



**SANTA CLARA COUNTY OFFICE OF EDUCATION  
SANTA CLARA COUNTY REGIONAL OCCUPATIONAL PROGRAM  
Serving Santa Clara and San Benito Counties**



**1. COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR**

Commercial Art/Graphic Design – Media & Design Arts/Arts Media & Entertainment

**2. CBEDS TITLE**

Commercial Art

**3. CBEDS NUMBER**

5754

**4. JOB TITLES**

<b>O*NET</b>	<b>TITLE</b>
27-1029.99	Advertising Designer
27-1014.00	Animator and 3-D Modeling Artist
27-1011.00	Art Director/Corporate Art Director
27-1029.99	Corporate Creative Director
27-4032.00	Film Concept Artist
27-1024.00	Freelance Graphic Designer
27-1029.99	Game Designer
27-1021.00	Industrial Designer
27-1029.99	Packaging Designer
27-1021.00	Production Designer
27-1014.00	Multimedia Designer
27-1027.00	Trade Show Designer
15-1099.04	Web designer

**5. COURSE DESCRIPTION**

This instructional program prepares individuals to design and execute layouts and make illustrations for display advertising, instructional manuals and editorial applications. It includes instruction in traditional and computer based illustration and design for print and interactive media.

**6. HOURS**

Classroom Theory/Applied	360
Community Classroom/Coop Voc Ed	100
<b>TOTAL HOURS</b>	<b>460</b>

**7. RECOMMENDED PREREQUISITE**

<b>Required</b>	Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult.
<b>Recommended</b>	Basic computer skills

**8. DATE WRITTEN** June 19, 2007  
**UPDATED** September 2007



<b>B. Career Technical Skills</b>								
<b>Class Hours</b>	<b>CC/CVE Hours</b>	<b>CONTENT AREA SKILLS</b>			<b>Foundation Standards</b>	<b>Mention - M Reinforced - R Taught - T</b>	<b>CTE Pathway Standards</b>	<b>Mention - M Reinforced - R Taught - T</b>
30	10	<b>I. General Information</b>			* See attached pages that follow			
		A. Ensure care and proper use of materials and equipment		2.6 4.0 5.0	M, R	A2.4 A2.6	T,R	
		1. Drawing board, triangle, compasses, templates, brushes		6.2 6.3				
		2. Technical pens, computer, airbrushes, silk screens		8.6				
		3. Computer operation, navigation, configuration, and troubleshooting						
10	5	<b>II. Design Principles and Elements</b>						
		A. Design layouts using design principles and elements		1.1 1.3 1.8	M, R	1.1 1.4	T,R	
		1. Define and utilize shape, color, line, texture, value, and contrast		2.1 2.2 2.5 2.6 4.2 4.6 4.7 5.4 10.1 10.7 10.101 .14 8.5		A1.1: 1.3 1.5 1.6 1.7 1.8 2.3 2.8 A1.2 all A2.1 all		
10	5	<b>III. Typography</b>						
		A. Identify font designs		1.3 11.8.8	M, R	1.3 1.5.	T,R	
		1. Describe font personality		2.1		1.6		
		2. Manipulate and design fonts		2.2		3.3		
		B. Review font type for readability		2.5				
		C. Identify font trends and universal applications		10.10				
		D. Create required type specifications						

