OREGON DEPARTMENT OF EDUCATION | HIGHER EDUCATION COORDINATING COMMISSION

OREGON CAREER AND TECHNICAL EDUCATION STATEWIDE FRAMEWORKS

Arts, A/V Technology, and Communications Career Cluster

Resource Guide

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Statewide Framework for **Arts, A/V Technology, and Communications**

Well-designed career and technical education (CTE) programs help high school and college students make successful educational transitions and find employment in high-wage, high-skill, in-demand careers. **Oregon's State Plan for CTE: 2020–2024** lays out a comprehensive strategy for ensuring all Oregonians have equitable access to high-quality CTE programming. This entails designing instructional coursework that is sequenced within and across educational levels, grounded on rigorous academic knowledge and technical skills, and aligned with industry needs. It also requires building and sustaining quality relationships, experiences, and interactions among learners, educators, business partners, and community members.

OREGON'S VISION FOR CTE

Reimagine and transform learner experiences to enhance their future prospects, empower communities, and ensure equitable access to an inclusive, sustainable, innovation-based economy.

This document provides information and resources related to the ***Statewide Framework in the Arts, A/V Technology, and Communications Career Cluster,*** which falls within the Arts, Information, and Communications career area. Arts, A/V Technology, and Communications is one of 17 Career Clusters used to organize and deliver CTE programming in Oregon. This cluster includes seven programs of study that are grouped into three broad thematic fields profiled in this document: Digital Arts and AV Technology; Journalism and Broadcasting; Fine and Performing Arts:

Focus areas	Programs of study
Digital Arts	Digital Arts, General - 50.0102 Animation, Interactive Technology, Video Graphics and Special Effects - 10.0304 Technical Design and Production - 50.0502* Film and Video - 50.0602
Journalism and Broadcasting	Journalism and Broadcasting - 09.0402
Fine and Performing Arts	Performing Arts - 50.0101 Fine/Studio Arts - 50.0702

*Some knowledge and skill statements could also be applied from Fine and Performing Arts

Oregon's CTE state plan calls for the development of Statewide Frameworks to guide program design. The goal is to *improve instructional quality* by aligning technical skills to the needs of employers in high-wage, high-skill, in-demand careers; *promote equity* by ensuring that all learners have access

to consistent, high-quality programming; *strengthen career pathways* by intentionally connecting secondary and postsecondary coursework that culminates in an industry-recognized credential or certificate, or associate or baccalaureate degree; and *expand student access to dual and concurrent enrollment credits* to reduce tuition costs and the time required to earn a postsecondary credential.

While secondary and postsecondary CTE providers have considerable flexibility in designing curriculum and assessments, state approval is required to qualify programs for federal and/or state funding. This includes aligning offerings with labor market needs; meeting state-defined criteria for size, scope, and quality; addressing Oregon's five core elements of a Program of Study; and continuously improving CTE offerings through the use of the **High Quality CTE Program of Study Rubric.**

In Oregon, a CTE Program of Study is the primary vehicle for delivering coursework at the secondary and postsecondary levels. A CTE Program of Study is a progressive, nonduplicative sequence of courses, developed by a partnering secondary school district and postsecondary institution, to prepare students to seamlessly transition across education levels and into the workforce. Coursework integrates rigorous academic knowledge with industry-validated employability and technical skills and culminates in the award of an industry-recognized credential or certificate or an associate or baccalaureate degree. High school students may also have options to earn credit that may be applied toward their postsecondary studies.

Within each Career Cluster, CTE Programs of Study may be offered at the Career Cluster or program level. Career Cluster-level Programs of Study offer students broad exposure to multiple careers in the field, along with cross-cutting skills valued by all industry employers, which may be found in two or more Programs of Study. Focus Area-level Programs of Study offer students more occupationally specific training with a higher level of statewide content standardization.

The new Statewide CTE Frameworks provide updated Knowledge and Skill Statements to inform CTE program development. The updated skill statements incorporate: 1) employability skills commonly found in all jobs in all Career Clusters; 2) cross-cutting technical skills applicable to all jobs in a specific Career Cluster; and 3) Focus Area skills applicable to a specific occupation. Each skill statement includes an optional set of Suggested Performance Indicators, which are intended to help educators develop curriculum and assessments to teach specific skills.

Projected Labor Market Demand

Occupational projections published by the State of Oregon Employment Department indicate that while jobs in the Arts, A/V Technology and Communications field will expand over the coming decade, a subset will experience significant demand. These occupational titles, their projected demand, and associated wage and educational expectations of entry-level employees are detailed in Table 1.

Table 1. Occupational Employment Projections in Oregon, 2021–2031

Standard Occupational Classification (SOC)* code	Occupational title	Total job openings	Percent change	2022 median annual wage	Entry-level education
25-1121	Art, Drama, and Music Teachers, Postsecondary	853	11.1%	$80,659	Master's degree
27-1011	Art Directors	2,835	21.1%	$106,891	Bachelor's degree
27-1013	Fine Artists, including Painters, Sculptors, and Illustrators	797	32.9%	$64,147	Associate's degree
27-1014	Special Effects Artists and Animators	797	39.8%	$83,450	Bachelor's degree
27-1022	Fashion Designers	797	10.0%	$83,658	Bachelor's degree
27-1024	Graphic Designers	797	8.4%	$52,936	Associate's degree
27-1025	Interior Designers	797	21.4%	$65,042	Associate's degree
27-2012	Producers and Directors	797	25.0%	$75,878	Bachelor's degree
27-2042	Musicians and Singers**	2,322	21.8%	$29,940	High school diploma
27-3031	Public Relations Specialists	3,398	14.2%	$64,189	Bachelor's degree
27-3041	Editors	1,210	2.7%	$53,352	Bachelor's degree
27-3042	Technical Writers	960	8.1%	$79,789	Bachelor's degree
27-3043	Writers and Authors	2,055	9.1%	$65,104	Bachelor's degree
27-3091	Interpreters and Translators	2,653	31.0%	$50,877	High school diploma
27-4021	Photographers	1,638	5.7%	$50,315	High school diploma

Note: Adapted from ***State of Oregon Employment Department: High-Wage, High-Demand, and High-Skill Occupations (Projections 2021-2031)***

*SOC code = Standard Occupational Classification used to classify workers into job categories.

**Wage is represented as hourly due to how data are collected.

Among occupations that are considered high-wage and high-demand,[1] the largest occupational growth rate in Oregon is projected for Special Effects Artists and Animators, with opportunities expected to increase by nearly 40 percent between 2021 and 2031. This will lead to 797 projected job openings, including new and replacement workers. Relatively large numbers of job openings are anticipated in other high-wage and high-demand occupations that are associated with Programs of Study commonly found in Oregon high schools and community colleges. These include Public Relations Specialists with 3,398 projected openings, Art Directors with 2,835 projected openings, and Interpreters and Translators with 2,653 projected openings. Among high-wage, high-demand occupations, several are projected to require a high school diploma or its equivalent for entry-level employment. These include Musicians and Specialists, Interpreters and Translators, and Photographers.

Jobs in the Arts, A/V Technology, and Communications field typically pay relatively high wages. Median annual wages in 2022 for the two highest-paying jobs were $106,891 for Art Directors and $80,659 for Art, Drama, and Music Teachers at the postsecondary education level. While wages were somewhat lower in occupations requiring less than a bachelor's degree for entry-level employment, a number of fields are projected to offer relatively high levels of compensation. This includes Interior Designers, who earned a median annual wage in 2022 of $65,042, and Fine Artists, with a median wage of $64,147.

Although wages for entry-level workers are relatively lower for those with a high school or associate degree, workers who pursue advanced education can earn relatively high compensation. Career advancement may require both on-the-job training and additional educational credentials and/or degrees. For this reason, participation in a CTE Program of Study may offer students important insights into the types of careers that exist, and the education and training necessary to advance in their career.

[1] High-wage occupations are those paying more than the all-industry median wage for a particular area. High-demand occupations are those having more than the statewide median number of total openings (growth plus replacement) for a particular area.

