

# Arts, Media, and Entertainment

Adopted 2013

## Knowledge and Performance

### 1 Academics 1.0

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### 2 Communications 2.0

- 1 Recognize the elements of communication using a sender–receiver model. 2.1
- 2 Identify barriers to accurate and appropriate communication. 2.2
- 3 Interpret verbal and nonverbal communications and respond appropriately. 2.3
- 4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format. 2.4
- 5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 2.5
- 6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies. 2.6

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### **3 Career Planning and Management** 3.0

- 1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making. 3.1
- 2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success. 3.2
- 3 Explore how information and communication technologies are used in career planning and decision making. 3.3
- 4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure. 3.4
- 5 Integrate changing employment trends, societal needs, and economic conditions into career planning. 3.5
- 6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society. 3.6
- 7 Recognize the importance of small business in the California and global economies. 3.7
- 8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates. 3.8
- 9 Develop a career plan that reflects career interests, pathways, and postsecondary options. 3.9

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### **4 Technology** 4.0

- 1 Use electronic reference materials to gather information and produce products and services. 4.1
- 2 Employ Web-based communications responsibly and effectively to explore complex systems and issues. 4.2
- 3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources. 4.3
- 4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources. 4.4
- 5 Research past, present, and projected technological advances as they impact a particular pathway. 4.5
- 6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task. 4.6

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## **5 Problem Solving and Critical Thinking** 5.0

- 1 Identify and ask significant questions that clarify various points of view to solve problems. 5.1
- 2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate. 5.2
- 3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment. 5.3
- 4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions. 5.4

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## **6 Health and Safety** 6.0

- 1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions. 6.1
- 2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities. 6.2
- 3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies. 6.3
- 4 Practice personal safety when lifting, bending, or moving equipment and supplies. 6.4
- 5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics. 6.5
- 6 Maintain a safe and healthful working environment. 6.6
- 7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA). 6.7

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## **7 Responsibility and Flexibility** 7.0

- 1 Recognize how financial management impacts the economy, workforce, and community. 7.1
- 2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. 7.2
- 3 Understand the need to adapt to changing and varied roles and responsibilities. 7.3
- 4 Practice time management and efficiency to fulfill responsibilities. 7.4
- 5 Apply high-quality techniques to product or presentation design and development. 7.5
- 6 Demonstrate knowledge and practice of responsible financial management. 7.6
- 7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession. 7.7
- 8 Explore issues of global significance and document the impact on the Arts, Media, and Entertainment sector. 7.8

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## **8 Ethics and Legal Responsibilities 8.0**

- 1 Access, analyze, and implement quality assurance standards of practice. 8.1
- 2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Arts, Media, and Entertainment industry sector. 8.2
- 3 Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards. 8.3
- 4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace. 8.4
- 5 Analyze organizational culture and practices within the workplace environment. 8.5
- 6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information. 8.6
- 7 Conform to rules and regulations regarding sharing of confidential information, as determined by Arts, Media, and Entertainment sector laws and practices. 8.7

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## **9 Leadership and Teamwork 9.0**

- 1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders. 9.1
- 2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities. 9.2
- 3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting. 9.3
- 4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities. 9.4
- 5 Understand that the modern world is an international community and requires an expanded global view. 9.5
- 6 Respect individual and cultural differences and recognize the importance of diversity in the workplace. 9.6
- 7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems. 9.7

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## **10 Technical Knowledge and Skills** 10.0

- 1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector. 10.1
- 2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector. 10.2
- 3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations. 10.3
- 4 Collaborate with industry experts for specific technical knowledge and skills. 10.4

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## **11.0 Demonstration and Application** 11.0

- 1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study. 11.1
  - 2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level. 11.2
  - 3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures. 11.3
  - 4 Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities. 11.4
  - 5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators. 11.5
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## Pathway Standards

