

ROP—THE ART OF VIDEO PRODUCTION

PHILOSOPHY

ROP delivers state-of-the-art educational programs to high school and adult students to prepare them for challenging careers, higher education and lifelong learning.

PROGRAM GOALS

The goal of the program is to develop students’ academic and technical skills so they will be prepared for:

- Employment
- Opportunities for promotion
- College
- Advanced training

COURSE TITLE	THE ART OF VIDEO PRODUCTION	
CBEDS TITLE/NO.	TELEVISION PRODUCTION – 2906 (Previously 5770)	
JOB TITLES		DOT NO.
	Television Technician	194.062-010
	Camera Operator	143.062-022
	Video Operator	194.282-010
	Master Control Operator	194.262-022
	Videotape Editor	962.262-010
	Audio Operator	194.262-010
	News Technician	194.362-022
	Digital Video Technician	

I. COURSE DESCRIPTION

In this course, students acquire the visual arts skills to create quality video productions. There will be an emphasis on the uses of communication (speech, language and writing) and organizational skills. The course, which includes aesthetics, cultural aspects and the history of television and video production, is aligned with the State Board of Education Standards for Visual and Performing Arts. *The Art of Video Production* begins with a comparison of the mediums of film, television and video. Students learn the basic skills to produce their own videos, and then take an in-depth look at the nature of video communication. After exploring aspects of pre-production and script writing, students learn more complex skills associated with camera-work, lighting, and sound. They study the arts of directing and editing, applying them to produce a variety of projects for the teacher, themselves and the school.

- Hours:** Students receive up to 360 hours of instruction.
- Prerequisites:** Recommended prerequisites: Basic computer and keyboarding skills.
 Recommended co-requisites: Fine arts, photography, American studies, drama or journalism
- Date written/revised:** Approved by Curriculum Advisory Committee 10/15/02; revised 10/24/02
- Course Outline:** *Included below.*
- Articulation:** Articulated with Vista College
- Academic Credit:** Certified by the University of California as an “a-g” course in the “f-Visual and Performing Arts” category for Contra Costa County ROP.

High schools served by this program may add this course to their own "a-g" course list without submitting a complete course description.

II. STUDENT PERFORMANCE OBJECTIVES

Course Goals and/or Major Student Outcomes

The major goals of this course are based on the state standards for Visual and Performing Arts. The fundamental components of instruction cover pre-production, production and post-production, focusing on artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relations and applications.

- *Artistic Perception:* To study, process and respond to sensory and conceptual information through the language and skills unique to the art of video production.
- *Creative Expression:* To participate, create and perform in video production.
- *Historical and Cultural Context:* To understand historical contributions and cultural dimensions of television and video production.
- *Aesthetic Valuing:* To respond, analyze and make judgments about meaningful works of art in film, television and video.
- *Connection, Relations, Applications:* To connect and apply what is learned in the video medium to learning in other art forms, subject areas and careers.

Course Objectives

The student will be able to:

- Perceive film, television, and video as art, using visual arts vocabulary to express observations.
- Understand and analyze the cultural and historical impact of film, television, and video, especially in regard to its influence on American values and behaviors.
- Analyze, derive meaning from and evaluate film, television and video productions in regard to technical and aesthetic qualities.
- Apply critical thinking, resource management, and teamwork skills learned in this course to other areas of life and future studies.
- Produce video that communicates meaning to its target audience.

III. COURSE OUTLINE — INSTRUCTIONAL UNITS

**Classroom
Hours** **CC**

A. Video Production Basics	10
a. Introduction to Theory	
i. Video, Television and Film	
ii. The Nature of Video Expression	
b. Basic Equipment Operation	
i. Camcorder, Tripod and Headphones	
ii. Video and Audio Composition	
iii. Video Editing	