Statewide Program of Study Framework

Programs of study in the Arts, A/V Technology and Communications Career Cluster prepare students for entry-level employment in a range of careers central to Oregon's economic base and/or to pursue advanced postsecondary educational studies. When proposing programming, secondary and postsecondary CTE providers collaborate to offer coursework leading to an industry-recognized certificate and/or an associate or baccalaureate degree. High school students also may be offered the opportunity to earn college credit that may be applied towards their certificate or degree objective.

In winter 2023, the Oregon Department of Education launched a statewide effort to update and revalidate the skills and indicators used to define the Arts, A/V Technology, and Communications Career Cluster. An advisory group composed of 12 Oregon employers and professional association representatives was seated to identify the skills desired of entry-level workers. Members reviewed and provided feedback on existing state skills and those used in other states. Based on their work, an updated set of skills and indicators was developed. A statewide survey was then conducted to solicit feedback from employers throughout Oregon. A total of 25 employers responded. Skills sets and indicators were updated to incorporate the feedback that was received.

To gather input from educators, a second advisory group was formed. This included 18 representatives of Oregon K-12 school district and community colleges offering related CTE programming. Members offered feedback on the skill sets and indicators identified by employers, as well as how they related to their current instruction. Following updates to the list, a statewide survey of district CTE Program of Study leaders and community college faculty was conducted. Individuals were asked to rate the importance of the employer-vetted Knowledge and Skill Statements and Suggested Performance Indicators. A total of 42 high school instructors and 12 community college faculty responded to one or more sections of the survey.

Community college faculty were asked to provide feedback on each Knowledge and Skill Statement and rate the importance of Suggested Performance Indicators using the following scale:

- **Critically important.** This skill would be expected of students entering a community college after having completed a CTE Program of Study at the high school level
- **Somewhat important.** This skill would be useful but not necessary for students entering a community college after having completed a CTE Program of Study at the high school level
- **Not important.** This skill would not be expected of students entering a community college after having completed a CTE Program of Study at the high school level (i.e., it will be taught at the college level)

High school CTE instructors were asked to rate the importance of high school graduates, in related CTE Programs of Study, mastering these skills upon completing their secondary CTE studies.

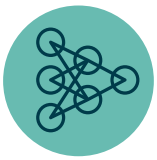
Feedback from survey respondents was analyzed to produce a core set of Knowledge and Skill Statements and Suggested Performance Indicators that secondary educators should consider when designing CTE programs and formulating their CTE program approval applications.

Knowledge and Skill Statements

Knowledge and Skill Statements describe the learning expectations of students in CTE programs. Ideally, skills marked as Foundational will be taught during a student's high school CTE Program of Study experience, with educators determining how and when instruction occurs. The CTE Statewide Framework for Arts, A/V Technology and Communications is organized around three levels of skills

Employability Knowledge and Skills – *Applicable to all Career Clusters—Foundational*

All learners are expected to master these basic skills to function in the workplace. These cross-cutting abilities, found in all jobs in all industries, encompass a broad range of communication, critical thinking, interpersonal, and organizational skills considered imperative for career success.



General Career Cluster Knowledge and Skills – *Applicable to all careers in the Arts, A/V Technology and Communications Cluster*

All workers in the industry are expected to have a broad understanding of the field. These cross-cutting skills prepare workers to succeed in a range of jobs in the cluster. High school students mastering these skills are prepared to enter community college or the workforce with an understanding of their career options and training needs.

Program-level Knowledge and Skills – *Applicable to a specific career*

Field-specific knowledge that an entry-level worker would be expected to possess. High school students mastering these skills are prepared to enter employment or enroll in a community college to pursue advanced training. Postsecondary graduates would be prepared to enter employment with a credential, certificate, or degree.

These skills have been classified based on their level of knowledge required for their mastery:

- ***Foundational Skills*** describe technical skills that all high school students completing a Program of Study would be expected to master. Ideally, these skills would be taught within a high school CTE Program of Study (or in collaboration with a postsecondary partner if it is not feasible within high school).
- ***Intermediate Skills*** describe more technically advanced skills that high school instructors are encouraged to teach, though some might be taught by community college faculty due to equipment or time constraints.

- ***Advanced Skills*** describe highly technical skills that high school instructors may choose to teach with the understanding that, due to their complexity, most will be taught by community college faculty as part of the postsecondary component of a CTE Program of Study.

Overarching descriptions of the Knowledge and Skill statements for new Statewide Frameworks in (1) Digital Arts and A/V Technology, (2) Journalism and Broadcasting, and (3) Fine and Performing Arts are listed in Figure 1. Each Knowledge and Skill Statement includes a list of Suggested Performance Indicators that illustrate how students might demonstrate their understanding or abilities relating to each statement (see Appendix A). These examples are intended to provide educators with guidance in establishing program standards and assessments and designing curriculum and instructional activities. These skills also have been classified based on their level of difficulty, ranging from foundational to intermediate to advanced.

Suggested Performance Indicators are offered as an optional, industry-suggested, community college faculty-vetted way to demonstrate the Knowledge and Skill Statements. They are not required. Educators may choose to select from these indicators and/or design other means for students to show skill mastery in their CTE Program of Study. It is anticipated that secondary and postsecondary educators will collaborate in selecting the number, type, and technical specificity of skills and indicators, as well as the educational level at which they will be taught.

Figure 1. Knowledge and Skill Statements for the Statewide Framework for Arts, A/V Technology, and Communications Cluster

EMPLOYABILITY

Cross-cutting, same for all Career Clusters

- Workplace practices
- Personal responsibility and accountability
- Teamwork and conflict resolution
- Communication
- Technology in the workplace
- Planning and organizing
- Career planning

CAREER CLUSTER

- Analyze and summarize the history of the Arts, Audio-Video Technology, and Communications fields
- Demonstrate an understanding of basic elements of the Arts, A/V Technology, and Communications fields
- Analyze the interdependence of elements within the Arts, A/V Technology, and Communications career cluster
- Describe health, safety and environmental considerations and the systems, policies, and procedures to address them
- Analyze the lifestyle implications and demands of the Arts, A/V Technology, and Communications workplace
- Describe the types of organizational and regulatory controls that exist within the industry and how they affect workers
- Exhibit ethical conduct to uphold high standards for behavior in the industry
- Demonstrate understanding of the different ways that artistic works can be presented for audience viewing
- Evaluate technological advancements and industry-standard tools in the Arts, A/V Technology, and Communications fields

FOCUS AREAS

Digital Arts and A/V Technology

- History of the field
- Understanding of digital arts and graphic design fields
- Principles and elements of design and their use
- Production using industry standard software
- Design workflow processes
- Legal and ethical issues relating to design
- Design to address diversity of needs/values
- Use of equipment, software, technology, and skills
- Application of 2- and 3-dimensional media
- Editing of media production
- History and evolution of photography
- Photographic principles and processes
- Use of photography equipment and software

Journalism and Broadcasting

- History of the industry and its current impacts
- Understanding of journalism and broadcast industries
- Ethical considerations in the industry
- Planning and production processes
- Journalistic Information gathering strategies
- Forms of journalistic writing and editing
- Principles, elements, tools, and techniques
- Understanding of media production
- Economics of media production and business skills

Fine Arts and Performing Arts

- History, scope, and influence of visual and performing arts
- Analysis of elements and principles of design
- Music theory and use of themes and patterns
- Understanding of music repertoires
- Creation of characters, acting skills, and roles
- Stage, film, television, and electronic script creations
- Technical design including sound, lighting, and costumes
- Technical aspects of theatre, film, television, and digital media
- Physical, emotional, and social dimensions of characters
- Acting techniques and writing for various genres
- Elements, techniques, principles, and processes in dance
- Complex steps and patterns from various dance styles
- History and evolution of photography
- Photographic principles and processes
- Use of photography equipment and software

Program of Study Design Options

Educators have two options in designing a Program of Study using a Statewide Framework. They can pursue a Career Cluster-level Program of Study or a Focus Area-level Program of Study. The distinction between a Cluster and Focus Area Program of Study relates to the scope of Knowledge and Skill Statements covered in the Program of Study and level of secondary to postsecondary alignment.