### A. Design, Visual, and Media Arts Pathway

- 1 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. **A1.0**
  - 1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary. **A1.1**
  - 2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications. **A1.2**
  - 3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment. **A1.3**
  - 4 Select industry-specific works and analyze the intent of the work and the appropriate use of media. **A1.4**
  - 5 Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production. **A1.5**
  - 6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts. **A1.6**
  - 7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. **A1.7**
  - 8 Compare how distortion is used in a variety of media to modify the message being communicated. **A1.8**
  - 9 Analyze the material used by a given artist and describe how its use influences the meaning of the work. **A1.9**
- 2 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media. **A2.0**
  - 1 Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. **A2.1**
  - 2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product. **A2.2**
  - 3 Apply refined observation and drawing skills to solve an industry-relevant problem. **A2.3**
  - 4 Use visual metaphors in creating an artistic product. **A2.4**
  - 5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application. **A2.5**
  - 6 Create an artistic product that involves the effective use of the elements of art and the principles of design. **A2.6**
  - 7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view. **A2.7**
  - 8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. **A2.8**
  - 9 Create a multimedia work of art that demonstrates knowledge of media and technology skills. **A2.9**

- 3 Analyze and assess the impact of history and culture on the development of professional arts and media products. [A3.0](#)
  - 1 Identify and describe the role and influence of new technologies on contemporary arts industry. [A3.1](#)
  - 2 Describe how the issues of time, place, and cultural influence and are reflected in a variety of artistic products. [A3.2](#)
  - 3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting. [A3.3](#)
  - 4 Identify art in international industry and discuss ways in which the work reflects cultural perspective. [A3.4](#)
  - 5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications. [A3.5](#)
  - 6 Investigate and discuss universal concepts expressed in visual media products from diverse cultures. [A3.6](#)
- 4 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards. [A4.0](#)
  - 1 Develop written consumer assessment rubrics for separate, industry-specific art products. [A4.1](#)
  - 2 Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic). [A4.2](#)
  - 3 Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective. [A4.3](#)
  - 4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project. [A4.4](#)
  - 5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product. [A4.5](#)
  - 6 Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective. [A4.6](#)
- 5 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan. [A5.0](#)
  - 1 Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content. [A5.1](#)
  - 2 Explore the role of art and design across various industry sectors and content areas. [A5.2](#)
  - 3 Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society. [A5.3](#)
  - 4 Predict how changes in technology might change the role and function of the visual arts in the workplace. [A5.4](#)
  - 5 Create a commercial artistic product that communicates a cross-cultural or universal theme. [A5.5](#)

- 6 Prepare portfolios of original art created for a variety of purposes and commercial applications. [A5.6](#)
- 7 Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry. [A5.7](#)
- 6 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. [A6.0](#)
  - 1 Evaluate the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both. [A6.1](#)
  - 2 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. [A6.2](#)
  - 3 Debate 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). [A6.3](#)
- 7 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. [A7.0](#)
  - 1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. [A7.1](#)
  - 2 Use language in natural, fresh, and vivid ways to establish a specific tone. [A7.2](#)
  - 3 Enhance meaning by employing rhetorical devices, including extended use of parallelism, repetition, analogy; incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. [A7.3](#)
  - 4 Integrate databases, graphics, and spreadsheets into electronically processed documents. [A7.4](#)
  - 5 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. [A7.5](#)
- 8 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway. [A8.0](#)
  - 1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation. [A8.1](#)
  - 2 Use technology to create a variety of audio, visual, written, and electronic products and presentations. [A8.2](#)
  - 3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones). [A8.3](#)
  - 4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation. [A8.4](#)

- 5 Differentiate writing processes, formats, and conventions used for various media. [A8.5](#)
- 6 Analyze and assess technical support options related to various media and design arts. [A8.6](#)
- 7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions. [A8.7](#)

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## B. Performing Arts Pathway

