5.0 Critical Thinking and Problem Solving**5.1-5.2**6.0 Health and Safety**6.1-6.4**9.0 Collaboration and Teamwork** 9.1-9.2 | **10.0 Creative Process**10.1-10.3**11.0 Research and Media Literacy**11.1-11.3**15.0 Media Content Creation**15.1-15.4 | **16.0 Production and Project Management**16.1-16.2 |

## Arts, Media, and Entertainment: Pathway Standards

## Media Production Pathway[[8]](#footnote-8)

**Pathway Description:**

Students will refine their creative and technical skills and prepare for career paths in media arts and production including animation, visual effects (VFX), gaming, film and television, broadcast and streaming, audio and podcasting, entertainment marketing and distribution. Students will gain an understanding of the production process and workflow for creating media content across platforms, how to apply principles of narrative structure, media literacy and journalism to story development, develop skills in audio and video equipment and technology and work collaboratively in simulated work and production environments.

**Focus Areas:**

Animation, VFX, Games

Digital Communications

Film and Television

**Guidance:**

It is highly recommended that students entering AME Media Production Pathway Focus Areas complete an introductory arts or AME course as a prerequisite. Media Arts foundations are essential to all Media Production Pathway Focus Areas. Refer to the Accomplished and Advanced California Arts Standards for Media Arts and the Guidance for High Quality Pathway Sequencing tables for standards integration and academic alignment to Artistic Processes in CTE.

**Standards Alignment:**

All Introductory and Concentrator courses in Media Production Pathways should prioritize Anchor Standards and Interdisciplinary Standards to establish a foundation for AME students. Each Focus Area has a unique set of Pathway Standards that build from the Anchor Standards and Interdisciplinary Standards and prepare students with occupation-specific skills and competencies. Pathway Standards are unique to each Focus Area. Refer to the Guidance for High Quality Pathway Sequencing Tables for recommended standards alignment.

**Media Production Pathway**

###  Animation, Visual Effects, and Games

**Focus Area Description:**

Students will refine their creative and technical skills and prepare for career paths in animation, visual effects (VFX) and video game industries. Students will apply principles of drawing, design, and storytelling to visual development, develop skills in 2D and 3D animation, technical art, and VFX, and work collaboratively in production pipeline environments specific to animation, VFX and games. Students will gain generalist knowledge to pursue careers in animation, gaming, immersive media, and VFX.

**Recommended Prerequisites[[9]](#footnote-9):**

Level 1–2 Visual Art/Design Course(s)

Level 1–2 Media Arts/Design Course(s)

Introductory Arts, Media, and Entertainment Course

**Occupational Alignment and O-Net-SOC Codes:[[10]](#footnote-10)**

13-1082.00 Project Management Specialists

15-1255.01 [Video Game Designers](https://www.onetonline.org/find/match/1/15-1255.01?s=video%20games)

27-1011.00 Art Directors

27-1013.00 Fine Artists, Including Painters, Sculptors, and Illustrators

27-1014.00 Special Effects Artists and Animators

27-2012.00 Producers and Directors

27-2012.05 Media Technical Directors/Managers

27-4032.00 Film and Video Editors

**Aligned Course Titles[[11]](#footnote-11)**

Animation, VFX, and Games

Animation

2D Animation

3D Animation

Game Design

Game Art

Visual Effects

#### 17.0: Animation, VFX, and Games: Skill Building

AVG.17.1 Apply principles of art and design to development of environments, props, and other assets (perspective, dimension, color theory, color modes, shading, contrast, opacity/transparency, layering, etc.)

AVG.17.2 Apply knowledge of anatomy, body mechanics, and facial expressions, to human, animal, and fictional characters.

AVG.17.3 Utilize character dynamic poses to express personality, emotion, tone, and story points.

AVG.17.4 Apply principles of animation to simple objects or text.

AVG.17.5 Model 2D and/or 3D digital props and characters and create turntable / orthographic views.

AVG.17.6. Apply principles of rigging and animated movement to a digital character or prop using original animation or match-moving.

AVG.17.7 Apply principles of digital effects such as smoke, water, fire, destruction, and/or fur/hair to a scene.

AVG.17.8 Apply principles of color/lighting and texture of props, characters, and/or digital effects in a scene.

AVG.17.9 Apply principles of rotoscoping, digital paint, and compositing to a scene.

#### 18.0 Animation, VFX, and Games: Process and Practice

AVG.18.1 Examine the production pipeline and responsibility of each department, including the steps, skills, and processes within each pipeline stage.

AVG.18.2 Understand the artist workflows necessary to create 3D models, textures, materials, lighting, VFX, rigging, and animation.

AVG 18.3 Turn a storyboard into an animatic that incorporates sound and music.

AVG.18.4 Turn an animatic into previsualization using CG characters, animatics, and props.

AVG.18.5 Contribute to a comprehensive animated scene and/or sequence in a professional environment.

AVG.18.6 Use standard digital content creation software to create 3D models, rigging, materials, animation, and visual effects.

AVG.18.7 Work with an editorial team to finalize an animated game, short, or other creative project.

AVG.18.8 Demonstrate understanding of distribution across animation, VFX and games, including marketing and publicity planning.

#### 19.0 Animation, VFX, and Games: Career Exploration

AVG.19.1 Explore career pathways within animation, visual effects (VFX) and games.

AVG.19.2 Explore career pathways for storyboard and concept artists across industries.

AVG.19.3 Understand career pathways for animators across industries.

AVG.19.4 Understand career pathways for producers and coordinators across industries.

AVG.19.5 Understand career pathways for game design and development professionals.

#### 20.0 Animation, VFX, and Games: Advanced Technologies

AVG.20.1 Explore fundamentals of virtual production using real-time rendering and new VFX technologies.

AVG.20.2 Examine principles of motion capture and its applications in animation, gaming and VFX.

AVG.20.3 Examine principles of crowd simulation to create movement and/or dynamics for multiple objects or characters.

AVG.20.4 Demonstrate foundational knowledge of common programming languages and how scripting automates tasks in games.

#### Guidance for High Quality Pathway Sequencing Table

##### Media Production Pathway

###### Animation, VFX, and Games Focus Areas Concentrator Course(s)

| **Connecting** | **Applying** | **Creating** | **Producing** |
| --- | --- | --- | --- |
| **3.0 Career Planning and Management**3.1-3.4**7.0 Leadership and Community Engagement** 7.1-7.4**8.0 Ethics and Social Responsibility**8.1-8.4**14.0 Legal Responsibility**14.1-14.3**19.0 Career Exploration** AVG.19.1-AVG.19.5 | **1.0 Academics** 1.1-1.4**2.0 Communication**2.1-12.6**4.0 Technology**4.1-4.4**5.0 Critical Thinking and Problem Solving**5.1-5.5**6.0 Health and Safety**6.1-6.5**9.0 Collaboration and Teamwork** 9.1-9.2**17.0 Skill Building**AVG.17.1-AVG.17.4 | **10.0 Creative Process**10.1-10.6**11.0 Research and Media Literacy**11.1-11.4**15.0 Media Content Creation**15.1-15.4 | **16.0 Production and Project Management**16.2-16.5**18.0 Process and Practice**AVG.18.1-AVG.18.3 |

#### Guidance for High Quality Pathway Sequencing Table

##### Media Production Pathway

###### Animation, VFX, and Games Focus Areas Advanced and Capstone Course(s)

| **Connecting** | **Applying** | **Creating** | **Producing** |
| --- | --- | --- | --- |
| **3.0 Career Planning and Management**3.4-3.9**7.0 Leadership and Community Engagement** 7.5**8.0 Ethics and Social Responsibility**8.5-8.7**12.0 Audience and Behavior**12.1-12.6**13.0 Business and Marketing**13.1-13.7**14.0 Legal Responsibility**14.4-14.8**20.0 Advanced Technologies**AVG.20.1-AVG.20.4 | **2.0 Communication**2.6-2.7**4.0 Technology**4.4-4.8**5.0 Critical Thinking and Problem Solving**5.1-5.5**6.0 Health and Safety**6.6-6.7**9.0 Collaboration and Teamwork** 9.3-9.5**17.0 Skill Building**AVG.17.5-AVG.17.9 | **3.0 Career Planning and Management**3.8-3.9**10.0 Creative Process**10.7**11.0 Research and Media Literacy**11.1-11.4**15.0 Media Content Creation**15.4-15.8 | **16.0 Production and Project Management**16.6-16.9**18.0 Process and Practice**AVG.18.4-AVG.18.8 |

**Media Production Pathway**

### Film and Television

**Focus Area Description:**

Students will refine their creative and technical skills and prepare for careers in film and television. Students will apply principles of cinematic arts, develop skills in below-the-line production crafts and post-production, properly operate equipment, and work collaboratively in live-action production environments across scripted, unscripted, episodic, commercial, music video and/or virtual production. Students will gain a generalist knowledge of the film industry that will prepare them for specialized careers across production environments.

**Recommended Prerequisites:**

Level 1–2 Media Arts Course(s)

Introductory Arts, Media, and Entertainment Course

**Occupational Alignment: O-Net-SOC Codes**

27-1011.00 Art Directors

27-1014.00 Special Effects Artists and Animators

27-1024.00 Graphic Designers

27-1027.00 Set and Exhibit Designers

27-2012.00 Producers and Directors

27-2012.03 Media Programming Directors

27-2012.05 Media Technical Directors/Managers

27-4012.00 Broadcast Technicians

27-4014.00 Sound Engineering Technicians

27-4015.00 Lighting Technicians

27-4021.00 Photographers

27-4031.00 Camera Operators, Television, Video and Film

27-4032.00 Film and Video Editors

39-3092.00 Costume Attendants

39-5091.00 Makeup Artists, Theatrical and Performance

49-9096.00 Riggers

**Aligned Course Titles**

Cinematic Arts

Film Editing/Postproduction

Film/Video Production

Film Production

Virtual Production

#### 17.0 Film and Television: Skill Building (Production Crafts)

FT.17.1 Research and demonstrate understanding of roles and responsibilities for each department: (i.e., casting, camera, grip, set lighting, art direction and production design, property (props), sound, construction, set dressing, set painting, special effects, costumes, hair and makeup, script supervision, editing, color correction, music writing and recording, audio mixing, visual effects, production coordination, postproduction management, etc.)

FT.17.2 Examine the pre-production process including purpose, function, and importance of shot lists and call sheets when planning a production.

FT.17.3 Observe sets/locations for potential challenges and to determine filming and lighting requirements; Confer with directors and department heads to execute filming sequences, camera movements, and lighting requirements.