There are two primary distinctions between the two options:

1. Educators choosing to offer a **Career Cluster Program of Study in Digital Arts,** General, are encouraged to cover all the employability skills and Cluster-level skills identified and draw on the foundational skills in ore or more focus areas in the Animation, Interactive Technology, Video Graphics and Special Effects (10.0304); Film and Video (50.0602); and/or Technical Design and Production (50.0502).

2. **Focus Area Programs of Study** are more occupationally specific with a higher level of content standardization. Educators are encouraged to cover all the employability skills, Cluster-level skills, and foundational skills identified within a Focus Area. Intermediate and advanced skills also may be addressed, either at the high school level or in collaboration with a postsecondary partner.

Career Cluster Program of Study Option

A Program of Study in Digital Arts, General provides high school students with a broad overview of the Arts, A/V Technology, and Communications field to prepare them to specialize in an area of their choosing at the postsecondary level. With this option, educators may choose to offer a broad range of courses that address different aspects of the field, drawing on skills included in each of the identified Focus Areas.

To qualify as a concentrator at the Career Cluster-level, high school students must earn at least two credits in a state-approved Program of Study sequence, with one of these credits awarded as part of the second or third course in a sequence. High school graduates concentrating their studies in the Arts, A/V Technology, and Communications Career Cluster would have the option of continuing their studies at an affiliated community college, where they could pursue related training that culminates in the award of a credential, certificate, or associate degree.

Focus Area Program of Study Option

Focus Area-level Programs of Study are intended to align with specific certificate and associate degree options offered at the postsecondary level. Where appropriate, districts and colleges can negotiate dual credit agreements so that high school students can earn college credit that may be applied toward a postsecondary certificate or degree, expediting the time it takes to complete.

The new statewide Program of Study option requires:

- Offering a minimum of three credits at the secondary level and 36 credits at the postsecondary level
- Covering all the employability, Career Cluster, and foundational Focus Area skills as part of the high school component of a CTE Program of Study or in collaboration with a postsecondary partner
- Concentrators to earn two credits in the Program of Study, including at least one credit awarded as part of the second or third course in a sequence
- Providing a sequenced, progressive set of courses, including an introductory or survey course, and two courses offering more technically advanced skills
- Exhibiting secondary-postsecondary standards alignment that is clearly defined and communicated to all stakeholders
- Offering or potentially offering dual credit opportunities
- Integrating career-related learning experiences, career-connected learning, and work-based learning in meaningful ways

High school graduates concentrating their studies in the Arts, A/V Technology, and Communications field would have the option of continuing their studies at an affiliated community college, where they could seek advanced training in the Focus Area or pursue training in a related field that culminates in the award of a credential, certificate, or associate degree.

Statewide Framework Programs of Study align course standards to industry-validated skills so that students throughout the state have access to consistent, high-quality CTE with opportunities to gain college credit and skills in in-demand occupations.

Course Scope and Sequence

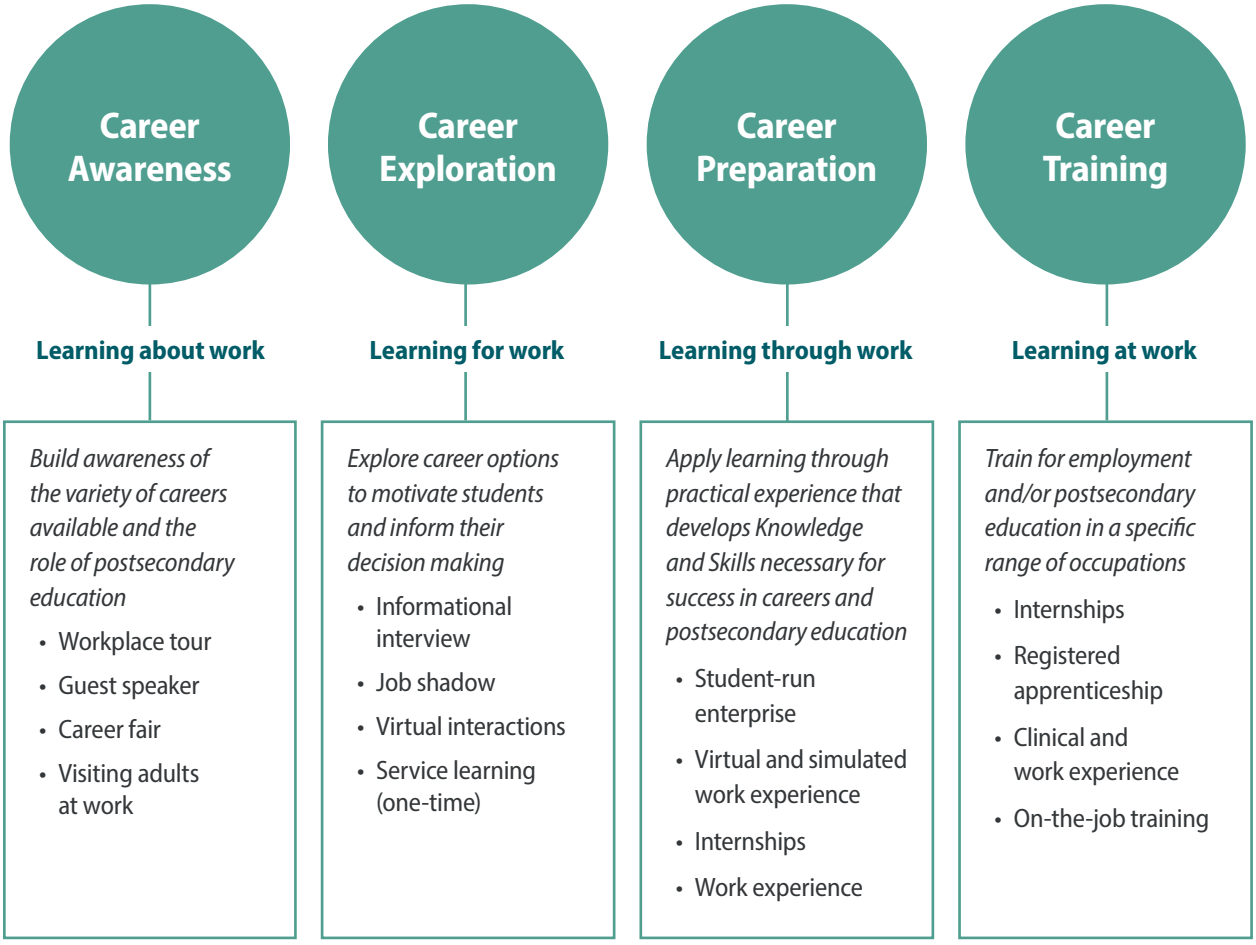
It is anticipated that CTE students will begin their course sequence with an introductory/survey course that opens a range of more technically advanced course options. An example of how a Program of Study might be configured for each Focus Area is provided in Table 2. *Note that course sequences and titles are provided for illustrative purposes only—it is up to secondary and postsecondary partners to determine course titles and sequences; course content, curriculum, and assessments, including when and how Knowledge and Skill Statements are addressed; and whether dual credit or industry certifications may be awarded.*

Table 2. Sample Scope and Sequence for Cluster-level and Focus Area-level Program of Study

Course level	Grade	Course
Course 1	Grades 9 or 10	**Cluster Level Digital Arts, General.** Visual and Digital Media Techniques
Course 2	Grades 10 or 11	**Cluster Level.** Graphic Design
		Focus Area Level. Digital Image 1; Journalism 1: Writing for Media; Theatre 1 or Acting 1
Course 3	Grades 11 or 12	**Cluster Level.** Graphic Production
		Focus Area Level. Digital Image 2; Journalism 2: Visual Communication; Theater 2 or Acting 2
Capstone	Grades 12	**Cluster Level.** Digital Image
		Focus Area Level. Computer Animation or work-based learning experience;

Additionally, all Programs of Study are expected to integrate a full range of **Career Connected Learning Experiences** that advance progressively, as indicated in Figure 2.