- 1 Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music. **B1.0**
  - 1 Demonstrate movement skills, process sensory information, and describe movement using the professional vocabulary of dance. **B1.1**
  - 2 Apply highly developed physical coordination and control when performing complex loco motor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength). **B1.2**
  - 3 Apply a wide range of kinesthetic communication demonstrating clarity of intent and stylistic nuance. **B1.3**
  - 4 Differentiate dance vocabulary to describe movement and dance in a professional setting. **B1.4**
  - 5 Create and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement). **B1.5**
  - 6 Perform in multiple professional dance genres integrating an advanced level of technical skill and clear intent. **B1.6**
  - 7 Deconstruct formal and informal (improvisational) performances of theater, dance, and music, both live and electronic, and evaluate using appropriate artistic vocabulary. **B1.7**
- 2 Read, listen to, deconstruct, and analyze peer and professional music using the elements and terminology of music. **B2.0**
  - 1 Read a full instrument or vocal score with a direct industry connection (Film score, Philharmonic score, commercial underscore). **B2.1**
  - 2 Describe how the elements of music are used. **B2.2**
  - 3 Transcribe simple songs into melodic and rhythmic notation when presented. **B2.3**
  - 4 Sight-read music accurately and expressively. **B2.4**
  - 5 Analyze and describe significant musical events perceived and remembered in a given industry generated example. **B2.5**
  - 6 Analyze and describe the use of musical elements in a given professional work that makes it unique, interesting, and expressive. **B2.6**
  - 7 Demonstrate the different uses of form, both past and present, in a varied repertoire of music in commercial settings from diverse genres, styles, and professional applications. **B2.7**
- 3 Observe, deconstruct, and analyze peer and professional theater, film, video, and electronic media and respond using the vocabulary of theater. **B3.0**
  - 1 Identify the use of metaphor, subtext, and symbolic elements in text and performance of professional theatrical work (live or recorded). **B3.1**
  - 2 Research, analyze, and plan a theatrical performance (live or recorded) with the director, designer, or playwright. **B3.2**

- 3 Create a product which assesses professional theater, film, and video performance products using the vocabulary of theater, such as genre, style, acting values, theme, and design. [B3.3](#)
- 4 Apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance for a variety of professional applications. [B4.0](#)
  - 1 Specify applications of VPA Creative Expression Standards for Dance at the proficient level. [B4.1](#)
  - 2 Notate dances using a variety of systems (Labanotation, motif writing, and personal systems). [B4.2](#)
  - 3 Apply basic music elements (rhythm, meter, tempo, timbre) to construct and perform dances for a variety of professional settings. [B4.3](#)
  - 4 Create a dance that utilizes an established dance style or genre in response to an industry-specific prompt. [B4.4](#)
  - 5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation. [B4.5](#)
  - 6 Perform combinations, in response to audition requirements, in a variety of professional dance genres that demonstrate proficiency relative to industry expectations. [B4.6](#)
  - 7 Create a diverse body of work in dance, which demonstrates originality, unity, clarity of intent, and a dynamic range of movement appropriate to a variety of professional applications. [B4.7](#)
  - 8 Create a performance piece using dance structures, musical forms, theatrical elements, and technology for a specific professional application. [B4.8](#)
  - 9 Perform original works that employ personal artistic intent and respond to industry-specific criteria. [B4.9](#)
- 5 Apply vocal and/or instrumental skill and knowledge to perform a varied repertoire of music appropriate to music industry application. [B5.0](#)
  - 1 Sing or play a repertoire of musical literature representing various genres, styles, and cultures with expression and technical accuracy. [B5.1](#)
  - 2 Sing or play music written in multiple parts, individually or with a group. [B5.2](#)
  - 3 Sight read and perform a brief musical composition from a professional resource. [B5.3](#)
  - 4 Employ a variety of music technology to record, integrate, or modify a live or recorded performance to produce a new artistic product. [B5.4](#)
  - 5 Compose music in distinct styles. [B5.5](#)
  - 6 Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments using appropriate ranges and traditional and nontraditional sound sources. [B5.6](#)
  - 7 Create melodic and rhythmic improvisations in a style or genre within a musical culture (gamelan, jazz, and mariachi). [B5.7](#)

- 6 Apply skill and knowledge in acting, directing, design, and composition to create formal and informal (improvised) theater, film, video, and electronic media performances. **B6.0**
  - 1 Demonstrate media appropriate acting choices using script analysis, character research, reflection, and revision in live and recorded performance applications. **B6.1**
  - 2 Use acting choices, such as script analysis, character research, reflection, and revision; and apply to a variety of professional settings. **B6.2**
  - 3 Create performance products applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution. **B6.3**
  - 4 Design, produce, or perform scenes applicable to a variety of professional settings and media applications. **B6.4**
  - 5 Improvise or write dialogues and scenes applying basic dramatic structure (exposition, complication, crises, climax, and resolution) appropriate to a variety of industry settings. **B6.5**
  - 6 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of professional sources. **B6.6**
- 7 Analyze the historical and cultural perspective of multiple industry performance products from a discipline-specific perspective. **B7.0**
  - 1 Identify and compare how film, theater, television, and electronic media productions influence values and behaviors. **B7.1**
  - 2 Analyze the historical and cultural perspective of the dancer in the professional setting. **B7.2**
  - 3 Analyze the historical and cultural perspective of the musician in the professional setting. **B7.3**
  - 4 Analyze the historical and cultural perspective of the actor and performance artist in the professional setting. **B7.4**
  - 5 Create a product comparing and contrasting universal themes and sociopolitical issues in a variety of music, dance, or theatrical products. **B7.5**
- 8 Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production. **B8.0**
  - 1 Critique discipline-specific professional works using the language and terminology specific to the discipline. **B8.1**
  - 2 Use selected criteria to compare, contrast, and assess various professional performance forms. **B8.2**
  - 3 Analyze the aesthetic principles that apply in a professional work designed for live performance, film, video, or live broadcast. **B8.3**
  - 4 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of professional performance products. **B8.4**
- 9 Explore the connection between artistic preparation and professional standards and practices. **B9.0**