FT.17.4 Safely handle and operate tools, flats, and materials to construct and/or dress a set.

FT.17.5 Apply knowledge of power and data distribution (i.e., signal flow, networking systems, connectors, cabling, show power, balancing of power loads, etc.)

FT.17.6 Place and operate sound equipment (i.e., dynamic, condenser, lavalier/lapel, and shotgun/boom microphones, speakers, etc.) to capture high quality audio.

FT.17.7 Operate grip and set lighting equipment (i.e., green screens, camera mounts, Century Stands (C-Stands), tripods and/or camera dollies) to control shadows, brightness, color, and effects.

FT.17.8 Research and identify needs of costumes, hair, and makeup in alignment with the show design and creative direction; source and/or create visual elements with attention to individual cultures, skin, and hair types.

FT.17.9 Properly handle, place, and operate cameras and related equipment (i.e., lenses, filters, etc.) to capture high-quality content to achieve desired effects for an audience.

#### 18.0 Film and Television: Process and Practice (Editing and Postproduction)

FT.18.1 Properly transcode and import all media and digital assets from production after each shoot to prepare for edit and proper delivery specifications.

FT.18.2 Organize and tag all digital assets and footage based on camera logs, notes from script supervisors, and scene numbers or shoot dates using editorial script programs.

FT.18.3 Review footage, select scenes, and assemble into a rough cut according to the lead creative’s vision.

FT.18.4 Edit scenes together with smooth transitions (i.e. cut, dissolve, wipe, etc.) using industry-standard software.

FT.18.5 Generate and/or integrate effects, motion graphics, captions, credits, and/or animation into editorial workflow.

FT.18.6 Collaborate with artistic and editorial team to apply constructive feedback, finalize an edit, and lock the film according to the director’s instruction.

FT.18.7 Create a locked final edit to initiate final color and sound editing process.

FT.18.8 Assist and understand process for spotting sound, music, and VFX in a final edit.

FT.18.9 Export final master for distribution in accordance with specs and legal requirements of platform or distributor.

#### 19.0 Film and Television: Career Exploration

FT.19.1 Explore career pathways in different production environments (i.e., commercials, music videos, scripted and unscripted television, independent films, feature films, etc.)

FT.19.2 Explore career pathways in the production crafts, visual effects (VFX) and post-production (i.e., below the line) on set and in production support facilities.

FT.19.3 Explore career pathways for actors, producers, screenwriters, and directors (i.e., above the line.)

FT.19.4 Explore corporate and marketing careers across industries for filmmakers, content creators, and editing professionals.

#### 20.0 Film and Television: Advanced Technologies (VFX and Virtual Production)

FT.20.1 Examine the VFX pipeline (creative and technical) from prep to delivery.

FT.20.2 Examine on-set VFX and Virtual Production technologies including green screen, motion capture, motion control, LED soundstages, virtual storyboarding, virtual art department, virtual scouting, etc.

FT.20.3 Explore fundamentals of virtual production using real-time rendering and new VFX technologies.

FT.20.4 Examine principles of motion capture and its applications in VFX.

#### Guidance for High Quality Pathway Sequencing Table

##### Media Production Pathway

###### Film and Television Focus Areas Concentrator Course(s)

| **Connecting** | **Applying** | **Creating** | **Producing** |
| --- | --- | --- | --- |
| **3.0 Career Planning and Management**3.1-3.4**7.0 Leadership and Community Engagement** 7.1-7.4**8.0 Ethics and Social Responsibility**8.1-8.4**14.0 Legal Responsibility**14.1-14.3**19.0 Career Exploration** FT.19.1-FT.19.4 | **1.0 Academics** 1.1-1.4**2.0 Communication**2.1-12.6**4.0 Technology**4.1-4.4**5.0 Critical Thinking and Problem Solving**5.1-5.5**6.0 Health and Safety**6.1-6.5**9.0 Collaboration and Teamwork** 9.1-9.2**18.0 Process and Practice**FT.18.1-FT.18.4 | **10.0 Creative Process**10.1-10.6**11.0 Research and Media Literacy**11.1-11.4**15.0 Media Content Creation**15.1-15.4 | **16.0 Production and Project Management**16.1-16.5**17.0 Skill Building**FT.17.1-FT.17.7 |

#### Guidance for High Quality Pathway Sequencing Table

##### Media Production Pathway

###### Film and Television Focus Areas Advanced and Capstone Course(s)

| **Connecting** | **Applying** | **Creating** | **Producing** |
| --- | --- | --- | --- |
| **3.0 Career Planning and Management**3.4-3.9**7.0 Leadership and Community Engagement**7.5**8.0 Ethics and Social Responsibility**8.5-8.7**12.0 Audience and Behavior**12.1-12.6**13.0 Business and Marketing**13.1-13.7**14.0 Legal Responsibility**14.4-14.8 | **2.0 Communication**2.6-2.7**4.0 Technology**4.4-4.8**5.0 Critical Thinking and Problem Solving**5.1-5.5**6.0 Health and Safety**6.6-6.7**9.0 Collaboration and Teamwork**9.3-9.5**18.0 Process and Practice**FT.18.5-FT.18.9 | **3.0 Career Planning and Management**3.8-3.9**10.0 Creative Process**10.7**15.0 Media Content Creation**15.5-15.8 | **16.0 Production and Project Management**16.6-16.9**17.0 Skill Building**FT.17.8-FT.17.9**20.0 Advanced Technologies**FT.20.1-FT.20.4 |

**Media Production Pathway**

### Digital Communications

**Focus Area Description:**

Students will refine their creative and technical skills and prepare for career paths in media arts and communications across digital platforms. Students will apply the journalistic process to the development and refinement of original audio and/or visual (A/V) content, learn how to capture and edit content for specific audiences, and to properly operate equipment for capturing, editing, broadcasting, and streaming content in different environments. Students will learn to tell impactful stories across media platforms and create content for a variety of audiences and purposes.

**Recommended Prerequisites:**

Level 1­–2 Media Arts Course(s)

Introductory Arts, Media, and Entertainment Course

**Occupational Alignment: O-Net-SOC Codes**

11-2011.00 Advertising and Promotions Managers

13-1082.00 Project Management Specialists

13-1161.01 Marketing Strategist

27-1024.00 Graphic Designers

27-2012.00 Producers and Directors

27-2012.03 Media Programming Directors

27-2012.05 Media Technical Directors/Managers

27-3011.00 Broadcast Announcers and Radio Disc Jockeys

27-3023.00 News Analysts, Reporters, and Journalists

27-3031.00 Public Relations Specialist

27-4011.00 Audio and Video Technicians

27-4012.00 Broadcast Technicians

27-4014.00 Sound Engineering Technicians

27-4021.00 Photographers

27-4031.00 Camera Operators, Television, Video and Film

27-4032.00 Film and Video Editors

**Aligned Course Titles**

Broadcast Journalism

Broadcast and Streaming

Media Arts/Multimedia Production

Podcasting/ Radio Broadcast

Public Relations

Sports Broadcast

Content Creation

#### 17.0 Digital Communications: Skill Building (Story Development)

DC.17.1 Study background information to prepare for programs or interviews.

DC.17.2 Select content based on community interests, audience preference and/or requests from the public.

DC.17.3 Create marketing content that describes or demonstrates the value of products, goods, or services.

DC.17.4 Prepare, write, and deliver reports (i.e., news, sports, weather, etc.); organizing material to convey a specific message and to fit specific time slots.

DC.17.5 Interview guests about topics of interest.

DC.17.6 Provide commentary and conduct interviews online and/or during live events, (i.e., sporting events, parades, conventions, concerts, etc.)

DC.17.7 Moderate panels or discussion shows on topics such as current affairs, art, education, etc.

#### 18.0 Digital Communications: Process and Practice (Content Capture and Editing)

DC.18.1 Apply techniques to record content for various platforms, including camera and/or microphone selection and placement.

DC.18.2 Properly operate equipment, hardware, and software in a studio including switchers, mixing boards, Digital Audio Workstations (DAW), receivers, and transmitters.

DC.18.3 Scout locations to identify potential needs and challenges.

DC.18.4 Apply knowledge of power and data distribution (i.e., signal flow, networking systems, connectors, cabling, show power, balancing of power loads, etc.)

DC.18.5 Operate sound equipment (i.e., dynamic, condenser, lavalier/lapel, speakers, mixers, amplifiers, etc.) to achieve high quality audio capture and reproduction.

DC.18.6 Properly handle and operate cameras and related equipment including selecting appropriate placement, lenses, filters, and camera settings to achieve desired effects for an audience.

DC.18.7 Examine and apply best practices to transmit content from remote locations, using streaming, networking and/or broadcast equipment.

DC.18.8 Review, manipulate, and enhance digital content to tell a clear story, using industry software.

DC.18.9 Generate and/or integrate images, effects, graphics, captions, and/or animation into final content.

#### 19.0 Digital Communications: Career Exploration

DC.19.1 Explore career pathways for content creators and editors in marketing, branding, and other commercial and web-based environments.

DC.19.2 Explore career pathways for podcast, live streaming audio/visual (A/V), and broadcast professionals.

DC.19.3 Explore career pathways in public relations, journalism, and documentary storytelling.

DC.19.4 Explore career pathways for show hosts, commentators, shout casters, and media anchors.

#### 20.0 Digital Communications: Advanced Technologies

DC.20.1 Examine how web-based technologies are evolving and changing the way content is funded, produced, monetized, and consumed.

DC.20.2 Examine how innovative technologies have changed what is possible in live streaming and broadcast, including the roles and responsibilities of streaming platforms and content creators.

DC.20.2 Explore possibilities with immersive storytelling and journalism through virtual and augmented reality technology.

