Arts, Audio/Video Technology and Communications: Visual Arts
Career Pathway Plan of Study for ▶Learners ▶Parents ▶Counselors ▶Teachers/Faculty

This Career Pathway Plan of Study (based on the Visual Arts Pathway of the Arts, Audio/Video Technology and Communications Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Visual Arts Pathway	SAMPLE Occupations Relating to This Pathway
		Interest Inventory Administered and Plan of Study Initiated for all Learners						
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	World History	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	• Introduction to Arts, Audio/Video Technology and Communications • Information Technology Applications	▶ Art Director ▶ Artist ▶ Commercial Artist ▶ Commercial Photographer: Digital, Still, Video, Film ▶ Commercial/Residential and Home Furnishing Coordinator ▶ Computer Animator ▶ Curator and Gallery Manager ▶ Fashion Designer ▶ Fashion Illustrator ▶ Graphic Designer ▶ Illustrator ▶ Interior Designer ▶ Textile Designer
	10	English/ Language Arts II	Geometry	Biology	U.S. History		• Introduction to Visual Arts and Related Careers	
	11	English/ Language Arts III	Algebra II or Trigonometry	Physics	Political Science Economics		Select from the following: • Two-Dimensional Art • Three-Dimensional Art • Photographic Art • Multi-Media Applications in Art	
		College Placement Assessments-Academic/Career Advisement Provided						
	12	English/ Language Arts IV			Psychology		• Advanced Study in Field of Choice	
		Articulation/Dual Credit Transcripted-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
POSTSECONDARY	Year 13	English Composition English Literature	Algebra	Chemistry	American Government Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	• History and Evolution of Visual Arts • Continue Courses in the Area of Specialization	
	Year 14	Speech/ Oral Communication	Computer Applications	Biological Science Physical Science	American History		• Continue Courses in the Area of Specialization	
	Year 15	Continue courses in the area of specialization.					• Continue Courses in the Area of Specialization	
	Year 16						• Complete Visual Arts Major (4-Year Degree Program)	

League for Innovation in the Community College — CCTI College and Career Transitions Initiative — NCTEF

Arts, Audio/Video Technology and Communications: Visual Arts
Tips for Creating a Career Pathway Plan of Study for ▶ **Instructional Leaders** ▶ **Administrators** ▶ **Counselors** ▶ **Teachers/Faculty**

SAMPLE

Creating Your Institution's Own Instructional Plan of Study

With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.

1 Crosswalk the Cluster Foundation Knowledge and Skills (available at **http://www.careerclusters.org/goto.cfm?id=84**) to the content of your existing secondary and postsecondary programs/courses.

2 Crosswalk the Pathway Knowledge and Skills (available at **http://www.careerclusters.org/goto.cfm?id=13**) to the content of your existing secondary/postsecondary programs and courses.

3 Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.

4 Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.

5 Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)

6 The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.

7 Below is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.

8 Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

SAMPLE

Arts, Audio/Video Technology and Communications: Visual Arts
SAMPLE Sequence of Courses for ▶ **Instructional Leaders** ▶ **Administrators** ▶ **Counselors** ▶ **Teachers/Faculty**

Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. <u>*Course content may be taught as concepts within other courses, or as modules or units of instruction.*</u>

The following courses are based on the Cluster Foundation Knowledge and Skills found at http://www.careerclusters.org/goto.cfm?id=84. These skills are reinforced through participation in student organization activities.

#1

Introduction to Arts, Audio/Video Technology and Communications: This course provides a basic exploration of the elements of design. Students will utilize a variety of media to explore individual expression and will learn to critically analyze their own and others' work to further their artistic growth. Students will analyze the history and evolution of the arts, audio-video technology and communications in relation to their current place in society and the economy. Learners will be exposed to a variety of careers and cluster foundations knowledge and skills. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

#2

Information Technology Applications: This course is designed for those students who have not mastered knowledge and skills related to information technology applications prior to entry into high school. Students will use technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, manage computer operations and file storage, and use electronic mail, Internet applications and GIS to communicate, search for and access information. Students will develop skills related to word processing, database management and spreadsheet applications.

The following course is based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at http://www.careerclusters.org/goto.cfm?id=13. These skills are reinforced through participation in student organization activities.

#3

Introduction to Visual Arts and Related Careers: Students will research the scope of career opportunities and qualifications in the Visual Arts Pathway to discover personal preferences. Students will identify required knowledge and skills; educational opportunities and requirements; lifestyles; and advantages, disadvantages and practical aspects of working independently and of working for others. Students will be able to communicate to others the purpose of artwork, artists' intentions, and the way processes and materials help to achieve them. Students will analyze elements and principles of the visual arts and what they communicate including how art is applied to visual art forms and how to analyze the communicative effects of art elements.

The following courses expose students to Pathway Knowledge and Skills found at http://www.careerclusters.org/goto.cfm?id=13 and should include appropriate student activities.

#4

Two-Dimensional Art: Students will analyze and create two-dimensional art forms from various media in the visual arts including drawing, print making, and computer software. Students will demonstrate design principles in developing a project such as a brochure, logo, label or textile design.

#5

Three-Dimensional Art: Course content will focus on art elements and principles of three-dimensional forms of visual art in various media. Students will analyze the use of art elements and principles in architecture, interior design and environmental art, and assess the purposes of public art and what it communicates.

#6

Photographic Art: Students will apply art elements and principles used in photographic works of visual art in both traditional and digital photographic media. Students will use knowledge of photo-imaging, using a digital camera to produce a variety of digital images.

#7

Multi-Media Applications in Arts: Students will analyze multi-media applications of software and hardware for the purposes of visual communications. Students will apply elements and principles of art to the use of computer software to create examples of computer graphics in commercial applications.

#8

History and Evolution of Visual Arts: Students will research the history and evolution of visual arts and their roles within society. Students will compare the changing purposes served by visual arts throughout history, analyze how visual arts create opportunities for communication, apply critical-thinking skills to evaluate works of art, and demonstrate the ability to present and defend written and oral evaluations of visual artworks.