- 1 Examine the training, education, and experience needed to pursue discipline-specific performance options. B9.1
- 2 Demonstrate effective knowledge and skills with the audiovisual equipment and technology used in professional performance. B9.2
- 3 Demonstrate entry-level competencies for a career in an artistic or technical field in the theatrical arts. B9.3
- 4 Understand the technical aspects of lights, sound, properties, costumes, and makeup from the perspective of the professional performer. B9.4
- 5 Contrast differing roles in professional skill sets of creators, performers, and others involved in the production and presentation of the performing arts. B9.5
- 6 Create a career plan leading to professional performance in one of the performance disciplines. B9.6

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## C. Production and Managerial Arts Pathway

- 1 Demonstrate knowledge of industry safety standards and practices in all areas of technical production. **C1.0**
  - 1 Demonstrate understanding of various power tools used in construction and rigging. **C1.1**
  - 2 Demonstrate knowledge of basic electrical safety. **C1.2**
  - 3 Demonstrate understanding of safe workplace practices, including tool safety, rigging, electrical, and construction safety and awareness of hazardous materials in the workplace. **C1.3**
  - 4 Apply safety related decision making and problem-solving techniques to live, recorded, or multimedia generated production. **C1.4**
- 2 Understand the technical support functions and artistic competencies in film, video, and live production. **C2.0**
  - 1 Analyze the production sequence involved in creating a media based or live performance production. **C2.1**
  - 2 Produce a production flow chart for a live theatrical or media based production. **C2.2**
  - 3 Plan one technical component of a production from design to performance. **C2.3**
- 3 Analyze and differentiate the function of the various members of a production team. **C3.0**
  - 1 Identify the skills and competencies of the various members of a production team including producer, production manager, director, assistant director, stage manager, production designer(s), post production, etc. **C3.1**
- 4 Demonstrate key skills and an understanding of the complexities of production planning. **C4.0**
  - 1 Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts. **C4.1**
  - 2 Know how artistic processes, organizational structure, and business principles, including funding and budgeting, are interrelated in both live and media production. **C4.2**
  - 3 Identify the responsibilities and activities associated with the preproduction, production, and post-production of a creative project. **C4.3**
  - 4 Demonstrate understanding of the appropriate use of technology in each phase of the production planning. **C4.4**
  - 5 Create a call sheet for equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production. **C4.5**
- 5 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects. **C5.0**
  - 1 Identify essential qualifications and technological competencies for each team member, including artists, designers, performers, composers, writers, and

technicians. **C5.1**

2 Plan the general coordination of various elements in a project or production. **C5.2**

6 Understand the key elements of developing and promoting a production from creation to distribution. **C6.0**

1 Design a production flow chart identifying chain of responsibility for a specific type of arts, media, and entertainment production. **C6.1**

2 Create a budget for an aspect of an arts, media, and entertainment production of the arts, media, and entertainment industry. **C6.2**

3 Design a promotional packet demonstrating knowledge of promotional **C6.3**

4 Create a promotional example using electronic media. **C6.4**

5 Create a public service announcement using two or more production methods materials, such as standard public service announcements **C6.5**

7 Know various media production, communication, and dissemination techniques and methods, including written, oral, visual, and electronic media. **C7.0**

1 Identify and describe licensing management for live and media based productions and intellectual properties. **C7.1**

2 Identify successful business models and analyze various facets of those models, such as market analysis, marketing strategy, and product value. **C7.2**

3 Discuss the relationships between publishers, developers, distributors, marketers, and retailers. **C7.3**

4 Understand the role of audience and market research in promotional planning **C7.4**

5 Understand the components of marketing campaigns for live and media based productions, including advertising in both traditional and social media. **C7.5**