Career Technical Skills								
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS			Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
100	25	<b>IV. Materials and Techniques</b>						
		A. Prepare illustrations, designs or camera-ready art		1.1	M,	A1.2	T,R	
		1. In brush, pen and ink, paint, pastels, tempera, acrylic		1.3	R	2.1		
		2. On different surfaces		1.8		2.2		
		a. Illustration board, fabric, various papers, scratchboard		2.2		2.3		
		b. Design art using air brush on board or fabric		2.5		2.4		
		3. On a computer		10.10		Adv.		
		B. Create designs suitable for posters, billboards, magazines, catalogs		12.8		2.1		
		C. Use principles of practices of freehand lettering using pen and brushes		12.8.2		2.2		
		D. Apply perspective principles in sketches and drawings		12.8.3		2.4		
		E. Produce realistic and stylized rendering of animal, human and head figures				2.5		
		F. Draw cartoons and caricatures				2.6		
40	10	<b>V. Reproduction Methods</b>						
		A. Operate photo copy machine		1.3	M,	1.1	T,R	
		B. Prepare color separations		10.10	R	1.5		
		C. Create art using photo reproduction techniques				5.3		
		D. Differentiate and select proper printing production processes				5.4		
		E. Create pre-press art				A2.2		
						A2.3		
						A2.7		
						A2.8		

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
100	30	<b>VI. Software Programs</b>				
		A. Utilize layout software to create designs 1. Acrobat 2. PageMaker 3. QuarkXpress 4. InDesign 5. MS Office 6. Publisher B. Utilize graphic software to create designs 1. Photoshop 2. Illustrator 3. Fireworks 4. Type Styler 5. Corel Draw/Photopaint 6. Freehand 7. Painter 8. ImageReady C. Utilize Web design software to create designs 1. Netscape Composer 2. Dream Weaver 3. Flash 4. Fireworks 5. Pagemill 6. Image ready 7. FrontPage 8. Adobe Golive D. Utilize animation software to create designs 1. 3D 2. Animation Master 3. Flash 4. ImageReady	4.1 4.2 4.3 4.4 4.5 4.6 4.7 10.3 10.5 10.10 12.8.2	M, R	2.3 2.1 2.6 2.4	T,R

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
30	10	<b>VII. Portfolio</b>				
		A. Prepare and submit professional portfolio 1. Include all original work 2. Display comprehensive skills obtained 3. Format for career advancement	2.5 3.1 3.2 3.3 3.4 3.6 7.1 7.5 7.6 7.7 9.1 9.3 9.5 10.3.5	M, R	1.7 5.3	T
<b>360</b>	<b>100</b>	<b>Total Hours</b>				

## **C. Expected Student Proficiencies**

### **DESIGN PRINCIPLES AND ELEMENTS**

Design layouts using design principles and elements including shape, color, line, texture, value, and contrast

### **COLOR MANAGEMENT**

Apply color utilizing psychology of color principles

Define Spot and Process color applications

### **TYPOGRAPHY**

Identify font designs

Review font type for readability

Identify font trends and universal applications

Create required type specifications

### **SKILLS, MATERIALS AND TECHNIQUES**

Brush, pen and ink, paint, pastels, tempera, acrylic

Illustration board, fabric, various papers, scratchboard, computer designs

Posters, billboards, magazines, catalogs

Freehand lettering using pen and brushes

Sketches and drawings

Cartoons and caricatures

### **REPRODUCTION METHODS**

Photo copy machine, color separations, photo reproduction

Proper printing production processes, pre-press art

### **SOFTWARE PROGRAMS**

Utilize layout software to create designs

Utilize graphic software to create designs

Utilize Web design software to create designs

Utilize animation software to create designs

### **PORTFOLIO**

Prepare professional portfolio with original work

Displays comprehensive skills obtained

**10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS**

A. **Academic credit:** This course receives 5-10 units of high school elective credit.

B. **Other – n/a**

X	<b>ARTICULATION</b>	DeAnza College
X	<b>UC APPROVAL</b>	10 Credits Visual/Performing Arts
	<b>INDUSTRY CERTIFICATION</b>	None

C. **Instructional Strategies:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Design problems and vocabulary</li> <li>• Critical comparison</li> <li>• Readings</li> <li>• Project-based learning</li> <li>• Work-based learning</li> </ul> | <ul style="list-style-type: none"> <li>• Guest presentations</li> <li>• Group projects</li> <li>• Computer programs</li> <li>• Field trips</li> <li>• Videos</li> <li>• Internet research</li> <li>• Peer learning</li> </ul> |
|--|---|