#### Guidance for High Quality Pathway Sequencing Table

##### Media Production Pathway

###### Digital Communications Focus Areas Concentrator Course(s)

| **Connecting** | **Applying** | **Creating** | **Producing** |
| --- | --- | --- | --- |
| **3.0 Career Planning and Management**3.1-3.4**7.0 Leadership and Community Engagement** 7.1-7.4**8.0 Ethics and Social Responsibility**8.1-8.4**14.0 Legal Responsibility**14.1-14.3**19.0 Career Exploration** DC.19.1-DC.19.4 | **1.0 Academics** 1.1-1.4**2.0 Communication**2.1-2.5**4.0 Technology**4.1-4.4**5.0 Critical Thinking and Problem Solving**5.1-5.5**6.0 Health and Safety**6.1-6.5**9.0 Collaboration and Teamwork** 9.1-9.2**17.0 Skill Building**DC.17.1-DC.17.3 | **10.0 Creative Process**10.1-10.6**11.0 Research and Media Literacy**11.1-11.4**15.0 Media Content Creation**15.1-15.4 | **16.0 Production and Project Management**16.1-16.5**18.0 Process and Practice**DC.18.1-DC.18.7 |

#### Guidance for High Quality Pathway Sequencing Table

##### Media Production Pathway

###### Digital Communications Focus Areas Advanced and Capstone Course(s)

| **Connecting** | **Applying** | **Creating** | **Producing** |
| --- | --- | --- | --- |
| **3.0 Career Planning and Management**3.4-3.9**7.0 Leadership and Community Engagement** 7.5**8.0 Ethics and Social Responsibility**8.5-8.7**12.0 Audience and Behavior**12.1-12.6**13.0 Business and Marketing**13.1-13.7**14.0 Legal Responsibility**14.4-14.8**20.0 Advanced Technologies** DC.20.1-DC.20.2 | **2.0 Communication**2.6-2.7**4.0 Technology**4.4-4.8**5.0 Critical Thinking and Problem Solving**5.1-5.5**6.0 Health and Safety**6.6-6.7**9.0 Collaboration and Teamwork** 9.3-9.5**17.0 Skill Building**DC.17.4-DC.17.7 | **3.0 Career Planning and Management**3.8-3.9**10.0 Creative Process**10.7**15.0 Media Content Creation**15.5-15.8 | **16.0 Production and Project Management**16.6-16.9**18.0 Process and Practice**DC.18.7-DC.18.9 |

## Performance, Music, and Live Events Pathway

**Pathway Description:**

Students will refine their creative and technical skills to prepare for career paths in venue-based production environments. Students will differentiate between skills needed for stage performances, filmed performances, and performance in a studio. Students will explore all the artistic, technical, and managerial career opportunities surrounding and supporting performers, and understand the production process and workflow for live events (i.e., concerts, tours, festivals, sports events, tournaments, plays, musicals, corporate presentations, etc.) Students will develop skills in performance, show design, project management, stage technology, digital audio recording technology, and venue operations.

**Focus Areas:**

Stage and Event Technology

Dance and Theatre

Music and Recording Arts

**Guidance**

It is highly recommended that students entering Performance, Music, and Live Events Focus Areas complete an introductory arts or AME course as a prerequisite. Dance, Theatre and Music foundations are essential to all Performance, Music, and Live Events Focus Areas. Refer to the Accomplished and Advanced California Arts Standards for Dance, Theatre and Music for academic alignment in CTE.

**Standards Alignment:**

All Introductory and Concentrator courses in Performance, Music, and Live Events Pathways should prioritize Anchor Standards and Interdisciplinary Standards to establish a foundation for AME students. Each Focus Area has a unique set of Pathway Standards that build from the Anchor Standards and Interdisciplinary Standards and prepare students with occupation-specific skills and competencies. Pathway Standards are unique to each Focus Area. Refer to the Guidance for High Quality Pathway Sequencing Tables for recommended standards alignment.

**Performance, Music, and Live Events Pathway**

### Stage and Event Technology

**Focus Area Description:**

Students will refine their creative and technical skills and prepare for careers in live entertainment and event production. Students will design and execute the technical aspects of shows, properly operate equipment and consoles, and learn how to transfer skills to various environments including concerts, theaters, festivals, tournaments, and/or conferences. Students will work collaboratively in production environments and gain a generalist knowledge in audio and visual (A/V) technology, production management and venue operations to prepare for various specialized careers in live entertainment.

**Recommended Prerequisites:**

Level 1–2 Media Arts Course(s)

Level 1–2 Theatre Design Course(s)

Introductory Arts, Media, and Entertainment Course

**Occupational Alignment: O-Net-SOC Codes**

11-1021.00 General and Operations Managers

11-2011.00 Advertising and Promotions Managers

11-9151.00 Social and Community Service Managers

13-1082.00 Project Management Specialists

27-1011.00 Art Directors

27-1013.00 Fine Artists, Including Painters, Sculptors, and Illustrators

27-1027.00 Set and Exhibit Designers

27-2012.00 Producers and Directors

27-2012.05 Media Technical Directors/Managers

27-4011.00 Audio and Video Technicians

27-4012.00 Broadcast Technicians

27-4015.00 Lighting Technicians

27-4031.00 Camera Operators, Television, Video and Film

39-3092.00 Costume Attendants

39-5091.00 Makeup Artists, Theatrical and Performance

49-9096.00 Riggers

**Aligned Course Titles**

Audio/Visual Technology

Production Design

Live Event Production

Scenic Design

Theater Technology

Stage Technology

Production Management

Esports Production

#### 17.0 Stage and Event Technology: Skill Building (Design)

ST.17.1 Examine how production elements (i.e., lighting, audio, video, scenic, special effects, automation, etc.) can drive story points and achieve desired effects for an audience.

ST.17.2 Determine artistic elements in alignment with the creative director's vision including all production elements.

ST.17.3 Demonstrate understanding of industry software (i.e., CAD programs) for show design purposes.

ST.17.4 Design scenic and lighting for live events using CAD or other industry previsualization (PreViz) programs to achieve intended effect.

ST.17.5 Understand music structure and how to accent music-driven performances with production elements.

ST.17.6 Differentiate design and technical needs for dance, theatre, music, sports events, live events, and presentations.

ST.17.7 Design a production for different venue types, locations, and/or stage layouts.

#### 18.0 Stage and Event Technology: Process and Practice (Technical)

ST.18.1 Demonstrate understanding of how to program and operate consoles and digital control environments (i.e., video, audio, lighting, automation, and/or special effects.)

ST.18.2 Properly decipher technical drawings and renders to develop a technical implementation plan.

ST.18.3 Apply knowledge of power and data distribution (i.e., signal flow, networking systems, connectors, cabling, show power, balancing of power loads, etc.)

ST.18.4 Demonstrate understanding of how to safely rig equipment and structures.

ST.18.5 Rig and operate lighting equipment to control shadows, brightness, color, and effects.

ST.18.6 Operate sound equipment (i.e., dynamic, condenser, lavalier/lapel, speakers, mixers, amplifiers, etc.) to achieve high quality audio capture and reproduction.

ST.18.7 Safely handle and operate tools and materials to construct and dress a set; demonstrate an understanding of scenic elements (i.e., staging, automation, soft goods, floor surfaces, etc.)

ST.18.8 Identify the components of a live video system and their uses (i.e., led screens, projectors, projection screens, cameras, switchers, monitors, etc.); demonstrate an understanding of the relationship between video and other live production elements.

ST.18.9 Coordinate the strike and load out of a live production and properly transport and/or store production equipment.

#### 19.0 Stage and Event Technology: Career Exploration

ST.19.1 Explore career pathways in different live production environments (i.e., concerts, theatre, festivals, tournaments, conferences, etc.)

ST.19.2 Explore career pathways in the production crafts and trades (i.e., lighting, audio, video, special effects, scenic, automation, stagehand, etc.)

ST.19.3 Explore career pathways for producers, creative directors, and designers.

ST.19.4 Explore corporate careers across industries for performance and live events professionals.

ST.19.5 Understand career pathways for promoters and tour managers.

#### 20.0 Stage and Event Technology: Advanced Technologies

ST.20.1 Examine how automation has created new opportunities for spectacle and fundamentally changed the roles and responsibilities of technical crews.

ST.20.2 Understand the fundamentals of special effects and pyrotechnics from a technician’s perspective.

ST.20.3 Understand how virtual and augmented reality, real-time technology, and dynamic media is used in live production.

ST.20.4 Understand the principals of stage automation and how it influences.

#### Guidance for High Quality Pathway Sequencing Table

##### Performance, Music, and Live Events Pathway

###### Stage and Event Technology Focus Areas Concentrator Course(s)

| **Connecting** | **Applying** | **Creating** | **Producing** |
| --- | --- | --- | --- |
| **3.0 Career Planning and Management**3.1-3.4**7.0 Leadership and Community Engagement** 7.1-7.4**8.0 Ethics and Social Responsibility**8.1-8.4**14.0 Legal Responsibility**14.1-14.3**19.0 Career Exploration** ST.19.1-ST.19.4 | **1.0 Academics** 1.1-1.4**2.0 Communication**2.1-2.5**4.0 Technology**4.1-4.4**5.0 Critical Thinking and Problem Solving**5.1-5.5**6.0 Health and Safety**6.1-6.5**9.0 Collaboration and Teamwork** 9.1-9.2**17.0 Skill Building**ST.17.1-ST.17.2 | **10.0 Creative Process**10.1-10.6**11.0 Research and Media Literacy**11.1-11.4**15.0 Media Content Creation**15.1-15.4 | **16.0 Production and Project Management**16.1-16.5**18.0 Process and Practice**ST.18.1-ST.18.4 |

#### Guidance for High Quality Pathway Sequencing Table

##### Performance, Music, and Live Events Pathway

###### Stage and Event Technology Focus Areas Advanced and Capstone Course(s)

| **Connecting** | **Applying** | **Creating** | **Producing** |
| --- | --- | --- | --- |
| **3.0 Career Planning and Management**3.4-3.9**8.0 Ethics and Social Responsibility**8.5-8.7**12.0 Audience and Behavior**12.1-12.6**13.0 Business and Marketing**13.4-13.7**14.0 Legal Responsibility**14.4-14.8 | **2.0 Communication**2.6-2.7**4.0 Technology**4.4-4.8**5.0 Critical Thinking and Problem Solving**5.1-5.5**6.0 Health and Safety**6.6-6.7**9.0 Collaboration and Teamwork** 9.3-9.5**17.0 Skill Building**ST.17.3-ST.17.7 | **3.0 Career Planning and Management**3.8-3.9**10.0 Creative Process**10.7 | **16.0 Production and Project Management**16.6-16.9**18.0 Process and Practice**ST.18.5-ST.18.9**20.0 Advanced Technologies** ST.20.1-ST.20.3 |

**Performance, Music, and Live Events Pathway**

### Dance and Theatre

**Focus Area Description:** Students will refine their creative and technical skills and prepare for careers in dance and/or theatre. Students will devise original work, perform in professional environments, and explore careers across commercial and concert industries. Students will work collaboratively in production environments and gain a broad understanding of opportunities for dance and theatre professionals including professional performance, arts and nonprofit management, production design and technology, studio and company management, public speaking, education, and fitness.