COURSE OUTLINE (Continued)	Classroom Hours	CC
<ul style="list-style-type: none"> c. Safety Procedures <ul style="list-style-type: none"> i. Proper Use of Equipment ii. Ergonomics 		
B. Video Communication	50	
<ul style="list-style-type: none"> a. Video Space <ul style="list-style-type: none"> i. The Laws of Video Space/The Frame ii. Video Dimensions and Spatial Relations b. The Elements of Video Time <ul style="list-style-type: none"> i. Speed, Flow, Direction and Coherence c. Video Composition <ul style="list-style-type: none"> i. Simplicity, Order, Balance and Emphasis ii. Creating Depth and Directing the Viewer's Eye d. Video Language <ul style="list-style-type: none"> i. Camera Perspective and Distance ii. Lens Perspective: Shot Purpose, Population and Variety iii. Transitions: Classic and Modern e. Video Sound <ul style="list-style-type: none"> i. Delivering Information and Conveying Implications ii. Strengthening Continuity and Evoking Feelings 		
C. Preproduction	50	
<ul style="list-style-type: none"> a. Program Development <ul style="list-style-type: none"> i. Defining the Program ii. Scripting iii. Storyboarding b. Production Planning <ul style="list-style-type: none"> i. Scouting Locations and Scheduling Shoots 		
D. Major Aspects of Videography and Artistic Perception	50	
<ul style="list-style-type: none"> a. Camera Operation <ul style="list-style-type: none"> i. Imaging Systems ii. The Lens and Magnification, Perspective, Movement and Distortion iii. Zooming, Focusing and Controlling Exposure b. Lighting Design <ul style="list-style-type: none"> i. Quantity, Contrast, Color, Mood and Style ii. Lighting Tools c. Lighting Principles <ul style="list-style-type: none"> i. Lighting Techniques ii. Control, Enhance and Replace Existing Light 		

COURSE OUTLINE (Continued)	<u>Classroom</u> <u>Hours</u>	<u>CC</u>
d. Recording Audio		
i. Common Problems		
ii. Types of Audio Recording		
iii. Audio Equipment and Recording Techniques		
E. Historical Contribution and Cultural Influences of Film and Television	20	
a. History		
i. The Evolution of Content and Style in Television		
ii. Examination of Cinematography as an Art Form in Movies		
b. Media Literacy		
i. Principles and Theory		
ii. Analyzing Influence on Values		
iii. Analyzing Influence on Culture		
F. The Art of Directing	50	
a. Directing for Content		
i. Directing for Communication		
ii. Directing for Performance		
b. Directing for Form		
i. Covering the Action		
ii. Continuity and Screen Direction		
iii. Staging for the Screen		
iv. Moving the Camera		
G. Postproduction	50	
a. Editing Operations		
i. Organizing and Enhancing		
ii. Synthesizing and Archiving		
b. Editing Principles		
i. Continuity and Performance		
ii. Emphasis and Pace		
H. Final Product	20	
a. Aesthetic Valuing		
b. Written Critiques		
I. Connections, Relationships, and Applications	10	
a. Applying skills to other subjects and career areas		
b. Opportunities for post-secondary education		
c. Employment and internship preparation		
d. Finding position openings		
e. Resumes, cover letters and application		

Career Preparation Standard 2: Interpersonal Skills

Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.

Career Preparation Standard 3: Thinking and Problem-Solving Skills

Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.

Career Preparation Standard 4: Communication Skills

Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions. Under this area fall business letters, memos, written estimates, and reports, as well as telephone and other customer service skills.

Career Preparation Standard 5: Occupational Safety

Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions. It is important that safety lessons be identified to students (“*Today we are going to learn a critical employment skill— safety*”) and that safety be continually reinforced orally, in lessons, and through shop/classroom signs.

Career Preparation Standard 6: Employment Literacy

Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumés, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends. It should also include an understanding of the importance of basic skills to the field and options for further training. Students should learn to develop a portfolio and should take responsibility for further professional growth.

Career Preparation Standard 7: Technology Literacy

Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.

VI. METHODS, STRATEGIES AND TECHNIQUES

A variety of strategies and techniques are used to instruct the students. These include the following:

- Cooperative learning
- Project-based learning
- Reading of expository text
- Hands-on use of video equipment and other technology
- Written critiques and self-assessment
- Lectures and discussions
- Demonstrations
- Field trips and guest speakers

VII. ASSESSMENT OF STUDENT PERFORMANCE

Assessment of student performance will include but will not be limited to:

- | | |
|--|-----|
| • <i>Videos, scripts, presentations and self-critiques</i> | 45% |
| Students will critique their own videos in writing.
The teacher will assess projects and critiques. | |
| • <i>Tests and quizzes</i> | 20% |
| • <i>Performance Evaluation</i> | 35% |

VIII. ROP CERTIFICATE REQUIREMENTS

To earn ROP certification for this course, the student must accomplish the following:

- Complete student performance objectives
- Maintain a 95% or higher attendance rate
- Demonstrate positive work ethics

IX. ASSESSED JOB MARKET NEEDS

According to the *Occupational Outlook Handbook 2002-03*, published by the U.S. Department of Labor, employment of television, video and motion picture camera operators and editors is expected to grow faster than the average for all occupations through 2010. Rapid expansion of the entertainment market, especially motion picture production and distribution, will spur growth of camera operators. In addition, computer and Internet services provide new outlets for interactive productions.