Figure 2. Career Connected Learning Experiences



Developing a CTE Program of Study for State Approval

To meet Oregon's definition of a High-Quality Program of Study, a CTE Program of Study must be built around five core elements. These elements and supporting components, which align to the Association for Career and Technical Education's (ACTE's) High-Quality CTE Program of Study Framework, are detailed in Table 3.

Table 3. Elements and Supporting Components of a High-Quality CTE Program of Study

Element	Components
Standards and Content	***Rigorous Integrated Content:*** Appropriately licensed secondary teachers and postsecondary instructors integrate rigorous technical and academic content.
	Engaged Learning: Students are engaged through instructional strategies that are relevant and authentic, and meet the needs and interests of all students.
	Coherent Curriculum: Aligned to industry-identified standards and sequenced to prepare students for their next steps.
Alignment and Articulation	***Partnerships:*** Actively engages employer and educator partners to develop, enhance and support the CTE program in a manner that is sustainable.
	Credentials: Links instruction to meaningful college credit or industry credentials that can lead to high-wage, high-skill, and in-demand occupations.
	Facilities and Equipment: Provides students with safe access to facilities and equipment appropriate to the type of instruction and reflective of workforce needs.
Accountability and Evaluation	***Continuous Improvement:*** Revisions to the Program of Study are based on student performance, economic demand, and employer requirements.
Student Support Services	***Equity and Access:*** Provides all students and their families with appropriate knowledge and experiences to help make informed education and career decisions.
	Career Connected Learning: Provides quality, accurate and timely information and support that will help students identify, pursue, transition to, and complete pathways to future careers. Career Connected Learning should include activities and opportunities within the four domains of Awareness, Exploration, Preparation and Training.
Professional Development	***Professional Development:*** Promotes instructional long-term growth that aligns with long-term program goals.

Educators are encouraged to consult the **High Quality CTE Program of Study Rubric** and accompanying **Quick Guide to Using the High Quality CTE Program of Study Rubric** to assess their existing CTE Programs of Study and create goals for continuous improvement.

CTE Licensure Requirements. Arts, A/V Technology, and Communications

Educators seeking to teach in the Arts, A/V Technology, and Communications Career Cluster must possess a valid Oregon CTE endorsement. See **CTE Licensure in Oregon** for an overview of licensing requirements and the steps to be taken to receive an endorsement. Contact Margaret Mahoney (**Margaret.Mahoney@ode.oregon.gov**) for more information.

Student Leadership

Learning is enhanced when students can apply academic, technical, and employability skills in an authentic setting. Career and Technical Student Organizations (CTSOs) are extracurricular groups that offer youth the ability to practice and enhance their classroom learning, while developing personal skills and leadership abilities, through participation in activities, events, and competitions.

In the Arts, A/V Technology, and Communications field, there are several active CTSOs in Oregon in which students may participate:

SkillsUSA (https://www.skillsusaoregon.org/) prepares student leaders for careers in trade, technical, and skilled service occupations.

Technology Student Association (https://www.oregontsa.org/) accelerates student achievement and leadership and supports teachers by providing engaging opportunities for students to develop STEM skills.

Appendix A. Arts, A/V Technology and Communications Career Cluster Knowledge and Skill Statements and Suggested Performance Indicators

Overview

This document details the Knowledge and Skill Statements comprising the Programs of Study in the Arts, A/V Technology, and Communications Career Cluster. This cluster includes seven programs of study that are grouped into three broad thematic fields profiled in this document: Digital Arts and AV Technology; Journalism and Broadcasting; Fine and Performing Arts:

Focus areas	Programs of study
Digital Arts	Digital Arts, General - 50.0102 Animation, Interactive Technology, Video Graphics and Special Effects - 10.0304 Technical Design and Production - 50.0502* Film and Video - 50.0602
Journalism and Broadcasting	Journalism and Broadcasting - 09.0402
Fine and Performing Arts	Performing Arts - 50.0101 Fine/Studio Arts - 50.0702

*Some knowledge and skill statements could also be applied from Fine and Performing Arts

Community college faculty were asked to provide feedback on each Knowledge and Skill Statement and rate the importance of each Suggested Performance Indicator using the following scale:

- **Critically important.** This skill would be expected of students entering a community college after having completed a CTE Program of Study at the high school level
- **Somewhat important.** This skill would be useful but not necessary for students entering a community college after having completed a CTE Program of Study at the high school level
- **Not important.** This skill would NOT be expected of students entering a community college after having completed a CTE Program of Study at the high school level (i.e., it will be taught at the college level)

To gather district perspectives, high school CTE instructors with approved programs were asked to rate the importance of high school graduates, in related CTE programs of study, mastering these skills upon completing their secondary CTE studies.

Survey responses from educators and industry professionals were analyzed to produce a core set of Knowledge and Skill Statements and Suggested Performance Indicators that secondary educators should consider when designing CTE programs and formulating their CTE program approval applications.

These Knowledge and Skill Statements and Suggested Performance Indicators are intended to provide educators with guidance in establishing program standards and assessments and designing curriculum and instructional activities. *Performance indicators are offered as suggestions, not requirements, for addressing the Knowledge and Skill Statements comprising a Program of Study.*

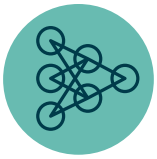
How to Use This Document

Educators offering a CTE Program of Study in the Arts, A/V Technology, and Communications Career Cluster should review the Knowledge and Skill statements and Suggested Performance Indicators in this document. Ideally, skills marked as Foundational will be taught during a student's high school CTE Program of Study experience, with educators determining how and when instruction occurs.

Three types of skills and indicators are provided:

Employability Knowledge and Skills – *Applicable to all Career Clusters*

All learners are expected to master these basic skills to function in the workplace. These cross-cutting abilities, found in all jobs in all industries, encompass a broad range of communication, critical thinking, interpersonal, and organizational skills considered imperative for career success.



Career Cluster Knowledge and Skills – *Applicable to all careers in the Arts, A/V Technology and Communications Cluster*

All workers in the arts, A/V technology, and communications industry are expected to have a broad understanding of the field. These cross-cutting skills prepare workers to succeed in a range of jobs in the cluster. High school students mastering these skills are prepared to enter community college or the workforce with an understanding of their career options and training needs.

Focus Area Knowledge and Skills – *Applicable to a specific career*

Field-specific knowledge that an entry-level worker would be expected to possess. High school students mastering these skills are prepared to enter employment or enroll in a community college to pursue advanced training. Postsecondary graudates would be prepared to enter employment with a credential, certificate, or degree.

These skills have been classified based on their level of knowledge required for their mastery:

- ***Foundational Skills*** describe technical skills that all high school students completing a Program of Study would be expected to master. Ideally, these skills would be taught within a high school CTE Program of Study (or in collaboration with a postsecondary partner if it is not feasible within high school).
- ***Intermediate Skills*** describe more technically advanced skills that high school instructors are encouraged to teach, though some might be taught by community college faculty due to equipment or time constraints.
- ***Advanced Skills*** describe highly technical skills that high school instructors may choose to teach with the understanding that, due to their complexity, most will be taught by community college faculty as part of the postsecondary component of a CTE Program of Study.

Arts, A/V Technology, and Communications Career Cluster
Knowledge and Skill Statements

Employability Knowledge and Skills

These Knowledge and Skill statements apply to all Career Clusters in Oregon.