**Note:** Dance and Theatre focused pathways indicate common standards within Dance and Theatre CTE courses; it is key to remember that the techniques and expression of these standards are unique and discrete between Dance curriculum and Theatre curriculum. While there is opportunity for cross-discipline collaboration between Dance and Theatre courses, this document is not intended to be interpreted as guidance to combine Dance and Theatre CTE programs together or limit offerings to students.

**Recommended Prerequisites:**

Level 1–2 Dance Course(s)

Level 1–2 Theatre Course(s)

Introductory Arts, Media, and Entertainment Course

**Occupational Alignment: O-Net-SOC Codes**

11-1021.00 General and Operations Managers

11-2032.00 Public Relations Managers

11-9151.00 Social/Community Service Managers

11-9179.01 Fitness and Wellness Coordinators

13-1082.00 Project Management Specialists

25-1121.00 Art, Drama, and Music Teachers

27-2011.00 Actors

27-2012.04 Talent Directors

27-2031.00 Dancers

27-2022.00 Coaches and Scouts

27-2012.00 Producers and Directors

27-1011.00 Art Directors

27-3043.05 Poets, Lyricists and Creative Writers

27-2032.00 Choreographers

39-9031.00 Exercise Trainers and Group Fitness Instructors

**Aligned Course Titles (Dance):**

Choreography

Commercial Dance

Dance Company

Dance Fitness

Dance Performance

Musical Theatre

Professional Dance

**Aligned Course Titles (Theatre):**

Acting

Acting for Camera

Professional Theatre

Musical Theatre

Drama

Physical Theatre

Theatre Performance

#### 17.0 Dance and Theater: Skill Building

DT.17.1 Practice strengthening, coordination, balance, flexibility, and/or alignment exercises to improve physical technique for dance and theatre performance.

DT.17.2 Explore and refine techniques from different styles, crafts, forms, and genres in acting and/or dance disciplines.

DT.17.3 Understand and apply proper dance and theatre terminology and vocabulary to practice and performance.

DT.17.4 Safely navigate physical spaces and develop spatial and environmental awareness through practice and performance.

DT.17.5 Apply techniques that help reduce the risk of injury and contribute to emotional, mental, and physical wellness (i.e., yoga, Pilates, meditation, breathwork, etc.)

DT.17.6 Attend auditions and demonstrate effective performance skills in response to audition requirements.

DT.17.7 Understand elements of directing and effectively communicate artistic ideas when working with performers.

DT.17.8 Apply choreographic techniques to creating, staging, and blocking of performance material.

DT.17.9 Differentiate techniques for directing, choreographing, and performing for film/video and for live audiences.

#### 18.0 Dance and Theatre: Process and Practice

DT.18.1 Use improvisation to experiment with creative ideas.

DT.18.2 Apply knowledge of anatomy and body mechanics to a safe physical practice.

DT.18.3 Utilize movement and gesture to express character, emotion, and story points.

DT.18.4 Experiment with mood and timing using music, sound effects, and/or spoken narrative to make artistic decisions and enhance a performance.

DT.18.5. Experiment with technical design elements (i.e., projection, lighting, costumes, property, and scenic) to make artistic decisions and enhance a performance.

DT.18.6 Experiment with camera shots, angles, and editing to create professional reels and performance excerpts.

DT 18.7 Explore how innovative stage technologies (i.e., immersive media, automation, projection mapping, holographic technology, etc.) can enhance possibilities for performers.

DT.18.8 Memorize and practice performance material to maximize performance potential.

DT.18.9 Reflect and ask questions throughout the creative process to inform analysis and refinement of work.

#### 19.0 Dance and Theatre: Career Exploration

DT.19.1 Understand careers for performers across concert, commercial, and tourism industries.

DT.19.2 Explore career pathways in arts management and business, including studio, venue, and company management.

DT.19.3 Explore career pathways in fitness, wellness, and physical therapy.

DT.19.4 Explore career pathways for producers, directors, and choreographers.

DT.19.5 Understand career pathways for dance and theatre educators and teaching artists.

DT.19.6 Understand how performing artists are well equipped with transferable skills that apply to careers across a variety of industries.

DT.19.7 Explore the realities and scope of opportunity within the entertainment industry for performing artists.

#### 20.0 Dance and Theatre: Performance

DT.20.1 Participate in the production process by managing attendance for rehearsals, costume fittings and other requirements for performers.

DT.20.2 Work collaboratively and interact professionally with stage managers, directors, and crew to meet directorial goals.

DT.20.3 Plan and execute performances for different venue types, sites, locations, audiences, and purposes.

DT.20.4 Integrate an advanced level of technical skill and clear intent when performing in ensemble, group, and solo formats.

DT.20.5 Utilize control of cadence, projection, pitch, power/energy, and tone to effectively communicate emotion in dramatic performance.

DT.20.6 Utilize proper breath control and performance energy to support expression of movement and character.

DT.20.7 Skillfully apply director and choreographer notes to improve performance.

DT.20.8 Practice self-care and attend to mental and physical needs to maintain health and maximize performance potential.

#### Guidance for High Quality Pathway Sequencing Table

##### Performance, Music, and Live Events Pathway

###### Dance and Theatre Focus Areas Concentrator Course(s)

| **Connecting** | **Applying** | **Creating** | **Producing** |
| --- | --- | --- | --- |
| **3.0 Career Planning and Management**3.1-3.4**7.0 Leadership and Community Engagement** 7.1-7.4**8.0 Ethics and Social Responsibility**8.1-8.4**14.0 Legal Responsibility**14.1-14.3**19.0 Career Exploration** DT.19.1-DT.19.7 | **1.0 Academics** 1.1-1.4**2.0 Communication**2.1-2.5**4.0 Technology**4.1-4.4**5.0 Critical Thinking and Problem Solving**5.1-5.5**6.0 Health and Safety**6.1-6.5**9.0 Collaboration and Teamwork** 9.1-9.2**17.0 Skill Building**DT.17.1-DT.17.7 | **10.0 Creative Process**10.1-10.6**11.0 Research and Media Literacy**11.1-11.4**15.0 Media Content Creation**15.1-15.4**18.0 Process and Practice**DT.18.1-DT.18.3 | **16.0 Production and Project Management**16.1-16.4**20.0 Performance and Production**DT.20.1-DT.20.3 |

#### Guidance for High Quality Pathway Sequencing Table

##### Performance, Music, and Live Events Pathway

###### Dance and Theatre Focus Areas Advanced and Capstone Course(s)

| **Connecting** | **Applying** | **Creating** | **Producing** |
| --- | --- | --- | --- |
| **3.0 Career Planning and Management**3.4-3.9**7.0 Leadership and Community Engagement** 7.5**8.0 Ethics and Social Responsibility**8.5-8.7**12.0 Audience and Behavior**12.1-12.6**13.0 Business and Marketing**13.1-13.7**14.0 Legal Responsibility**14.4-14.8 | **2.0 Communication**2.6-2.7**4.0 Technology**4.4-4.8**5.0 Critical Thinking and Problem Solving**5.1-5.5**6.0 Health and Safety**6.6-6.7**9.0 Collaboration and Teamwork** 9.3-9.5**17.0 Skill Building**DT.17.8-DT.17.9 | **3.0 Career Planning and Management**3.8-3.9**10.0 Creative Process**10.7**15.0 Media Content Creation**15.5-15.8**18.0 Process and Practice**DT.18.6-18.8 | **16.0 Production and Project Management**16.7-16.9**20.0 Performance and Production**DT.20.4-DT.20.8 |

**Performance, Music, and Live Events Pathway**

### Music and Recording Arts

**Focus Area Description:** Students will refine their creative and technical skills and prepare for career paths in the music industry. Students will create and refine original songs, properly operate equipment and digital audio workstations, record and/or perform in professional environments, and explore careers across music technology, music business, studio operations, and live performance. Students will gain generalist knowledge that will prepare them for specialized careers for artists, engineers, producers, and audio professionals.

**Recommended Prerequisites:**

Level 1–2 Music Course(s)

Level 1–2 Media Arts Course(s)

Introductory Arts, Media, and Entertainment Course

**Occupational Alignment: O-Net-SOC Codes**

11-1021.00 General and Operations Managers

11-2011.00 Advertising and Promotions Managers

13-1011.00 Agents and Business Managers of Artists, Performers and Athletes

13-1082.00 Project Management Specialists

25-1121.00 Art, Drama, and Music Teachers

27-2012.00 Producers and Directors

27-2012.04 Talent Directors

27-2022.00 Coaches and Scouts

27-2041.00 Music Directors and Composers

27-2042.00 Musicians and Singers

27-2091.00 Disc Jockeys, Except Radio

27-3043.05 Poets, Lyricists and Creative Writers

27-4011.00 Audio and Video Technicians

27-4012.00 Broadcast Technicians

27-4014.00 Sound Engineering Technicians

**Aligned Course Titles**

Commercial Music

Music Composition

Music Performance

Music Production

Music Technology

Pop Music

Professional Music

Songwriting

Vocal Music

#### 17.0 Music and Recording Arts: Skill Building

MRA.17.1 Apply critical listening to gain an understanding of different music styles.

MRA.17.2 Apply emotional aspects of music such as tempo, dynamics, timbre, and feel in music creation.

MRA.17.3 Apply an understanding of song form in contemporary/popular music across genres to projects.

MRA.17.4 Apply an understanding of musical sections such as introductions, verse, pre-chorus, chorus, bridge, instrumental breaks/solos, and outros to projects.

MRA.17.5 Apply basic harmony and piano voicings for major, minor, and diminished chords and chord progressions to projects.

MRA.17.6 Apply organizational elements of song structure to original work.

MRA.17.7 Mix instruments, vocals, and other sounds using a Digital Audio Workstation (DAW).

MRA.17.8 Apply knowledge of sound waves, latency, and signal flow to recording and/or live streaming audio.

MRA.17.9 Apply the fundamentals of mixing in mono, stereo, and immersive sound audio formats.

#### 18.0 Music and Recording Arts: Process and Practice

MRA.18.1 Understand and apply foundational Musical Instrument Digital Interface (MIDI) and Digital Audio Workstation (DAW) principles to create music.

MRA.18.2 Experiment with different sounds, arrangements, samples, and pieces of music, using instruments, vocal techniques, and/or music technology to test and evaluate ideas.

MRA.18.3 Create desired music and sound effects to invoke a particular mood and impact an audience experience.

MRA.18.4 Develop musical ideas based on themes and other sources of inspiration.

MRA.18.5 Understand techniques for writing lyrics and melodies.