In Contra Costa County, the business advisors indicated computer-based video applications are growing, as "streaming" video on the web becomes more and more prevalent. The job market outlook in the Bay Area is optimistic. There is expected to be a significant increase in the demand for video production jobs, especially the following: camera operators, news analysts, reporters, directors, producers, editors, and writers in the TV/video production industry.

X. DEMONSTRATED EFFECTIVENESS

According to the Contra Costa County ROP follow-up report (VE-80C) of June 2002, 91% of the students who completed ROP Video Production classes in 2001 were pursuing higher education or employed.

COURSE OUTLINE (Continued)	<u>Classroom Hours</u>	<u>CC</u>
f. Interviewing practice		
g. Work ethics and human relations		
TOTAL MAXIMUM CLASSROOM HOURS	310	
INTERNSHIP		50
MAXIMUM PROGRAM HOURS	<u>360</u>	

Note: Typical high school class meets 180 hours per year

Content standards for ROP have been developed using the California curriculum frameworks, Academic and Challenge Standards. National career skills standards, industry standards and the recommendations of Industry Advisory Committees are also included.

IV. ACADEMIC STANDARDS

STATE OF CALIFORNIA HIGH SCHOOL ACADEMIC STANDARDS INTEGRATED INTO THIS ROP CURRICULUM

Visual and Performing Arts Standards Addressed from Content Standards for Visual Arts adopted by the State Board of Education January 2001

[Standard 1.0 Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.]

The discussion of teacher-supplied and student-generated photographs, videos and films will be embedded into regular weekly instruction. Students will also choose many of the subjects of their videography as well as how to shoot those subjects.

[Standard 2.0 Creative Expression: Creating, Performing, and Participating in the Visual Arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent to original artworks.]

After the first two weeks, students will spend two hours weekly producing their own videos.

[Standard 3.0 Historical and Cultural Context: Understanding the Visual Arts in Relation to History and Culture. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.]

Students will study the history of film, television and video as art forms and as mass media, including their impact on American culture. They will also apply the principles of media literacy in classroom discussion and written work.

[Standard 4.0 Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works in the Visual Arts. Students analyze, assess and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.]

Students will regularly analyze and evaluate samples of video (including student-produced video), television and film. Each student will respond in writing when critiquing his or her own work.

Academic Standards (Continued)

[Standard 5.0 Connections, Relationships, and Applications: Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers. Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.]

The teacher will lead the students in comparing and contrasting aspects of video, film and television as well as videography and photography. Students will be encouraged to seek opportunities to produce video for assignments in other subjects and for individuals and organizations inside and outside the school, including internships. Guest speakers from other visual arts fields will be invited to speak to the class. Many assignments will require students to work in teams of two to five. All assignments will have deadlines and limits.

Additional hours for Career Preparation Standards are integrated into instruction in content area standards.

V. CAREER PREPARATION STANDARDS *(Prepared by the California Association of Regional Occupational Centers and Programs, 2000)*

Career preparation standards, identified in the Career Technical Assessment Portfolio Project (C-TAP), include all of the workplace basic skills and the other kinds of employability skills essential to success—teamwork/interpersonal skills; communication; problem-solving; using resources, information, and technology; as well as the usual job preparation skills (resumé writing, interviewing, etc.). These are the skills identified as essential to workforce preparation by the Department of Labor taskforce known as the SCANS Commission (Secretary's Commission on Achieving Necessary Skills). Inclusion of these skills in course outlines reflects our commitment to responding to the expressed needs of employers and to state guidelines.

The Career Preparation Standards, which are listed below (with quotes from the C-TAP text), are sometimes taught directly and sometimes integrated into regular instruction in content area standards. In other words, you will sometimes actually do a whole group/small group lesson, as with safety or sexual harassment laws, while at other times you will incorporate a skill into a specific skill activity. An example of this is telling students that they need to work together to [do a certain task]. You tell them that they will also be practicing an important workplace skill—teamwork—to complete the task. You then briefly review with them the essentials of teamwork. (You might also have these posted on the wall as a reminder.) Another example of this kind of integration is asking students to explain a diagnosis of an engine problem *as if they were talking to a customer*, with one student taking the role of the technician and the other playing the customer. Again, *it is important that you point out these skills* and their importance whether you are directly teaching them or integrating them into activities, because students will not necessarily make those connections.