Code number	Knowledge and Skill Statement
E-01	Adhere to workplace practices
E-02	Exhibit personal responsibility and accountability
E-03	Practice cultural competence
E-04	Demonstrate teamwork and conflict resolution
E-05	Communicate clearly and effectively
E-06	Employ critical thinking to solve problems
E-07	Demonstrate creativity and innovative thinking
E-08	Demonstrate fluency in workplace technologies
E-09	Plan, organize, and manage work
E-10	Make informed career decisions

Career Cluster-Level Knowledge and Skills

These Knowledge and Skill statements apply to all Arts, A/V Technology, and Communications Programs of Study in Oregon.

Code number	Knowledge and Skill Statement
CC-AAVTC01	Analyze and summarize the history and evolution of the arts, audio-video technology, and communications fields to understand their place in society
CC-AAVTC02	Demonstrate an understanding of basic elements of the arts, audio-video technology, and communications fields
CC-AAVTC03	Analyze the interdependence of technical and artistic elements within the Arts, A/V Technology & Communications Career Cluster
CC-AAVTC04	Describe health, safety and environmental considerations and the systems, policies, and procedures to address them

Code number	Knowledge and Skill Statement
CC-AAVTC05	Analyze the lifestyle implications and demands required in the arts, audio/visual technology, and communications workplace
CC-AAVTC06	Describe the types of organizational and regulatory controls that exist within the industry and how they affect workers
CC-AAVTC07	Exhibit ethical conduct to uphold high standards for behavior in the industry
CC-AAVTC08	Demonstrate understanding of the different ways that artistic works can be presented for audience viewing
CC-AAVTC09	Evaluate technological advancements and industry-standard tools in the arts, audio-video technology, and communications fields

Focus Area Level Knowledge and Skills

These are updated Knowledge and Skill Statements for the three Focus Area Programs of Study in the Arts, A/V Technology, and Communications Career Cluster.

DIGITAL ARTS AND A/V TECHNOLOGY

Code number	Knowledge and Skill Statement
FA-DAAV01	Demonstrate knowledge of the history of the digital arts and graphic design field based on analysis of a variety of media artworks
FA-DAAV02	Demonstrate an understanding of the digital arts and graphic design field
FA-DAAV03	Analyze and use the elements and principles of design
FA-DAAV04	Apply principles and elements of design
FA-DAAV05	Demonstrate knowledge of the key aspects of production using industry standard software
FA-DAAV06	Demonstrate knowledge of the design workflow process to increase success and productivity
FA-DAAV07	Demonstrate knowledge of legal issues related to design
FA-DAAV08	Demonstrate knowledge of ethical issues related to design
FA-DAAV09	Apply design requirements/elements for the diversity of needs, values, and social patterns in project design to promote equity
FA-DAAV10	Apply knowledge of industry standard equipment, software and technology skills related to production
FA-DAAV11	Understand and apply elements of two- and three-dimensional media as they relate to design, animation, production, and/or special effects
FA-DAAV12	Apply knowledge of industry standard equipment, software, and technical skills related to media production

Code number	Knowledge and Skill Statement
FA-DAAV13	Exhibit ability to edit media productions
FA-DAAV14	Understand the history and evolution of photography
FA-DAAV15	Understand and demonstrate the use of photographic principles and processes
FA-DAAV16	Demonstrate the use of photography equipment and software that supports photography

JOURNALISM AND BROADCASTING

Code number	Knowledge and Skill Statement
FA-JB01	Describe the historical development of the journalism and broadcasting industry and its current impact on society and the economy
FA-JB02	Demonstrate an understanding of the journalism and broadcast industries
FA-JB03	Describe ethical considerations in the journalism and broadcast industry
FA-JB04	Demonstrate knowledge of the processes used to plan and produce various journalism and/or broadcast media
FA-JB05	Demonstrate skills for gathering information using research, interviews, and objective judgement to create journalistic products
FA-JB06	Understand and demonstrate forms of journalistic writing and editing to create journalism productions
FA-JB07	Demonstrate an understanding of principles, elements, tools, and techniques of design to create effective, aesthetically pleasing publications or products
FA-JB08	Demonstrate understanding of media productions using differing formats
FA-JB09	Understand the economics of media production and business management skills to produce and distribute journalistic products

FINE ARTS AND PERFORMING ARTS

Code number	Knowledge and Skill Statement
FA-FAPA1	Describe the history and evolution of the visual and performing arts and their role in and impact on society
FA-FAPA2	Describe the scope and influence of the fine arts and/or performing arts industries on society and the economy
FA-FAPA3	Objectively analyze how visual arts elements and principles of design communicate and express ideas
FA-FAPA4	Demonstrate knowledge of music theory by including fundamental themes and patterns in the art form

Code number	Knowledge and Skill Statement
FA-FAPA5	Demonstrate an understanding of various repertoires of music representing diverse styles, genres, cultures, and historical periods
FA-FAPA6	Explain key issues affecting the creation of characters, acting skills, and individual roles for the presentation of an entertainment arts production
FA-FAPA7	Create stage, film, television, or electronic media scripts in a variety of traditional and current formats
FA-FAPA8	Understand how technical design including sound reinforcement, lighting, costumes, and make-up contributes to performance and/or present
FA-FAPA9	Synthesize and use the technical aspects of theatre, film, television, and/or electronic media into a production
FA-FAPA10	Analyze and employ the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media
FA-FAPA11	Recognize and utilize the technical aspects of theatre from the perspective of the playwright and/or actor (e.g., lighting, sound, properties, costumes, make-up)
FA-FAPA12	Demonstrate an understanding of acting technique and/or the ability to write theatre, film, television, radio, or electronic media scripts in a variety of formats
FA-FAPA13	Demonstrate the fundamental elements, techniques, principles, and processes for various dance styles and traditions in the pathway
FA-FAPA14	Perform complex steps and patterns from various dance styles and traditions
FA-FAPA15	Understand the history and evolution of photography
FA-FAPA16	Understand and demonstrate the use of photographic principles and processes
FA-FAPA17	Demonstrate the use of photography equipment and software that supports photography

Employability Knowledge and Skill Statements with Suggested Performance Indicators

● **Foundational -** *Basic skills that **should be taught** within high school or, if not feasible, at a partnering college*

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
E-01 ***Adhere to workplace practices***	A. Explain and follow workplace standards, rules, and regulations B. Show up on time and prepared to work C. Demonstrate the ability to take direction, be proactive, and work independently	●
E-02 ***Exhibit personal responsibility and accountability***	A. Apply professional and ethical standards of the industry to personal conduct B. Maintain integrity and promote personal and professional integrity in co-workers C. Take responsibility and carry out work assignments	●
E-03 ***Practice cultural competence***	A. Demonstrate awareness of issues related to diversity, equity, and inclusion B. Work effectively with colleagues of differing abilities, cultures, and backgrounds C. Describe issues relating to workplace harassment D. Model behaviors that are respectful and sensitive of others	●
E-04 ***Demonstrate teamwork and conflict resolution***	A. Demonstrate the ability to collaborate and contribute to the work of a diverse team B. Explain when it is appropriate to lead and when to follow another's lead C. Demonstrate strategies for resolving issues with coworkers	●
E-05 ***Communicate clearly and effectively***	A. Listen attentively, and speak and write clearly to convey information correctly B. Interpret information and instructions presented in verbal and written form C. Demonstrate effective communication with colleagues, supervisors, customers, and suppliers D. Demonstrate the ability to communicate verbally, in writing, and using electronic communication tools	●