MRA.18.6 Create beats, write loops, and produce original work.

MRA.18.7 Create an Electronic Press Kit (EPK) that demonstrates creative and technical abilities.

MRA.18.8 Create original music for a commercial medium, such as advertising, video games, film soundtracks, etc.

MRA.18.9 Create, record, edit, master, and publish music in distinct styles.

#### 19.0 Music and Recording Arts: Career Exploration

MRA.19.1 Explore a range of careers for studio and live audio Professionals (i.e., mixing, mastering, engineering, etc.)

MRA.19.2 Explore career pathway options for artists, arrangers, songwriters, composers, orchestrators, musicians, and producers across industries (i.e., film and television, games, live events, etc.)

MRA.19.3Explore career pathways in music education.

MRA.19.4 Examine the role of Performing Rights Organizations (PROs) in the music industry.

MRA.19.5 Examine the importance and variety of contracts available to musicians and the difference between royalty splits, mechanical royalties, and contract agreements for songwriting, composition, recording and publishing.

MRA.19.6 Develop and establish a business model and understand the tax implications of operating as a sole proprietor or a small business.

#### 20.0 Music and Recording Arts: Performance

MRA.20.1 Rehearse, memorize, and skillfully perform solo and group material.

MRA.20.2 Apply a skillful retention and demonstration of an artistic work to a professional audition and performance.

MRA.20.3 Create or analyze a setlist and determine the flow and length of a show.

MRA.20.4 Attend auditions and casting calls, rehearsals, and recording sessions.

MRA.20.5 Rehearse, memorize, and perform original material in a skillful and professional manner.

MRA.20.6 Identify specific project needs for a studio session, including scheduling, budgeting, and staff; coordinate logistics to ensure recording objectives are met.

MRA.20.7 Set up, test, and regulate input levels and ensure sound quality during recording sessions.

MRA.20.8 Apply different techniques for recording instrumental and vocal performances, including microphone selection and placement on sound sources.

#### Guidance for High Quality Pathway Sequencing Table

##### Performance, Music, and Live Events Pathways

###### Music and Recording Arts Focus Areas Concentrator Course(s)

| **Connecting** | **Applying** | **Creating** | **Producing** |
| --- | --- | --- | --- |
| **3.0 Career Planning and Management**3.1-3.4**7.0 Leadership and Community Engagement** 7.1-7.4**8.0 Ethics and Social Responsibility**8.1-8.4**14.0 Legal Responsibility**14.1-14.3**19.0 Career Exploration** MRA.19.1-MRA.19.3 | **1.0 Academics** 1.1**2.0 Communication**2.1-2.5**4.0 Technology**4.1-4.4**5.0 Critical Thinking and Problem Solving**5.1-5.5**6.0 Health and Safety**6.1-6.5**9.0 Collaboration and Teamwork** 9.1-9.2**17.0 Skill Building**MRA.17.1-MRA.17.5 | **10.0 Creative Process**10.1-10.6**11.0 Research and Media Literacy**11.1-11.4**15.0 Media Content Creation**15.1-15.2 **18.0 Process and Practice**MRA.18.1-MRA.18.4 | **16.0 Production and Project Management**16.1-16.5**20.0 Performance**MRA.20.1-MRA.20.3 |

#### Guidance for High Quality Pathway Sequencing Table

##### Performance, Music, and Live Events Pathways

###### Music and Recording Arts Focus Areas Advanced and Capstone Course(s)

| **Connecting** | **Applying** | **Creating** | **Producing** |
| --- | --- | --- | --- |
| **3.0 Career Planning and Management**3.4-3.9**7.0 Leadership and Community Engagement** 7.5**8.0 Ethics and Social Responsibility**8.5-8.7**12.0 Audience and Behavior**12.1-12.6**13.0 Business and Marketing**13.1-13.7**14.0 Legal Responsibility**14.4-14.8**19.0 Career Exploration** MRA.19.4-MRA.19.6 | **4.0 Technology**4.4-4.8**5.0 Critical Thinking and Problem Solving**5.1-5.5**6.0 Health and Safety**6.6-6.7**9.0 Collaboration and Teamwork** 9.3-9.5**17.0 Skill Building**MRA.17.6-MRA.17.9 | **3.0 Career Planning and Management**3.8-3.9**10.0 Creative Process**10.7**15.0 Media Content Creation**15.5-15.8**18.0 Process and Practice**MRA.18.5-MRA.18.9 | **16.0 Production and Project Management**16.6-16.9**20.0 Performance**MRA.20.4-MRA.20.8 |

## Design, Visual, and Graphic Arts Pathway

**Pathway Description:**

Students will refine their creative and technical skills and prepare for careers in art and design industries. Students will develop skills in photography, fine art, graphic art, illustration, and commercial art. They will develop their craft, apply principles of design and composition to visual storytelling, and design products, services, artwork, and events for a variety of audiences. Students will create and exhibit original works, install public art exhibitions, design environments, products, and services to meet client expectations, engage in iterative processes, and work collaboratively to manage projects and prepare for specialized careers in art and design across industries.

**Focus Areas:**

Design

Studio Arts

**Guidance:**

It is highly recommended that students entering AME Design, Visual, and Graphic Arts Pathway Focus Areas complete an introductory arts or AME course as a prerequisite. Media Arts and Visual Arts foundations are essential to all Design, Visual, and Graphic Arts Pathway Focus Areas. Refer to the Accomplished and Advanced California Arts Standards for Visual Arts and Media Arts for academic alignment in CTE.

**Standards Alignment:**

All Introductory and Concentrator courses in Design, Visual, and Graphic Arts Pathways should prioritize Anchor Standards and Interdisciplinary Standards to establish a foundation for AME students. Each Focus Area has a unique set of Pathway Standards that build from the Anchor Standards and Interdisciplinary Standards and prepare students with occupation-specific skills and competencies. Pathway Standards are unique to each Focus Area. Refer to the Guidance for High Quality Pathway Sequencing Tables for recommended standards alignment.

**Design, Visual and Graphic Arts Pathway**

### Design

**Focus Area Description:** Students will refine their creative and technical skills and prepare for careers in design industries. Students will develop skills in user experience and interface design, graphic design, and visual storytelling. Students will engage in iterative processes, and work collaboratively to manage projects. They will design campaigns, products, services, artwork, environments, and experiences for a variety of audiences and clients, and prepare for specialized careers in design across industries.

**Recommended Prerequisites:**

Level 1–2 Media Arts Course(s)

Level 1–2 Visual Arts Course(s)

Introductory Arts, Media, and Entertainment Course

**Occupational Alignment: O-Net-SOC Codes**

11-2011.00 Advertising and Promotions Managers

11-9151.00 Social/Community Service Managers

15-1255.00Web and Digital Interface Designers

15-1255.01 Video Game Designers

27-1011.00 Art Directors

27-1013.00 Fine Artists, Including Painters, Sculptors, and Illustrators

27-1014.00 Special Effects Artists and Animators

27-1021.00 Commercial and Industrial Designers

27-1022.00 Fashion Designers

27-1024.00 Graphic Designers

27-1025.00 Interior Designers

27-1027.00 Set and Exhibit Designers

27-2012.00 Producers and Directors

27-2012.03 Media Programming Directors

27-2012.05 Media Technical Directors/Managers

27-4021.00 Photographers

**Aligned Course Titles:**

Design

Media Arts

Design Strategy

Graphic Design

Motion Graphics

Publication Design

User Experience and User Interface Design

Visual and Commercial Art

#### 17.0 Design: Skill Building

D.17.1 Apply principles of composition to original work, including scale, visual hierarchy, balance, and negative space.

D.17.2 Incorporate color theory, color modes, contrast, opacity, transparency, shading, and layering to create depth and movement within designs.

D.17.3 Use narrative, decorative, informative and/or conceptual illustrations to articulate a creative idea or vision.

D.17.4 Apply knowledge of typography and letterforms to set visual tone, deliver clear messages and organize information.

D.17.5 Use layout and vector-based software to create print applications like logos, posters, packaging, brochures, or signs.

D.17.6 Use User Experience (UX) and User Interface (UI) principles to design experiences for websites, applications, social networks, and digital services.

D.17.7 Apply principles of interaction design, to prioritize UX and UI in digital products and services.

D.17.8 Use accessible design practices, considering the needs of people with different abilities.

D.17.9 Create and integrate images, effects, motion graphics, and/or animation into final content.

#### 18.0 Design: Process and Practice

D.18.1 Explore different approaches to solving design problems and evaluate what makes each approach effective.

D.18.2 Read and interpret a project brief and generate multiple relevant concepts.

D.18.3 Tell a compelling story through design elements.

D.18.4 Help clients define clear and actionable design objectives that satisfy their goals and allow creative exploration.

D.18.5 Write an effective proposal for a client, including pricing, relevant case studies and work samples.

D.18.6 Contribute to a comprehensive design project in a professional environment.

D.18.7 Track tasks and deliverables using project management software.

D.18.8 Monitor project milestones and deliverables and create project status presentations.

D.18.9 Collaborate with a cross-functional design team to finalize a project.

#### 19.0 Design: Career Exploration

D.19.1 Explore the range of design careers across sectors.

D.19.2 Explore career pathways in packaging, publication, and graphic design.

D.19.3 Explore career pathways in interactive design including UX and UI, web design, product design, system, and information design.

D.19.4 Explore career pathways in branding design, advertising, and digital marketing.

#### 20.0 Design: Impact

D.20.1 Understand the environmental impact of design and how to create with sustainability in mind.

D.20.2 Employ inclusive, equitable and accessible design practices.

D.20.3 Use design and creative problem solving for the greater good, while resolving or communicating issues within local communities.

D.20.4 Design a solution for a community need or problem.