6 Demonstrate understanding of the distribution component of both live and media based production including Web, print, radio, television, and communication based options. **C7.6**

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## D. Game Design and Integration Pathway

- 1 Demonstrate understanding of current trends and the historical significance of both electronic and non-electronic games. Students will analyze different game systems and identify how these systems have influenced consumer technology. **D1.0**
  - 1 Research and analyze different game genres, including multiplayer games. **D1.1**
  - 2 Define and use necessary vocabulary related to games, their genres, game platforms, and game hardware. **D1.2**
  - 3 Research, compare, and categorize different game platforms and game hardware. **D1.3**
  - 4 Analyze the technology transfer from video games to other industries, such as education, medical, corporate training, and military simulation. **D1.4**
  - 5 Present a mock-up of a future generation game platform and hardware system based on research of current and emerging technologies and future predictions. **D1.5**
- 2 Analyze the core tasks and challenges of video game design and explore the methods used to create and sustain player immersion. **D2.0**
  - 1 Identify and define the roles and responsibilities of each member of a video game design team. **D2.1**
  - 2 Break down and identify the fundamental building blocks of game play: player goals, player actions, rewards, and challenges. **D2.2**
  - 3 Research various input controls and display types then identify how these impact game play. **D2.3**
  - 4 Research and define the term "player immersion." **D2.4**
  - 5 Explore and explain the factors that create player immersion in a game. **D2.5**
  - 6 Compare and contrast player-centric design and designer-centric design in video games. **D2.6**
  - 7 Describe a designer-centric game to highlighting features other than game play and entertainment value. **D2.7**
  - 8 Prototype a small game using real-world objects, such as dice, cards, balls, pen and paper, etc. **D2.8**
- 3 Acquire and apply appropriate game programming concepts and skills to develop a playable video game. **D3.0**
  - 1 Implement common programming concepts, including logic operators, conditional statements, loops, variables, events, actions, and handling user input. **D3.1**
  - 2 Understand the basics of game physics, including collision and motion. **D3.2**
  - 3 Examine the use of math and physics (such as gravity and friction) in game development. **D3.3**

- 4 Explore the basics of random number generation. [D3.4](#)
- 5 Implement a small video game utilizing mathematics and physics that features at least one moving object (such as a spaceship) which rotates along an axis and moves in whichever direction it is facing after rotation. The game must include collision physics. [D3.5](#)
- 4 Students will demonstrate mastery of game art and multimedia, including music, sound, art, and animation. [D4.0](#)
  - 1 Demonstrate understanding of the elements of art, including line, shape, color, value, texture, space, and balance, to set the mood and feel of a scene. [D4.1](#)
  - 2 Research and describe the different perspectives used in video games, including first person, second person, and third person perspectives. [D4.2](#)
  - 3 Explain how to create the illusion of 3-D in a 2-D environment. [D4.3](#)
  - 4 Create 2-D art and 3-D models. [D4.4](#)
  - 5 Create an animation sequence. [D4.5](#)
  - 6 Design a game environment using lines, fills, and color to set a specific mood and feel of a scene. [D4.6](#)
  - 7 Create, record, and edit audio for a game. [D4.7](#)
  - 8 Define and discuss intellectual property, copyrights, trademarks, and piracy as they relate to art and multimedia assets in a game. [D4.8](#)
  - 9 Understand the basics of character design and development, world design, and level design. [D4.9](#)
  - 10 Create a storyboard for a game cut-scene applying the basic principles of design and concepts of cinematography. [D4.10](#)
- 5 Demonstrate an understanding of testing techniques used to evaluate, assess, rate, and review quality assurance of video games. [D5.0](#)
  - 1 Test and analyze games to determine the quality of rules, interfaces, navigation, performance, and game play. [D5.1](#)
  - 2 Identify the key elements in a game and make intelligent judgments about whether the game succeeded or failed in its objectives. [D5.2](#)
  - 3 Compare and contrast the differences between functionality and usability of software. [D5.3](#)
  - 4 Evaluate games in terms of accessibility issues. [D5.4](#)
  - 5 Demonstrate technical reading and writing skills. [D5.5](#)
  - 6 Test a classmate's game project and create a bug report for the game. For each error submitted, write steps in sufficient detail so it is identifiable and reproducible to the developer. Use a metric to identify how critical the error is based on its negative impact on game play. [D5.6](#)
- 6 Understand the general procedures, documentation, and requirements of large scale game design projects. Examine and categorize the significant processes in the production of games. [D6.0](#)