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
E-06 ***Employ critical thinking to solve problems***	A. Recognize problems in the workplace and diagnose their root causes B. Develop well-reasoned plans to solve identified challenges C. Apply and follow through on plans to ensure that problems are resolved	●
E-07 ***Demonstrate creativity and innovative thinking***	A. Develop ideas to solve problems in new and different ways B. Investigate one's own and others' ideas to find those with greatest applicability C. Develop and deploy plans to implement new ideas in the workplace	●
E-08 ***Demonstrate fluency in workplace technologies***	A. Demonstrate knowledge and application of general technology skills, including hardware and software commonly used in the industry B. Use online communication, networking tools and social networks to access, manage, evaluate, and create information to successfully function in a knowledge economy C. Describe and demonstrate a fundamental understanding of the ethical, legal, and security issues surrounding access to and use of information technologies	●
E-09 ***Plan, organize, and manage work***	A. Identify an intended project outcome including available inputs, materials, labor, timeline for producing work, and job-site obligations B. Effectively plan, monitor, and complete projects on time and within budget using available resources and materials C. Demonstrate ability to write coherent reports and project summaries to communicate the progress of project work and its adherence to schedule	●
E-10 ***Make informed career decisions***	A. Identify job and entrepreneurial opportunities in the industry and the required education and credentials to obtain employment B. Set short- and long-term career goals based on personal interests and aptitudes C. Maintain a project portfolio D. Develop a professional resume E. Explain and demonstrate how to cultivate and maintain a professional presence in an online environment, including the appropriate use of social media and networking platforms	●

Arts, A/V Technology, and Communications Career Cluster Knowledge and Skill Statements with Suggested Performance Indicators

- **Foundational -** *Basic skills that **should be taught** within high school or, if not feasible, at a partnering college*
- **Intermediate -** *Advanced skills **encouraged to be taught** within high school, with some offered at a partnering college*
- **Advanced -** *Highly technical skills that **may be taught** within high school, with most offered at a partnering college*

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
CC-AAVTC01 ***Analyze and summarize the history and evolution of the arts, audio-video technology, and communications fields to understand their place in society***	A. Analyze persistent cultural issues and dilemmas within society that commonly affect how humans and groups are portrayed within art forms and communication B. Identify the systemic issues that may reduce access to arts, A/V technology, and communications for some communities C. Understand the value of creating original artwork D. Analyze the current and historical impact of arts, A/V technology, and communications on society and the economy E. Identify technologic and societal influences on the evolution of art, A/V technology, and communications F. Compare and contrast the different objectives for arts and communications held by the public and the industry at large G. Analyze key local and national issues related to the arts, audio-video technologies, and communications	A. B. C.	D. E. F. G.	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
CC-AAVTC02 ***Demonstrate an understanding of basic elements of the arts, audio-video technology, and communications fields***	A. Describe the types and roles of organizations that work in the arts, audio-video technology, and communications fields B. Analyze current and potential future careers and the educational requirements and certifications to find entry-level employment C. Define and use industry standard terminology to communicate information D. Examine the influence government regulations, public opinion, social media, and cultural perspectives may have upon visual arts, media communications, or performance as a business E. Describe the economic factors influencing the field	A. ● B. ● C. ●	D. ■ E. ■	
CC-AAVTC03 ***Analyze the interdependence of technical and artistic elements within the Arts, A/V Technology, and Communications Career Cluster***	A. Analyze the skills and elements required by both technical and artistic partners, the qualities of works and productions produce, and synthesize the impact this has on audience perception and experience B. Describe the impact that audio-video technology, printing, broadcasting, and journalism have in developing high quality presentations and productions C. Describe how companies in differing sectors within the cluster work together to generate productions, media, and other activities D. Describe the roles and responsibilities of creators, performers, technicians, and others in the industry and how they interact E. (Understand how job responsibilities may differ by sector (corporate, non-profit, government) within a field	A. ● B. ●	C. ■ D. ■ E. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
CC-AAVTC04 ***Describe health, safety and environmental considerations and the systems, policies, and procedures to address them***	A. Understand the rationale for various rules and laws designed to promote safety and health and the implications of ignoring them (e.g., safety practices required in the control room for broadcasting; in a theater with props, sets, costumes, make-up, and lighting; in graphic arts with presses; with photographic chemical solutions, and in other specific pathway locations) B. Describe common occupational health and safety risks encountered by workers (e.g., on-set or on-location field work, extreme weather) the types of mental health issues, injuries, and trauma that may occur, how to report unsafe situations, and practices to reduce or eliminate them C. Identify and describe common hazards in the workplace (including sources of combustible/flammable materials, fire, and emergencies) and the procedures necessary for maintaining a safe work area		A. ■ B. ■ C. ■	
CC-AAVTC05 ***Analyze the lifestyle implications and demands required in the arts, audio/visual technology, and communications workplace***	A. Describe the types of physical activities required in different pathways and demonstrate physical preparation to allow workers to perform identified work activities B. Describe the types of warm-up activities to prepare the body for various performing arts and body mechanics that prevent strain on various parts of the body and voice C. Describe how to recognize stress as a potential safety factor to the body in various movements and demonstrate ergonomic movements that can help alleviate these stressors D. Describe the impact of lifestyle choices (such as nutrition, exercise, and stress management) on individuals' abilities to sustain a career in associated careers E. (Demonstrate strategies relating to lifestyle sources (e.g., nutrition, exercise, stress management) to meet the body's needs to supply the physical and cognitive activities required by careers in this cluster F. Understand the unique work hours that may be required and the impact of the hours on work-life balance.		A. ■ B. ■ C. ■ D. ■ E. ■ F. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
CC-AAVTC06 ***Describe the types of organizational and regulatory controls that exist within the industry and how they affect workers***	A. Identify applicable laws and regulations in this cluster and potential ways to address them (e.g., addressing requirements, obtaining permits) B. Discuss how specific organizational policies, procedures, and rules help employees perform their jobs C. Analyze the liabilities that may be associated with productions and performances, media, and telecommunications installations D. Identify the rights afforded to workers and the responsibilities employers have to support those rights E. Identify the types and essential elements of contracts and interpret their applications for potential work in pathways within this cluster F. Understand the purposes of contracts and their implications for organizations and individuals G. Identify issues that are handled in agreements between labor and management		A. ■ B. ■ C. ■ D. ■ E. ■ F. ■ G. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
CC-AAVTC07 ***Exhibit ethical conduct to uphold high standards for behavior in the industry***	A. Define a professional code of ethics, how these standards are developed, and analyze standards that apply to the delivery of quality performance and products (e.g., standards promulgated by the Society of Professional Journalism) B. Analyze ethical principles of decision-making related to clients, customers, fellow workers, and others, and the consequences of unethical decision-making C. Demonstrate how to secure permission to use copyrighted materials and to give credit for copyrighted materials D. Define intellectual property and proprietary information and evaluate situations to judge the extent to which information can or cannot be used E. Understand how to validate sources of information, how to identify essential information, and the dangers of misinformation F. Identify the degree of influence media, arts, and performance have upon society and individuals and evaluate historic political events and actions instigated through these media G. Identify current concerns about consumer ethics related to the music and video industries H. Describe considerations associated with accessing and communicating information and the types of issues that may arise (e.g., identifying biased materials, on-record vs off-record comments)	A. ● B. ● C. ● D. ● E. ●	F. ■ G. ■ H. ■	
CC-AAVTC08 ***Demonstrate understanding of the different ways that artistic works can be presented for audience viewing***	A. Describe and apply techniques for presenting digital artwork B. Describe considerations in preparing works of art in differing mediums to be viewed (e.g., audience seating/viewing, museums/studios/online, visual/performing/auditory) C. Describe and apply techniques for presenting print and photographic artwork (e.g., framing, lithographs) D. Describe and apply techniques for presenting musical and performing artwork	A. ●	B. ■ C. ■ D. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
CC-AAVTC09 ***Evaluate technological advancements and industry-standard tools in the arts, audio-video technology, and communications fields***	A. Identify technological changes in the past five years that have affected the skill requirements for workers in this cluster B. Describe how skill requirements will be impacted by continuing technological advancements C. Research the impact of recent technological advancements related to this cluster (e.g., ChatGPT, artificial intelligence, virtual reality) D. Demonstrate awareness of barriers to access and explore solutions that may make outputs more inclusive and accessible (e.g., closed captions)	A. ● B. ●	C. ■ D. ■	

Digital Arts and A/V Technology Knowledge and Skill Statements with Suggested Performance Indicators

- **Foundational -** *Basic skills that **should be taught** within high school or, if not feasible, at a partnering college*
- **Intermediate -** *Advanced skills **encouraged to be taught** within high school, with some offered at a partnering college*
- **Advanced -** *Highly technical skills that **may be taught** within high school, with most offered at a partnering college*