#### Guidance for High Quality Pathway Sequencing Table

##### Design, Visual and Graphic Arts Pathways

###### Design Focus Areas Concentrator Course(s)

| **Connecting** | **Applying** | **Creating** | **Producing** |
| --- | --- | --- | --- |
| **3.0 Career Planning and Management**3.1-3.4**7.0 Leadership and Community Engagement** 7.1-7.4**8.0 Ethics and Social Responsibility**8.1-8.4**14.0 Legal Responsibility**14.1-14.3**19.0 Career Exploration** D.19.1-D.19.4 | **1.0 Academics** 1.1-1.4**2.0 Communication**2.1-2.5**4.0 Technology**4.1-4.4**5.0 Critical Thinking and Problem Solving**5.1-5.5**6.0 Health and Safety**6.1-6.5**9.0 Collaboration and Teamwork** 9.1-9.2**17.0 Skill Building**D.17.1-D.17.5 | **10.0 Creative Process**12.1-12.7**11.0 Research and Media Literacy**11.1-11.4**15.0 Media Content Creation**15.1-15.4 | **16.0 Production and Project Management**16.2-16.5**18.0 Process and Practice**D.18.1-D.18.2 |

#### Guidance for High Quality Pathway Sequencing Table

##### Design, Visual and Graphic Arts Pathway

###### Design Focus Areas Advanced and Capstone Course(s)

| **Connecting** | **Applying** | **Creating** | **Producing** |
| --- | --- | --- | --- |
| **3.0 Career Planning and Management**3.4-3.9**7.0 Leadership and Community Engagement** 7.5**8.0 Ethics and Social Responsibility**8.5-8.7**12.0 Audience and Behavior**12.1-12.6**13.0 Business and Marketing**13.1-13.7**14.0 Legal Responsibility**14.4-14.8**20.0 Impact**D.20.1-D.20.4 | **2.0 Communication**2.6-2.7**4.0 Technology**4.4-4.8**5.0 Critical Thinking and Problem Solving**5.1-5.5**6.0 Health and Safety**6.6-6.7**9.0 Collaboration and Teamwork** 9.3-9.5**17.0 Skill Building**D.17.6-D.17.9 | **3.0 Career Planning and Management**3.8-3.9**10.0 Creative Process**10.7**15.0 Media Content Creation**15.5-15.8 | **16.0 Production and Project Management**16.6-16.9**18.0 Process and Practice**D.18.3-D.18.8 |

**Design, Visual and Graphic Arts Pathway**

### Studio Arts

**Focus Area Description:** Students will refine their creative and technical skills and prepare for careers in the arts and culture sectors. Students will explore careers in fine art, public art, sculpture, illustration, and/or photography, including gallery operations, curation, museum administration and arts education. Students will explore various digital and physical mediums, create, and exhibit original works; curate, and install public art exhibitions; price and market original work; and create artwork for different audiences and purposes.

**Recommended Prerequisites:**

Level 1–2 Visual Arts Course(s)

Level 1–2 Media Arts Course(s)

Introductory Arts, Media, and Entertainment Course

**Occupational Alignment: O-Net-SOC Codes**

11-2011.00 Advertising and Promotions Managers

11-9151.00 Social/Community Service Managers

27-1011.00 Art Directors

27-1013.00 Fine Artists, Including Painters, Sculptors, and Illustrators

27-1014.00 Special Effects Artists and Animators

27-1022.00 Fashion Designers

27-1027.00 Set and Exhibit Designers

25-1121.00 Art, Drama, and Music Teachers

27-2012.03 Media Programming Directors

25-4011.00 Archivists

25-4012.00 Curators

25-4013.00 Museum Technicians and Conservators

27-4021.00 Photographers

51-9195.05 Potters, Manufacturing

**Aligned Course Titles**

Ceramics

Illustration

Painting

Professional Photography

Studio Art and Curation

Sculpture

Visual and Commercial Art

#### 17.0 Studio Arts: Skill Building

SA.17.1 Apply principles of composition to original work, including scale, form, visual hierarchy, balance, and negative space.

SA.17.2 Incorporate color theory, shading, line, and contrast to create depth and movement within images.

SA.17.3 Use narrative, decorative, informative and/or conceptual illustrations to articulate a creative idea or vision.

SA.17.4 Apply a knowledge of anatomy, body mechanics, and facial expressions, to images of human, animal, and fictional characters.

SA.17.5 Use different techniques, materials, textures, and artistic mediums to produce desired effects in original work.

SA.17.6 Apply a knowledge of perspective and dimension to environments, scenic design, photography, and other artistic products.

SA.17.7 Combine and/or manipulate a range of physical, digital, and virtual mediums (i.e., painting, color, opacity, transparency, and layering).

SA.17.8 Operate camera equipment effectively, capture various types of images, and transfer, render, and optimize images using industry-standard editing software.

SA.17.9 Apply appropriate techniques in handling tools and materials used to design, plan, create and install 2D or 3D artwork.

#### 18.0 Studio Arts: Process and Practice (exhibition)

SA.18.1 Identify appropriate specific exhibition needs, including venue type, permits, scheduling, budgeting, and staffing.

SA.18.2 Determine the value of artwork and price appropriately for commercial purposes, display and sale.

SA.18.3 Design and execute a digital marketing campaign for a product, service, public event, or gallery opening.

SA.18.4Work with artists, artistic directors, curators, and technical staff to realize an artistic vision in a gallery, event or public space.

SA.18.5 Create, arrange, caption, label, and install artistic work for a client or public audience.

SA.18.6 Create artwork aligned to client specifications, commercial purposes, and specific project guidelines.

SA.18.7 Coordinate the strike of an installation and properly disassemble, store and document artistic works.

SA.18.8 Create and submit artwork to public shows or galleries according to a specific theme, topic, style, and/or medium.

SA.18.9 Create, refine, showcase, and value an original collection of artworks, demonstrating technical skill in a specific medium and style.

#### 19.0 Studio Arts: Career Exploration

SA.19.1 Explore the range of careers for visual artists and photographers across industries.

SA.19.2 Explore career pathways arts educators.

SA.19.3 Explore career pathways for museum and gallery professionals including curators, archivists, collections management and restoration professionals, and museum educators.

SA.19.4 Explore career pathways for photographers and visual artist in commercial settings and marketing.

#### 20.0 Studio Arts: Impact

SA.20.1 Explore advanced technology (i.e., coding, computation, and data) as an artistic medium for art production, augmentation, and exhibition.

SA.20.2 Use creative problem solving for the greater good, while resolving and/or communicating issues within local communities through artistic works.

#### Guidance for High Quality Pathway Sequencing Table

##### Design, Visual and Graphic Arts Pathways

###### Studio Arts Focus Areas Concentrator Course(s)

| **Connecting** | **Applying** | **Creating** | **Producing** |
| --- | --- | --- | --- |
| **3.0 Career Planning and Management**3.1-3.4**7.0 Leadership and Community Engagement** 7.1-7.4**8.0 Ethics and Social Responsibility**8.1-8.4**14.0 Legal Responsibility**14.1-14.3**19.0 Career Exploration** SA.19.1-SA.19.4 | **1.0 Academics** 1.1-1.4**2.0 Communication**2.1-2.5**4.0 Technology**4.1-4.4**5.0 Critical Thinking and Problem Solving**5.1-5.5**6.0 Health and Safety**6.1-6.5**9.0 Collaboration and Teamwork** 9.1-9.2**17.0 Skill Building**SA.17.1-SA.17.5 | **10.0 Creative Process**10.1-10.6**11.0 Research and Media Literacy**11.1-11.4**15.0 Media Content Creation**15.1-15.3 | **16.0 Production and Project Management**16.2-16.5**18.0 Process and Practice**SA.18.1-SA.18.2 |

#### Guidance for High Quality Pathway Sequencing Table

##### Design, Visual and Graphic Arts Pathway

###### Studio Arts Focus Areas Advanced and Capstone Course(s)

| **Connecting** | **Applying** | **Creating** | **Producing** |
| --- | --- | --- | --- |
| **3.0 Career Planning and Management**3.4-3.9**7.0 Leadership and Community Engagement** 7.5**8.0 Ethics and Social Responsibility**8.7**12.0 Audience and Behavior**12.1-12.6**13.0 Business and Marketing**13.1-13.7**14.0 Legal Responsibility**14.4-14.8**20.0 Impact**SA.20.1-SA.20.2 | **2.0 Communication**2.6-2.7**4.0 Technology**4.4-4.8**5.0 Critical Thinking and Problem Solving**5.1-5.5**6.0 Health and Safety**6.6-6.7**9.0 Collaboration and Teamwork** 9.3-9.5**17.0 Skill Building**SA.17.6-SA.17.9 | **3.0 Career Planning and Management**3.8-3.9**10.0 Creative Process**10.7 | **16.0 Production and Project Management**16.6-16.9**18.0 Process and Practice**SA.18.3-SA.18.9 |

## Registered Pre-Apprenticeship Program Alignment

Focus Area sequencing should be prioritized when developing high quality pathways. Guidance for High Quality Pathway Sequencing tables can be used to ensure CTE programs align with registered pre-apprenticeship and other funding requirements. AME programs that offer a three-course sequence and demonstrate explicit Focus Area alignment to the Guidance for High Quality Pathway Sequencing tables can meet eligibility requirements for registered pre-apprenticeship.[[12]](#footnote-12)

Programs applying for registered pre-apprenticeship programs need to demonstrate that all CTE AME students have access to foundational Arts and/or AME introductory courses prior to enrolling in concentrator courses.

Pathways can submit course outlines and required documentation to apply as registered pre-apprenticeship programs with registered apprenticeship program (RAP) sponsors and the Division of Apprenticeship Standards (DAS), Pre-Apprenticeship office.[[13]](#footnote-13)

Schools that offer CTE pathways with advanced or specialized training can align with registered youth apprenticeship, union training, or other industry recognized programs. Refer to 2023 Industry Recommendations and Guidance for AME Model Programs and Advanced Training document for pre-apprenticeship and apprenticeship program guidance.

## Contributors

### Standards Writing Team

Anne Bown Crawford, Resident Artist, Google Quantum AI Labs; Executive Director,

California Arts Council (2018-2022)

Matthew Carlson, Director of User Experience Design, Adobe Creative Cloud

DeJon Ellis, Business Manager, International Alliance of Theatrical Stage Employees,

Moving Picture Technicians, Artists, and Allied Crafts (IATSE) Local 80

Allison Frenzel, Education Consultant, California Department of Education

Damara Vita Ganley, Performer, Choreographer, Director, Educator, Arts Administrator,

Joe Goode Performance Group, Bandaloop, University of California Santa Cruz.

Cherie Glisson, CTE Instructor, Apple Valley Unified School District

Jinko Gotoh, Producer; Vice President, Women in Animation

Malik Grant, Senior Creative Producer, TrasK House; Co-Founder, Events

Vocational Education Network (EVEN)

Ri-Karlo Handy, Chief Executive Officer, Producer, Sun Rise Media; Executive Director

and Founder, The Handy Foundation

Nicole Hendrix, Executive Director and Co-Founder, BRIC Foundation.