Career Preparation Standard 1: Personal Skills

Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.

XI. DEPARTMENTALLY APPROVED INSTRUCTIONAL MATERIALS AND EQUIPMENT

Texts

- *Video Communication and Production*, Jim Stinson. Goodheart-Willcox Company. Tinley Park, IL. Copyright 2002
- *Television Production Handbook*, Herbert Zettle
- *Today's Video*, Peter Utz

Archival video collections such as:

- *Television, the First 50 Years*
- *A Century Of Black Cinema*
- *Journey through American Movies*, Martin Scorsese (Documentary on American movies which studies the visual impact of film)
- *Visions Of Light: Examination of Cinematography as an Art Form in Movies*

Computer Software

- *FinalDraft* scripting software
- *MS Excel* for production schedules and budgets
- *MS Word* for reports and treatments
- *Avid Cinema, Casablanca, I-movie* and *FinalCut Pro* video editing software

Equipment

- Digital camcorders, tripods, headphones
- Microphones
- Portable lighting kits and reflectors
- Computers and stand-alone non-linear editing systems
- Audio board
- Character generator
- Tri-pods
- Intercom base station
- Studio cameras
- Production switcher
- VHS ½ inch tape

APPENDIX
 CALIFORNIA CAREER TECHNICAL EDUCATION
 MODEL CURRICULUM STANDARDS
 ARTS, MEDIA, AND ENTERTAINMENT INDUSTRY SECTOR
 Media And Design Arts Pathway
 Production and Managerial Arts Pathway

PATHWAY STANDARDS

A. Media and Design Arts Pathway

The Media and Design Arts Pathway includes those occupations that use tools and material as the primary means of creative expression. This career pathway requires the development of knowledge and skills by which individuals are able to express themselves through manipulation of physical objects. Careers in Media and Design Arts may be found in the following broad fields:

- **Visual.** Traditional fine artist, photographer, designer in various media, commercial artist, architect
- **Aural.** Manipulator of sound; for example, sound engineer involved in mixing, recording, sampling, and broadcasting
- **Written.** Writer, publisher, printer, scriptwriter, poet
- **Electronic.** Computer graphics artist, computer game developer, Web designer
(Many new and traditional art forms depend on electronic technology in the creative process.)

A1.0 Students master appropriate visual and performing arts (VPA) and English-language arts (ELA) content standards in relation to visual, aural, written, and electronic media projects and products.

(The standards listed below retain in parentheses the numbering as specified in the VPA and ELA content standards adopted by the State Board of Education.)

- A1.1 Specific applications of VPA **Artistic Perception** standards for Visual Arts at the proficient level (grades nine through twelve):
- (1.1) Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
 - (1.3) Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
 - (1.4) Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
 - (1.5) Analyze the material used by a given artist and describe how its use influences the meaning of the work.

- (1.6) Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

Specific applications of VPA Artistic Perception standards for Visual Arts at the advanced level (grades nine through twelve):

- (1.1) Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- (1.3) Analyze their works of art as to personal direction and style.
- (1.5) Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.
- (1.6) Describe the use of the elements of art to express mood in one or more of their works of art.
- (1.7) Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.
- (1.8) Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.

A1.2 Specific applications of VPA **Creative Expression** standards for Visual Arts at the proficient level (grades nine through twelve):

- (2.1) Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- (2.2) Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- (2.3) Develop and refine skill in the manipulation of digital imagery (either still or video).
- (2.4) Review and refine observational drawing skills.

Specific applications of VPA Creative Expression standards for Visual Arts at the advanced level (grades nine through twelve):

- (2.1) Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
- (2.2) Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- (2.4) Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- (2.5) Use innovative visual metaphors in creating works of art.
- (2.6) Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

A1.3 Specific applications of VPA **Historical and Cultural Context** standards for Visual Arts at the proficient level (grades nine through twelve):

- (3.1) Identify similarities and differences in the purposes of art created in selected cultures.
- (3.2) Identify and describe the role and influence of new technologies on contemporary works of art.
- (3.3) Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

Specific applications of VPA Historical and Cultural Context standards for Visual Arts at the advanced level (grades nine through twelve):

- (3.1) Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.
- (3.2) Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.
- (3.3) Investigate and discuss universal concepts expressed in works of art from diverse cultures.

A1.4 Specific applications of VPA **Aesthetic Valuing** standards for Visual Arts at the proficient level (grades nine through twelve):

- (4.1) Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- (4.3) Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
- (4.4) Articulate the process and rationale for refining and reworking one of their own works of art.
- (4.5) Employ the conventions of art criticism in writing and speaking about works of art.

Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the advanced level (grades nine through twelve):

- (4.1) Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.
- (4.3) Analyze and articulate how society influences the interpretation and message of a work of art.
- (4.6) Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

A1.5 Specific applications of VPA **Connections, Relationships, Applications** standards for Visual Arts at the proficient level (grades nine through twelve):

- (5.2) Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.
- (5.3) Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

- (5.4) Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

Specific applications of VPA Connections, Relationships, Applications standards for Visual Arts at the advanced level (grades nine through twelve):

- (5.1) Speculate on how advances in technology might change the definition and function of the visual arts.
- (5.2) Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.
- (5.3) Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).
- (5.4) Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.

A1.6 Specific applications of ELA Literary Response and Analysis standards (grades eleven and twelve):

- (3.1) Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- (3.3) Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- (3.6) Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).
- (3.9) Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

A1.7 Specific applications of ELA Writing Strategies and Applications standards (grades eleven and twelve):

- (1.1) Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- (1.2) Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- (1.4) Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- (1.5) Use language in natural, fresh, and vivid ways to establish a specific tone.

- (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
- (1.9) Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
- (2.2) Write responses to literature:
 - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
 - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- (2.3) Write reflective compositions:
 - a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
 - b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
 - c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.
- (2.4) Write historical investigation reports:
 - a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
 - b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
 - c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
 - d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
 - e. Include a formal bibliography.

Specific applications of ELA Written and Oral English Language Conventions standards (grades eleven and twelve):

- (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- (1.3) Reflect appropriate manuscript requirements in writing.

A2.0 Students understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway:

- A2.1 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to a performance or presentation.
- A2.2 Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
- A2.3 Use technology to create a variety of audio, visual, written, and electronic products and presentations.
- A2.4 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).
- A2.5 Know the writing processes, formats, and conventions used for various media. A2.6 Understand technical support related to various media and design arts.
- A2.7 Know how advanced and emerging technologies (e.g., virtual environment or voice recognition software) may affect or improve media and design arts products or productions.
- A2.8 Use models, simulations, and other tests to determine optimal design solutions from a variety of options.

C. Production and Managerial Arts Pathway

Whatever the form or medium of creative expression, all careers in the Arts, Media, and Entertainment sector require "publication" or a public presentation in one way or another. Consequently, the Production and Managerial Arts Pathway focuses on the technical, organizational, and managerial knowledge and skills necessary to bring arts, media, and entertainment to the public. Career options in the Production and Managerial Arts Pathway may be found in the following fields:

- **Theatrical and Exhibition.** Technicians; talent managers for actors; producers for theatre, **television, and motion pictures**; managers for stage, theatres, and museums; event planners
- **Aural.** Technicians; talent managers for musicians, singers, and voice-over artists; producers for musical programs and events (e.g., concerts, musical theatre, opera)
- **Written.** Technicians; managers and agents for writers; acquisitions editors in publishing; proofreaders; music copyists; publishers
- **Electronic.** Technicians; managers for online publishing, entertainment, and Web sites

C1.0 Students understand important elements of technical and technology-related production management:

- C1.1 Understand technical support functions in the arts industry.
- C1.2 Apply knowledge of equipment and skills related to production in a variety of arts, media, and entertainment occupations.
- C1.3 Apply decision-making and problem-solving techniques to repair and replacement procedures for media and arts equipment and facilities.
- C1.4 Know the elements involved in creating a media or performing arts production for video or electronic presentation.

C2.0 Students demonstrate important skills and an understanding of the complexities of production planning:

- C2.1 Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.
- C2.2 Know how artistic processes, organizational structure, and business principles are interrelated in the various arts.
- C2.3 Identify the activities and linkages from each stage associated with the preproduction, production, and postproduction of a creative project.
- C2.4 Understand how the various aspects of story development contribute to the success or nonsuccess of an arts, media, and entertainment project or production.
- C2.5 Apply knowledge of equipment and skills to determine the equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.
- C2.6 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.
- C2.7 Understand the audition and review process for artists, actors, musicians, singers, conductors, composers, writers, narrators, and technicians.
- C2.8 Critique the general coordination of various elements in a project or production.

C3.0 Students understand the key elements of promoting a production:

- C3.1 Know the business aspects of the arts, media, and entertainment industry.
- C3.2 Understand basic marketing principles and the use of promotional materials, such as standard public service announcements, commercials/advertisements, press kits, and advertising tags.
- C3.3 Know various media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain through written, oral, visual, and electronic media.