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-DAAV01 ***Demonstrate knowledge of the history of the digital arts and graphic design field based on analysis of a variety of media artworks***	A. Describe trends in graphic design and their potential impacts on the future of the industry B. Describe the historical evolution of the graphic design field and how current strategies build on past efforts C. Describe the role and influences of media in society, and the potential impacts of technological developments in the digital arts D. Identify art movements that have impacted digital arts and graphic design E. Describe how the digital arts and graphic design industry influences aspects of life in the United States (e.g., politics, popular culture, the economy)	A. ●	B. ■ C. ■ D. ■ E. ■	
FA-DAAV02 ***Demonstrate an understanding of the digital arts and graphic design field***	A. Analyze various careers and their job descriptions and the educational requirements and certifications to find entry-level employment B. Define and use industry standard terminology to communicate information C. Critique the production of and qualities of visual and multimedia works D. Describe the types and roles of organizations that work in the digital arts and graphic design fields E. Define gig work and how independent contractors can interface with organizational teams	A. ● B. ● C. ●	D. ■ E. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-DAAV03 ***Analyze and use the elements and principles of design***	A. Describe the design process, including critical phases of pre-production, production, and post-production B. Understand and apply the elements of design including space, line, color, shape, texture, form, and value C. Understand the principles of design including balance, unity, harmony, contrast, hierarchy, alignment, repetition, variety, emphasis, proportion, functionality, proximity, and color theory D. Understand and apply color symbolism, perception, and psychology E. Use the elements and principles of design to create designs using various materials, components, and techniques (e.g., manual and digital sketching) F. Identify the anatomical components and qualities of type (e.g., x-height, ascenders, descenders, counters, etc.)	A. ● B. ● C. ● D. ● E. ●	F. ■	
FA-DAAV04 ***Apply principles and elements of design***	A. Apply effective use of negative space, composition, message structure, graphics, etc., to graphic work B. Create graphic works utilizing grids and templates C. Demonstrate layout skills for print collateral (i.e., business cards, newspapers, packaging, etc.) and digital media D. Explain the importance of consistency of design, usability, and core messaging E. Analyze branding and organizational identity, its purpose and constituents, and create a visual that contains all the richness of the brand F. Apply measurement tools and ratio analysis to image positioning in graphic works, and solve aspect ratio proportion measurement in video and animation development G. Strategically utilize generative methods to formulate multiple ideas and increase the originality of approaches and design	A. ● B. ● C. ● D. ● E. ●	F. ■ G. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-DAAV05 ***Demonstrate knowledge of the key aspects of production using industry standard software***	A. Generate and refine multiple project ideas (through the use of thumbnails, roughs, mock-ups, wireframes, etc.), and create a storyboard or prototype B. Analyze differences and appropriate applications of vector-based and bitmap images C. Use a variety of input devices to import photos, images, and other content D. Incorporate the use of image manipulation and illustration software into final products E. Apply nondestructive image editing techniques such as layering and masking F. Use different selection tools and techniques to manipulate images and practice in-camera composition and cropping G. Use appropriate resolution, compression, and file formats for various media outputs including web, video, and print, and appropriate color modes in graphic works including but not limited to RGB and CMYK H. Develop and apply a personal aesthetic in designing artistic ideas and production strategies, considering context and project constraints	A. B. C. D. E. F. G.	H.	
FA-DAAV06 ***Demonstrate knowledge of the design workflow process to increase success and productivity***	A. Synthesize information collected from communications with clients and other stakeholders to define a scope of work to meet customer needs B. Identify the resources and budget to meet project requirements C. Describe project management and create a workflow for a project, including activities, timeline, critical milestones and deliverables, and potential risks and contingency plans D. Recognize differences in how individuals organize, synthesize, and analyze information E. Produce functional and visual design specifications to create projects F. Analyze customer needs and provide software technical support G. Identify and perform product maintenance activities	A.	B. C. D. E. F. G.	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-DAAV07 ***Demonstrate knowledge of legal issues related to design***	A. Research laws governing copyright, intellectual property (including font usage, photography, illustration, audio, and video rights), and software licensing B. Describe laws governing brand issues, trademark, and other proprietary rights C. Explain the ethical and le.g.al consequences of violating copyright, privacy, and data security laws D. Define fair use including authorships, rights of use for work and likeness, and credit lines and model fair use in production of graphic works	A. ● B. ● C. ● D. ●		
FA-DAAV08 ***Demonstrate knowledge of ethical issues related to design***	A. Research and discuss censorship as it applies to the design industry B. Explain the purpose of non-disclosure agreements (NDA), the types of requirements that may be included, and the expectations surrounding their use C. Incorporate cultural sensitivity and diversity awareness into the design process, informed by an understanding of current digital issues surrounding representation and digital technology D. Explain what constitutes ethical behavior in various situations and settings, and incorporate ethical behaviors in graphic works		A. ■ B. ■ C. ■ D. ■	
FA-DAAV09 ***Apply design requirements/ elements for the diversity of needs, values, and social patterns in project design to promote equity***	A. Understand how design is impacted by needs, values, social patterns, and preferences B. Understand the basic principles of the environmental impact of a design project C. Evaluate and align sustainable design elements to add value to the project D. Apply design requirements to accommodate people with varying physical disabilities E. Understand how implicit and explicit biases (e.g., classism, racism, sexism, homo/transphobia, antisemitism, Islamophobia, ableism, ageism) may impact project design	A. ● B. ● C. ● D. ●	E. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-DAAV10 ***Apply knowledge of industry standard equipment, software and technology skills related to production***	A. Apply knowledge of lighting requirements for a planned production B. Demonstrate knowledge of camera operations, video signals, and video formats C. Demonstrate the use of software used in film and video production and editing D. Apply knowledge of basic editing to film, video, and multimedia production E. Demonstrate operation and maintenance of film and video systems F. Apply knowledge of control peripherals used for editing film, video, and multimedia production	A. ● B. ● C. ● D. ●	E. ■ F. ■	
FA-DAAV11 ***Understand and apply elements of two- and three-dimensional media as they relate to design, animation, production, and/or special effects***	A. Apply art elements and design principles to work in various media B. Create and refine a media artwork design idea (and/or digital storyboard) to convey a specific purpose or message for a particular audience or context C. Refine production processes integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles such as continuity and juxtaposition D. Create 3D art using analog means to inform digital work E. Use 3D software to create texture and explore the fundamentals of design in animation including posing, timing, key framing, interpolation, transformations, and rendering	A. ● B. ● C. ●	D. ■ E. ■	
FA-DAAV12 ***Apply knowledge of industry standard equipment, software, and technical skills related to media production***	A. Apply knowledge of media equipment for productions, including basic recording equipment, microphones, pick-up patterns equalizers, mixing consoles, and quality monitoring equipment B. Exhibit knowledge of analog and digital audio formats C. Demonstrate the techniques required for synchronization of audio and video, including multiple soundtracks D. Exhibit how to write audio scripts for various types of programs	A. ● B. ● C. ●	D. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-DAAV13 ***Exhibit ability to edit media productions***	A. Understand and apply concepts of melody, harmony, texture, rhythm, form, and basic composition in audio arranging, composing and production B. Understand the basic functions and resources for editing media for expressive effect C. Apply knowledge of basic editing to both linear and non-linear systems D. Apply knowledge of control peripherals used for editing E. Demonstrate how to operate and troubleshoot wireless and cabled media systems F. Understand the importance of experiencing and studying a wide range of music, both live and recorded	A. B.	C. D. E. F.	
FA-DAAV14 ***Understand the history and evolution of photography***	A. Demonstrate knowledge of approaches and trends in photography B. Demonstrate knowledge of photographers who have made an impact on the shaping of mages that influenced history and culture, including photographers from historically marginalized groups C. Demonstrate knowledge of photography and its role in art movements D. Demonstrate knowledge of the changing technology in photography	A.	B. C. D.	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-DAAV15 ***Understand and demonstrate the use of photographic principles and processes***	A. Understand and apply the theory of light, characteristics of light and optical principles, color temperature, and color relationships B. Describe use of the elements of art (e.g., color, line, form, shape, space, texture, value), design, and composition in photography C. Demonstrate basic photographic techniques including center of interest, subject placement, perspective, and balance D. Understand and apply basic principles of shutter speed, aperture, metering, optics lighting and digital capture E. Describe the fundamentals of professional software applications to produce digital images using computer software F. Understand various options available to images including digital compression, color management, and output options G. Develop confidence in experimentation with photography	A. ● B. ● C. ● D. ● E. ● F. ● G. ●		
FA-DAAV16 ***Demonstrate the use of photography equipment and software that supports photography***	A. Demonstrate the use of still cameras, motion media equipment, and controls B. Produce a variety of digital images using computer software C. Demonstrate knowledge of light sensitive material, photographic filters, and lenses D. Demonstrate the use of lighting equipment and devices E. Demonstrate how to use image presentation software to manage images and create promotional pieces	A. ● B. ●	C. ■ D. ■ E. ■	