Executive Producer, 9B Collective; Concept Art Association

Jonathan Kirkland, Actor, Writer, Singer; Chief Executive Officer/Founder, Virtual

Kickbacks; Educator, Producer, Diversity, Equity, and Inclusion Consultant

Magnus Lehmann, Head of Creative Department, Riot Games

Arnon Manor, Education Chair, The Visual Effects Society; Senior Vice President of

Visual Effects Production, Sony Pictures

Mike Packer, Vice President of Education, 1500 Sound Academy

Janelle Picket, CTE Instructor, Burbank Unified School District

Jean Francios Revan, CTE Instructor, Oakland School for the Arts; Member, IATSE

Local 107

Seth Robinson, Inventor, Robospot; Lighting Designer; Co-founder, EVEN

Sooner Rae Routhier, Show Designer, Sooner Rae Creative, Co-Founder, EVEN

Luis Rodriguez, CTE Instructor, Centinela Valley Union High School District

Malakhi Simmons, Set Lighting Technician and Instructor, IATSE Local 728

Erik Speth, CTE Instructor, Renaissance Arts Academy

Tom Smith, Lead Game Designer, Roblox

John Tourtellotte, CTE Instructor, Los Angeles Unified School District

Matthew Waynee, CTE Instructor, Los Angeles Unified School District

Dennis Weaver, CTE Instructor, Twin Rivers Unified School District

Patricia West, Performer, Choreographer, Director, Educator, Arts Administrator,

Joe Goode Performance Group, Cal Performances

Jim Winquist, Technical Art Director, Riot Games

### Standards Contributors Team

Rabia Abedin, Manager Early Career Programs and Diversity Outreach, Dreamworks

Jewyl Alderson, Integrated Curriculum Coordinator, San Diego County Office of

Education

Brian Alli, Vice President of Global Artist Relations and Strategic Partnerships, Roland

Jorrel Batac, Chief Operating Officer, North America Scholastic Esports Federation

Sean Bacon, Designer; Adjunct Faculty, San Diego City College

Becki Barabas, Global Manager Product Relations, JBL Professional

Marc Bayangos, CTE Instructor, San Francisco Unified School District

Love Beach, Vice President of Creative Strategy, Blavity

Inez S. Bush, Assistant Dean of Extension, Otis College of Art and Design Extension

Sam Cabrera, President, American Institute of Graphic Arts (AIGA) Los Angeles

Tracy Campbell, Director of Production Training and Development, Walt Disney

Animation Studios, Women in Animation

Jorge Caridad, CTE Instructor, Los Angeles Unified School District

Laura Clark, Director of Education, Music Forward Foundation

Grazia Como, Early Careers, Netflix Animation

Julie Ann Crommett, Founder and Chief Executive Officer, Collective Moxie; Board Member, Women in Animation

Kale Cummings, President, American Federation of Musicians, Local 6

Michael Despars, Theatre Instructor, Fullerton Joint Union High School District; Past

President, California Educational Theatre Association

Joanne DiVito, Professor, California State University, Northridge

Morenike Dosu, Director, Diversity Equity, and Inclusion, DreamWorks

Stephani Downey, Diversity and Inclusion Business Partner, Apple

Alexandra Drosu, Director of Communication and Outreach, The IATSE Local 839,

Animation Guild

Camille Eden, Vice President of Early Careers and Recruiting, Nickelodeon

Sebastien Elkouby, CTE Instructor, Inner City Education Foundation (ICEF) View Park

Preparatory High School

Harvey Estrada, Professor of Commercial Music, Compton College

Melecio Estrella, Artistic Director, Bandaloop

Jack Friedman, Founder, Study Smart Tutors and Educational Gaming Services

Reut Feldman, Studio General Manager, Clear Lake Recording Studios

Elizabeth Gerber, Senior Educator, Programs and Engagement, Los Angeles

County Museum of Art (LACMA)

Alexander Gemignani, Associate Professor, Northwestern University; Artistic Director,

American Music Theatre Project and National Music Theatre Conference

Carl Gist, Director of Entertainment Initiatives, Los Angeles Urban Backstage Careers

Alton Glass, Chief Executive Officer GRX Immersive Labs

Jostin Grimes, Education Specialist, Spotify

Devlin Grimm, Senior Recruiter, Sony Pictures Animation

Greg Grusby, Director, PR & Communications, Industrial Light & Magic

Scott Hagen, Chief Executive Officer, Victrola

Erika Hall, Co-Founder, Mule Design

Chris Hansen, Director, Recording and Broadcast, Harmon

Kim Hoj, CTE Instructor, Ojai Unified School District

Laura Hohman, Early Careers, Nickelodeon

Jackie Huang, Business Agent, The IATSE Local 839, Animation Guild

Rose Huey, Director of Education, Dancer, Bandaloop

Steven Issacs, Secondary Education Manager, Epic Games

Juliana Iturralde, Program Director, BRIC Foundation

Bob Johnson, Entertainment Attorney; Senior Partner, RJT Advisors

David Johnson, CTE Instructor, Oakland School for the Arts

Meia Johnson, Creative Careers Initiative, Los Angeles County Arts and Culture

Cynthia Kanner, SVP Postproduction, HBO/HBOMax, Warner Bros Discovery

Dr. Amarpal Khanna, Assistant Professor, Graphic Design, Los Angeles City College

Kyle Kim-Greenberg, Learning and Development Manager, Riot Games

Jeanette King, President, The IATSE Local 839, Animation Guild

Brian Kullas, Global Product Specialist Lead, Native Instruments

Ann Le Cam, Global Head of Talent and Animation Production, Weta Digital

Jeff Larson, CTE Instructor, San Francisco Unified School District

Chris Leahy, Director, Global Talent Acquisition, Sony Pictures Animation

Katerina Leinhert, Strategist, Imprint Projects

MaeLin Levine, President, AIGA San Diego

Donovan Malloy, Human Resources, Microsoft

Alison Mann, Co-Founder, BRIC Foundation; Manager and Co-president, Fourth Wall

Management

Kristain Markus, Associate Director of Educational Technology, Study Smart

Tutors

Robyn MacNair, Arts Administrator, Santa Ana Unified School District

Ann Whitney McCombs, Manager, Talent Acquisition, Skydance Animation

Phil Metz, Director of Entertainment, Nascar

Amanda Miller, Executive Producer, PSYOP

Tiffany Miranda, Executive Director, Girls Make Beats

Mike Monteiro, Creative Director, Mule Design

Sierra Mon, Marketing Manager, Artstation

Stephanie Morse, Early Careers and Recruiting, Walt Disney Animation Studios

Lucas Mosing (FaZe Blaze), Content Creator; Co-Founder, FaZe Clan

Kait Nader, Customer Advisory Board Manager Ad Marketing, Amazon

Gayle Nicholls-Ali, CTE Instructor, La Canada Unified School District

Aba Ngissah, CTE Coordinator, Inglewood Unified School District

Karen Olivo, Associate Professor and Director of Musical Theatre Certificate Program,

Northwestern University

Jena Olson, Head of Operations, Women in Animation

Andrew Pak, CTE Coordinator, Los Angeles Unified School District

Eugene Palmer, Theater Supervisor, University of California Berkeley; Local 107

John Petrocelli, Chief Executive Officer, Bulldog Media

Vanessa Pfeiffer, Director, Equity and Inclusion Pipeline Programs, Warner Bros.

Discovery

Anna Pilhoefer, Director, Equity & Multilingual Learner Services, Santa Barbara Unified

School District

Julia Pinhey, CTE Instructor, Simi Valley Unified School District

Anthony Pisano, Founder, Game Over Talent

Jean Pongsai, Design Director, Founder, AIGA Los Angeles, Studio DBJ

Arabian Prince, Chief Executive Officer, Inov8 Next and GGGoat

Scott Pruit, Strategic Advisor, Volume LLC 1500 Sound Academy

Shannon Prynoski, Vice President, Titmouse Animation

Simone Price, Manager of Corporate Social Responsibility, Dolby

Stephanie Quinn, Director of Marketing, ToonBoom

Renee Reid, Manager, User Experience Design Research, LinkedIn

Chad Reisfelt, Education Manager, Soundtrap by Spotify

Linzie Reynolds, Director of Enterprise Business, Wacom

Marco Robles, Business Agent, IATSE Local 80

Talisha Romero, Director of Marketing, Pensado’s Place

Louise Sanhaus, Faculty, Founder/Co-Director, The People’s Graphic Design Archive,

Cal Arts

Andrew Saunders, Global Head of Entertainment and Culture Marketing,

Amazon (former); Chief Marketing Officer, Offchain Labs

John Scanlon, Senior Manager Dolby Institute and Experiential Technology, Dolby

Tyler Scott, Social Media Director, Pensado’s Place

Bryan Schiller, Strategic Partnerships, The Grammy Museum
Irene Silbert, CTE Pathways Director, Simi Valley Unified School District

Nurit Siegel Smith, Executive Director, Music Forward Foundation

Carson Smith, Vice President of Community Engagement, Nickelodeon

Paula Spence, Recording Secretary, IATSE Local 839 The Animation Guild

Daniel Spinka, Linked Learning Coordinator, Sacramento City Unified School District

Deb Stone, Director of Talent Recruitment, Illumination

Nancy Rae Stone, Deputy Director Film and TV Tax Credit Program,

California Film Commission

Whitney Taber, Strategic Partnerships, Girls Make Beats; Director of Client Relations,

Fab Factory Studios

David Dylan Thomas, Founder & Chief Executive Officer, David Dylan Thomas, LLC

Dr. Delores Thomson, CTE Pathways Director, Oakland School for the Arts

Abigail Thurstonn, Senior Creative Resource Manager, PSYOP

Herb Trawick, Host, Co-founder, Pensado’s Place; Senior Partner, RJT Advisors

Tacy Trowbridge, Global Education Lead for Thought Leadership and Advocacy, Adobe

Lisa Vasquez, Corporate Social Responsibility Manager, Education and Research, The

Walt Disney Company

Edmund Velasco, President, American Federation of Musicians, Local 7

Adam West, Business Representative, Motion Picture Costumers IATSE Local 705

Harry Weston, Performer, Arts Administrator, Educator, Versa-Style Dance Company

Kenneth Williams, Music Instructor, East Side Unified School District

Greg Wondra, CTE Instructor, Kern County Regional Occupational Center

Christina Wun, Art Director and Project Lead, Riot Games

Dawn Yamazi, Senior Vice President of Worldwide Talent, Illumination

Susan Zwerman, VFX, Virtual Production Producer, Visual Effects Society; Executive

Producer Exceptional Minds

PK Graff, Commissioner, Georgia Scholastic Esports Federation; Mentor,

North American Scholastic Esports Federation.