D. **Instructional Materials:**

11. FOUNDATION STANDARDS ALIGNED	* CAHSEE Test Items
<b>1.0 Academics</b>	
Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. <i>(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history–social science, and visual and performing arts content standards adopted by the State Board of Education.)</i>	
Math	
*	<p>(1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.</p> <p>(1.3) Determine when and how to break a problem into simpler parts.</p>
History/Social Science	
<i>Specific applications of Chronological and Spatial Thinking</i>	
(2) Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.	
<i>Specific applications of Historical Research, Evidence, and Point of View</i>	
(2) Students identify bias and prejudice in historical interpretations.	
(4) Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	
<i>Specific applications of Historical Interpretation</i>	
(1) Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.	
(3) Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.	
(4) Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.	
<i>Specific applications of World History, Culture, and Geography: The Modern World</i>	
(10.3.5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.	
(10.11) Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, and computers).	
<i>Specific applications of United States History and Geography: Continuity and Change in the Twentieth Century</i>	
(11.5) Students analyze the major political, social, economic, technological, and cultural developments of the 1920s. (Bauhaus)	
(11.5.6) Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.	
(11.5.7) Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.	
(11.8.8) Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).	
<i>Specific applications of Principles of American Democracy</i>	
(12.8) Students evaluate and take and defend positions on the influence of the media on American political life.	
(12.8.2) Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.	
(12.8.3) Explain how public officials use the media to communicate with the citizenry and to shape public opinion.	
<i>Specific applications of Principles of Economics</i>	

- (12.2) Students analyze the elements of America's market economy in a global setting.
- (12.2.1) Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
- (12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
- (12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
- (12.2.8) Explain the role of profit as the incentive to entrepreneurs in a market economy.
- (12.4) Students analyze the elements of the U.S. labor market in a global setting.
- (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

## 2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. *(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)*

### Reading

#### *Specific applications of English–language arts*

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.4) Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- (2.5) Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

#### *Inferences concerning the meaning of scientific and mathematical terminology.*

- (2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- (2.2) Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

### Writing

#### *Specific applications of English–language arts*

- (2.5) Write documents related to career development, including simple business letters and job applications:
- Present information purposefully and succinctly and meet the needs of the intended audience.

#### *Specific applications of English–language arts*

- (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.
- (2.5) Write job applications and resumes:
- Provide clear and purposeful information and address the intended audience appropriately.
  - Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
  - Modify the tone to fit the purpose and audience.
  - Follow the conventional style for that type of memorandum) and use page formats, fonts, and the readability and impact of the document.
- (2.6) Deliver multimedia presentations:
- Combine text, images, and sound and draw information from many sources (e.g., television

broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).

- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

### Listening & Speaking

#### *Specific applications of English–language arts*

- (1.8) Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

#### *Specific applications of English–language arts*

- (2.3) Apply appropriate interviewing techniques:
- a. Prepare and ask relevant questions.
  - b. Make notes of responses.
  - c. Use language that conveys maturity, sensitivity, and respect.
  - d. Respond correctly and effectively to questions.
  - e. Demonstrate knowledge of the subject or organization.
  - f. Compile and report responses.
  - g. Evaluate the effectiveness of the interview.

#### *Specific applications of English–language arts*

- (1.1) Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- (1.2) Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
- (1.3) Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).
- \* (1.4) Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- (1.6) Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- (1.7) Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- (1.8) Use effective and interesting language, including:
- a. Informal expressions for effect
  - b. Standard American English for clarity
  - c. Technical language for specificity
- (1.10) Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.
- (1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness
- (2.4) Deliver multimedia presentations:
- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
  - b. Select an appropriate medium for each element of the presentation.
  - c. Use the selected media skillfully, editing appropriately and monitoring for quality.

### 3.0 CAREER PLANNING & MANAGEMENT

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in a career.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal

- trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.
- 3.7 Understand the nature of entrepreneurial activities.