- 1 Identify processes of design and development from concept to production, including content creation, filling team roles, design documentation, communication, and scheduling for video game design teams. D6.1
- 2 Discuss the iterative nature of game and simulation design. D6.2
- 3 Develop design plans, character sketches, documentation, and storyboards for proposed games. D6.3
- 4 Enumerate individual tasks of a project using basic time management skills to complete each task and track its completion. D6.4
- 5 Describe the importance and interrelationship between development schedule and budget constraints in a video game design project. D6.5
- 6 Compare and contrast common uses of different game development tools. D6.6
- 7 Create a set of original design documents and build a small game. D6.7
- 7 Understand the fundamentals of business and marketing, including entrepreneurship, global marketing, and localization. D7.0
  - 1 Identify, define, and discuss the different ways games are funded, distributed, marketed, and sold. D7.1
  - 2 Identify and describe licensing management for different game platforms, tools, and intellectual properties. D7.2
  - 3 Identify successful business models and analyze various facets of those models, such as market analysis, marketing strategy, and product value. D7.3
  - 4 Understand the components of marketing campaigns for games, including advertising in traditional and social media. D7.4
  - 5 Understand the role community management plays in marketing and business models. D7.5
  - 6 Discuss the relationships between publishers, developers, distributors, marketers, and retailers. D7.6
  - 7 Evaluate game journalism and professional reviews in terms of bias. D7.7
  - 8 Explore and describe the effects of globalization on the design and production of video games. D7.8
  - 9 Evaluate how video games adhere to government rating systems. D7.9
  - 10 Create a plan for a game to target a specific audience within three different countries while adhering to their governments' rating systems. D7.10
- 8 Understand the impact of games and the role of play in human culture. Analyze the ethics and global impact of the game industry. D8.0
  - 1 Discuss the word "play" and its many definitions. D8.1
  - 2 Investigate and discuss how play can help humans acquire knowledge and social skills. D8.2
  - 3 Describe the benefits of games and simulations, including online economies and community building. D8.3

- 4 Compare and contrast the different opinions on the effects of games on behavior, cognitive development, and motor skills. [D8.4](#)
- 5 Describe how frequent exposure and/or access to video games has reshaped the level of technical proficiency of our workforce. [D8.5](#)
- 6 Explore and discuss the impact of video games on the economy. [D8.6](#)
- 7 Design a game you believe will have positive impact on the world. [D8.7](#)
- 9 Identify career goals and develop a career plan that explores employment opportunities in the video game industry. [D9.0](#)
  - 1 Demonstrate personal and interpersonal skills appropriate for the workplace, such as responsibility, dependability, punctuality, positive attitude, initiative, respect for self and others, and professional dress. [D9.1](#)
  - 2 Investigate how the skills acquired in game design/development can be applied to other industries. [D9.2](#)
  - 3 Use personal assessment tools to identify personal and professional strengths and weaknesses. [D9.3](#)
  - 4 Analyze job and career requirements as related to career interests and opportunities in the game industry. [D9.4](#)
  - 5 Investigate the common employment contracts in the game industry, such as Nondisclosure Agreements, "Work for Hire" agreements, and "Noncompete" clauses. [D9.5](#)
  - 6 Create a resume and use it during a mock interview. At the end of the interview process, apply negotiation skills as they relate to salary and benefits packages. [D9.6](#)
- 10 Students will build a game that demonstrates teamwork and project management by creating a game design production plan that describes the game play, outcomes, controls, rewards, interface, and artistic style of a video game. [D10.0](#)
  - 1 Use design documents to create a game design production plan. [D10.1](#)
  - 2 Solicit and accept constructive criticism. [D10.2](#)
  - 3 Use computer tools to create game programming, art, and audio. [D10.3](#)
  - 4 Create and use animated objects in a game. [D10.4](#)
  - 5 Create sound and music to enhance the game experience. [D10.5](#)
  - 6 Test and debug the completed game. [D10.6](#)
  - 7 Apply listening, speaking, and collaborative communication skills to effectively convey information. [D10.7](#)
  - 8 Demonstrate a professional level of written and oral communication as necessary in the game industry. [D10.8](#)