## Glossary

**21st century skills:** Essential workplace skills, habits, and characteristics such as collaboration, communication, creativity, critical thinking, and problem solving.

**Above the Line:**  Referring to the types of jobs in a film production budget that are not predictable due to specific and varied rates for actors, directors, and writers.

**Anchor Standards:** Universal and cross-curricular skills and knowledge for all AME students across pathways; Based on the California Standards for Career Ready Practice.

**Artificial Intelligence (AI):** Recreation and/or imitation of human intelligence and tasks by computer systems.

**Augmented Reality:** Augmented reality (AR) is the modification of a real-life environment by the addition of sound, visual elements, or other sensory stimuli.

**Authentic Learning Experiences:** Classroom experiences that emulate situations, tasks and interactions found in professional environments.

**Automation (stage technology):** Mechanical moving scenery in live entertainment.

**Below the Line:** Referring to the jobs in a film production budget that are predictable in terms of departments, production crafts, skilled labor, and related wages.

**Capstone Course:** Advanced, final course in CTE pathway sequence of courses. Capstone courses are offered to students grades 9–12.

**Code-Switching**: the practice of alternating between two or more languages or varieties of language in conversation.

**Competencies:** Measurable objectives that provide targeted goals and outcomes for student learning.

**Compositing:** Compositing involves combining visual elements from different sources into single images to create a unified scene.

**Concentrator Course:** Intermediate level, focus area course in CTE pathway sequence of courses. Concentrator courses are offered to students grades 9–12.

**Conceptual:** pertaining t*o* abstract or original thoughts or plans in early stages of development.

**Content:** Any material or media appearing on a website or other electronic medium.

**Creative Careers:** Careers where creativity is central to the job requirements and duties.

**Creative Economy:** Global economic term describing employment, output, and outcomes of industries such as design, digital media, entertainment, music, live events, performance, arts, and culture, and more.

**Creative Industries:** Industries such as design, digital media, entertainment, music, live events, performance, arts, and culture, and more.

**Cuing:** To respond to a cue or set a piece of audio or video equipment in readiness to play.

**Cultural Appreciation:** To expand understanding of different cultures and show respect for unique practices, people, appearances, ceremonies, etc.

**Cultural Appropriation:** To mimic, use, or claim cultural behaviors, symbols, artifacts, genres, rituals, etc. for personal interest or gain.

**Essential Workplace Skills:** Transferable skills for the workplace. Often referred to as “soft skills.”

**Ethical:** Referring to workplace or educational behavior; a set of rules, principles, values, and standards that students, instructors, employees, and employers follow in workplace and/or educational environments.

**Focus Area:** Career-specific area of study within a pathway.

**Form:** organization, shapes, and arrangement of the components in a visual or performing artwork.

**Generalist:** A person prepared to perform a broad range of duties rather than specialized work in a particular field.

**Inclusive, Equitable and Accessible Design Practices**: Design practices that consider and engage with groups that have historically been disadvantaged or harmed by design, especially those who might be impacted by the outcomes of the design project in question.

**Industry-Standard:** Tools, equipment, technology, and practices used in professional environments.

**Interdisciplinary Standards:** Universal and cross-curricular skills and knowledge outlining the importance of business and marketing, legal responsibility, media production and project management skills across creative industries.

**Introductory Course:** Exploratory, beginning-level course in a CTE pathway.[[14]](#footnote-14) Introduction courses are offered to students in grades 7–12.

**Machine Learning:** Computer systems that use algorithms and data to adapt and change without explicit commands or instructions from a user.

**Media Literacy:** The ability to research, organize, analyze, evaluate, and create media in a variety of forms.

**Monetize:** To create and sell a product, idea, artwork, or other intellectual property.

**Pathway Standards:** Learning objectives that align with career-specific skills and competencies. Pathway Standards are organized by Focus Area*.*

**Pitch:** A persuasive presentation of information, services, products, creative ideas, etc.

**Real-Time Rendering:** Animation or media content that is rendered instantaneously and can be computer generated in real time for use in games, virtual production environments and immersive media.

**Registered Pre-apprenticeship:** A classroom-based prerequisite program for registered apprenticeship that is approved by program sponsors and registered with the Division of Apprenticeship Standards (DAS).[[15]](#footnote-15)

**Registered Youth Apprenticeship:** An apprentice training program that is registered with the Division of Apprenticeship Standards and/or the United States Department of Labor, consisting of paid on-the-job training, classroom-instruction, and related certifications; “Youth” refers to a target age range of 16–24.

**Render:** The final stage of processing and optimizing a digital or traditional image, illustration, model, or animation.

**Rig:** To use ropes, cables, and other equipment to secure lights, curtains, scenery, audio equipment, or other technical needsin theatre or filmed productions.

**Rotoscoping:** is a frame-by-frame animation tracing technique used to produce realistic action in animated and live action projects.

**Soft Goods:** Drapes, curtains and other cloth-based elements of the stage or scenery.

**Spotting:** The editorial process of deciding where a musical score and/or sound effects should be included in a film. Spotting takes place after the film is "locked" by the director and involves time cues to support sound design.

**Transcode:** Digital conversion of one type of encoded data (video or audio) to another, often because the target device that will be used to display the content requires a smaller file size.

**User Experience:** The experience of a person using web-based technologies, services, software, applications, and products.

**User Interface:** The interaction design and usability of web-based technologies, services, software, applications, and products**.**

**Vector-based software:** Software that creates and manipulates images using commands and mathematical formulas, allowing users to create and scale images without losing quality.

**Visual Hierarchy:** Organization and arrangement of visual elements in a composition to draw attention to certain things and show order of importance.

**Virtual Production:** The use of real-time rendering and visual effects in film production, inclusive of motion capture technology, green and blue screen studios, and/or a LED volume stage.

**Virtual Reality:** Computer-generated simulation of an interactive three-dimensional environment using specific technology that allows the user to experience various sensor stimuli.

**Web-based technologies:** Online applications and tools allowing individuals to connect and interact with each other, goods, and services in digital spaces.

## References

*California Arts Standards*. California Arts Standards - Content Standards (CA Dept of Education). (n.d.). Retrieved January 19, 2023, from <https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>

*Essential skills*. San Diego County Office of Education. (n.d.). Retrieved January 19, 2023, from <https://www.sdcoe.net/cte-innovation/career-ready-curriculum/essential-skills>

Frankenfield, J. (2021, March 8). Artificial Intelligence (AI). *Investopedia*.
<https://www.investopedia.com/terms/a/artificial-intelligence-ai.asp>

Hayes, A. (2023, January 16). *Augmented reality (AR) defined, with examples and uses*. Investopedia. Retrieved January 19, 2023, from <https://www.investopedia.com/terms/a/augmented-reality.asp>

Merriam-Webster. (n.d.). In Merriam-Webster.com dictionary. Retrieved January 19, 2023, from <https://www.merriam-webster.com/dictionary>

Occupational Information Network (O\*NET) is developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA): <https://www.onetcenter.org/overview.html>

Oxford University Press. (n.d.). *Oxford English dictionary*. Retrieved January 19, 2023, from <https://languages.oup.com/dictionaries>

*Standards & Framework*. Standards & Framework 2013 California Arts, Media, and Entertainment Model Curriculum Standards - Career Technical Education (CA Dept of Education). (n.d.). Retrieved January 19, 2023, from <https://www.cde.ca.gov/ci/ct/sf/documents/artsmedia.pdf>

*Standards & Framework*. Standards For Career Ready Practice - Career Technical Education (CA Dept of Education). (n.d.). Retrieved January 19, 2023, from <https://www.cde.ca.gov/ci/ct/sf/>

ScreenSkills. (n.d.). *Roles in film, TV, games, animation and VFX*. ScreenSkills. Retrieved January 19, 2023, from <https://www.screenskills.com/job-profiles/>

*Video production, filmmaking, video business tips: Filmmaking lifestyle*. Filmmaking Lifestyle. (2022, August 17). Retrieved January 19, 2023, from <https://filmlifestyle.com/>

1. Standards for Career Ready Practice <https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf> [↑](#footnote-ref-1)
2. Focus Areas will replace sub-pathways. [↑](#footnote-ref-2)
3. Due to rapidly evolving technology in arts, media and entertainment career pathways, this document will be reviewed by the California State Arts, Media, and Entertainment Advisory Board annually to ensure industry alignment. [↑](#footnote-ref-3)
4. The California Arts Standards outline the Artistic Processes as Connecting, Reflecting, Creating, and Producing. The Guidance for High Quality Sequencing tables have slightly different processes and definitions relating to career-readiness in creative fields. [↑](#footnote-ref-4)
5. Anchor Standards descriptions are from the California Standards for Career Ready Practice <https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf> [↑](#footnote-ref-5)
6. Arts education is part of an adopted course of study per Education Code Section 51220. AME is designed to expand on arts education and support career-readiness for students interested in pursuing careers in related fields (rather than supplant, displace, or replace arts courses). [↑](#footnote-ref-6)
7. It is recommended to focus on 1.0-16.0 for Introductory and Middle School foundation AME courses, but Pathway Standards can be integrated as appropriate to an LEA’s program of study. [↑](#footnote-ref-7)
8. Refer to Interdisciplinary Standards for foundational Content Creation and Production related standards. [↑](#footnote-ref-8)
9. It is recommended that students complete one or more of the listed prerequisites(s) before enrolling in a concentrator class. [↑](#footnote-ref-9)
10. O-Net Codes are referenced for alignment to registered apprenticeship and for the purposes of career research. [↑](#footnote-ref-10)
11. Local Education Agencies (LEAs) have autonomy to emphasize a specific career focus and select unique names for CTE courses. [↑](#footnote-ref-11)
12. See <https://www.dir.ca.gov/das/preapprenticeship.htm> for information on registering pre-apprenticeship programs. All pre-apprenticeship CTE programs must be reviewed and approved by a registered apprenticeship program prior to implementation. Search for registered apprenticeship programs on the Division of Apprenticeship Standards database: <https://www.dir.ca.gov/databases/das/aigstart.asp> [↑](#footnote-ref-12)
13. Schools that demonstrate alignment to Guidance for High Quality Pathway Sequencing will be eligible to register as pre-apprenticeship programs in registered occupations. [↑](#footnote-ref-13)
14. There is one introductory course option for all AME pathways. [↑](#footnote-ref-14)
15. Schools that demonstrate alignment to Guidance for High Quality Pathway Sequencing will be eligible to register as pre-apprenticeship programs in registered occupations. [↑](#footnote-ref-15)