#### **4.0 TECHNOLOGY**

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.

#### **5.0 PROBLEM SOLVING & CRITICAL THINKING**

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.

#### **6.0 HEALTH & SAFETY**

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand the critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

#### **7.0 RESPONSIBILITY & FLEXIBILITY**

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.

#### **8.0 ETHICS & LEGAL RESPONSIBILITY**

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

#### **9.0 LEADERSHIP & TEAMWORK**

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations, such as SkillsUSA, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.6 Understand how to organize, conduct, lead, and participate in student-centered activities and events through

student-based organizations.

## **10.0 TECHNICAL KNOWLEDGE & SKILLS**

Students understand the essential knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector:

- 10.1 Know universal cultural concepts and identify cultural differences.
- 10.2 Articulate the characteristics of various art forms from past and present cultures and analyze similar themes used by various cultures in a variety of arts settings.
- 10.3 Understand the historic impact of the arts and technology on society.
- 10.4 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.
- 10.5 Define the factors that could affect creators, performers, and others involved in the production and presentation of the arts.
- 10.6 Know the appropriate skills and vocabulary of the art form.
- 10.7 Understand and analyze the elements of the art form.
- 10.8 Know key influences on the origin and evolution of art, technology, media, and performance (e.g., the influence of historical styles on contemporary idioms).
- 10.9 Understand the economic basis of for-profit and not-for-profit performing arts organizational structures.
- 10.10 Use technical applications in the creative process, where appropriate.

## **11.0 DEMONSTRATION & APPLICATION**

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

## **12. 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.)

### **A1.1 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 option

## LEGEND FOR REFERENCE OF ACADEMIC STANDARDS

Parenthetical notation preceding the content standard item refers to the grade level for the standard. i.e. (8) refers to grade 8, (9-10) refers to grades 9 & 10.

Example: (8) W2.1 refers to the Eighth Grade Writing Standard Item 2.1

### English-Language Arts:

R Reading  
W Writing  
WOC Written & Oral Conventions  
LS Listening & Speaking

CRP: Connections, Relationships,  
Proficient

CRA: Connections, Relationships,  
Advanced

### Mathematics:

NS Number Sense  
AF Algebra & Functions  
SDP Statistics, Data Analysis & Probability  
MR Mathematical Reasoning  
MG Measurement & Geometry  
AI Algebra I  
G Geometry  
AII Algebra II  
P&S Probability & Statistics  
APP&S Advanced Placement Probability &  
Statistics  
C Calculus

### ELA: English-Language Arts with in VPA

ELA- LRA: Literary Response and Analysis

ELA-WSA: Writing Strategies &  
Applications

ELA-WOELC: Written & Oral English  
Language Conventions

### Science:

PH Physics  
CH Chemistry  
ES Earth Science  
I&E Investigation and Experimentation

### Sectors

AME Arts, Media and Entertainment  
BTC Building Trades and Construction  
ECDFS Education, Child Development &  
Family Services  
EU Energy & Utilities  
ED Engineering & Design  
FID Fashion and Interior Design  
FAB Finance and Business  
HSMT Health Science & Medical Technology  
HTR Hospitality, Tourism & Recreation  
IT Information Technology  
MPD Manufacturing and Product  
Development  
MSS Marketing, Sales, & Services  
PS Public Services  
T Transportation

### History-Social Science:

WH World History, Culture and Geography  
USH United States History and Geography  
AD American Democracy  
ECON Economics

### Visual and Performing Arts:

APP: Artistic Perception Proficient Level  
APA: Artistic Perception Advanced  
CEP: Creative Expression Proficient  
CEA: Creative Expression Advanced  
HCCP: Historical & Cultural Proficient  
HCCA: Historical & Cultural Advanced  
AVP: Aesthetic Valuing Proficient  
AVA: Aesthetic Valuing Advanced