Journalism and Broadcasting Knowledge and Skill Statements with Suggested Performance Indicators

- **Foundational -** *Basic skills that **should be taught** within high school or, if not feasible, at a partnering college*
- **Intermediate -** *Advanced skills **encouraged to be taught** within high school, with some offered at a partnering college*
- **Advanced -** *Highly technical skills that **may be taught** within high school, with most offered at a partnering college*

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-JB01 ***Describe the historical development of the journalism and broadcasting industry and its current impact on society and the economy***	A. Describe how the news media, social media, and radio and television broadcasting influence aspects of life in the United States (e.g., politics, social reform, popular culture, the economy) B. Analyze the significance of important individuals (including individuals who have been historically marginalized), events, and developments in the history of print and nonprint journalism C. Analyze the history of disinformation, misinformation, and propaganda in journalism D. Analyze and evaluate historical and recent changes in the format, focus, style, and technology of mass media E. Explain how awareness of cultural, regional, and diversity issues adds to a journalism and broadcasting career F. Analyze the role and significance of online journalism in contemporary society and the historical and contemporary functions of journalism in democratic and non-democratic societies	A. B. C.	D. E. F.	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-JB02 ***Demonstrate an understanding of the journalism and broadcast industries***	A. Distinguish between different forms of media and their specific applications B. Analyze various careers in media companies, including radio and television stations, newspapers and magazines, video production houses, and Internet news outlets C. Define the terminology associated with journalism and broadcasting D. Describe federal and state regulations governing the journalism and broadcast industries and their associated compliance issues E. Describe the similarities and differences among editorial, feature, and news writing styles F. Describe the types of companies that work in the journalism and broadcast industries and the types of niches that they occupy G. Analyze the business and economic factors that influence programming, content, and distribution	A. ● B. ● C. ● D. ● E. ●	F. ■ G. ■	
FA-JB03 ***Describe ethical considerations in the journalism and broadcast industry***	A. Explain ethical issues affecting how news and information is communicated B. Describe and adhere to legal guidelines and professional ethical standards in various journalistic contexts C. Distinguish between responsible and irresponsible media action and explain what constitutes bias in reporting and how it can be identified and moderated D. Explain legal and ethical issues and concepts related to the press and press restrictions (e.g., libel, invasion of privacy, plagiarism, obscenity, copyright, censorship, conflict of interest, intellectual property) E. Describe how the First Amendment and key laws and legal decisions reflect societal views and values and affect the rights and responsibilities of the press	A. ● B. ● C. ● D. ● E. ●		

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-JB04 ***Demonstrate knowledge of the processes used to plan and produce various journalism and/or broadcast media***	A. Synthesize information from communications with colleagues, clients, and/or other stakeholders to define a scope of work to meet identified needs B. Identify the resources and budget to meet project requirements C. Describe the roles and responsibilities of individuals working on a project team and demonstrate understanding of how different work styles might affect workflow D. Describe project management and create a workflow for a project, including activities, timeline, critical milestones and deliverables, and potential risks and contingency plans E. Identify the types of equipment and demonstrate proper set-up design to produce products		A. B. C. D. E.	
FA-JB05 ***Demonstrate skills for gathering information using research, interviews, and objective judgement to create journalistic products***	A. Describe how to apply criteria (e.g., bias, authoritativeness) for cultivating, evaluating, and selecting information sources for use in writing a story B. Formula questions and refine topics for journalistic research C. Compile information from primary and secondary sources using interviews, available technology, and other means D. Evaluate the credibility of information sources, including online sources, and organize and link information from multiple sources E. Develop written stories for use in print and broadcast (e.g., newspaper, radio, television) F. Describe how photographs and multimedia can be used to support the development and presentation of stories	A. B. C. D. E. F.		

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-JB06 ***Understand and demonstrate forms of journalistic writing and editing to create journalism productions***	A. Differentiate among different journalistic writing styles used to inform, entertain, and persuade, and select a journalistic format to present content in an appropriate journalistic style B. Demonstrate knowledge of the structure and elements of news stories C. Use direct and indirect quotes in journalistic writing D. Demonstrate skills for writing leads, bodies of stories in various structures (e.g., inverted pyramid, chronological order), headlines, and captions E. Apply guidelines for effective journalistic writing (e.g., keep sentences and paragraphs short, vary word usage, use active voice verbs, be specific, avoid jargon and vague words, use correct spelling, avoid editorializing, avoid unnecessary words) F. Explore how writing structure and elements might be used in unexpected ways to create more dynamic stories. G. Revise and edit copy to ensure effective, grammatically correct journalistic products	A. B. C. D. E. F. G.		
FA-JB07 ***Demonstrate an understanding of principles, elements, tools, and techniques of design to create effective, aesthetically pleasing publications or products***	A. Identify individual expectations in producing on-camera products appropriate for different audiences and purposes (e.g., speech strategies, wardrobe suitability, gestures, tones, and vocabulary) B. Use elements and principles of design to develop visual presentations that reinforce and enhance written messages C. Apply skills for packaging stories for various media (e.g., print, online) D. Apply skills for designing an advertisement for a particular audience E. Select appropriate typography for various presentations and prepare a layout for publication F. Demonstrate knowledge of the use of computer technology, including desktop publishing, in producing and designing visual presentations that are effective and visually appealing	A.	B. C. D. E. F.	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-JB08 ***Demonstrate understanding of media productions using differing formats***	A. Describe the elements for consideration in producing a media project (e.g., scheduling, location, cameras needed, scripts, visuals) B. Analyze how image capturing and graphics design support the development of electronic presentations C. Apply procedures for taking, developing, printing, enhancing, and captioning photographs and video D. Apply skills and procedures for managing and organizing written assignments and deadlines in story writing and photojournalism E. Evaluate the journalistic value of photographs and video regarding content, composition, and technical qualities	A. B. C. D.	E.	
FA-JB09 ***Understand the economics of media production and business management skills to produce and distribute journalistic products***	A. Describe how productions may be promoted and marketed B. Differentiate among the types of promotional materials used in journalism and broadcast media (e.g., standard public service announcements, commercial/ads, press kits, and advertising tags) C. Analyze relationships between advertising and mass media planning and financing D. Analyze and evaluate the effectiveness of different types of advertisements (e.g., hard sell, soft sell) E. Develop and implement plans for calculating the cost of producing different forms of media publications, and planning for the financing, production, and distribution of publications		A. B. C. D. E.	

Fine Arts and Performing Arts Knowledge and Skill Statements with Suggested Performance Indicators

- **Foundational -** *Basic skills that **should be taught** within high school or, if not feasible, at a partnering college*
- **Intermediate -** *Advanced skills **encouraged to be taught** within high school, with some offered at a partnering college*
- **Advanced -** *Highly technical skills that **may be taught** within high school, with most offered at a partnering college*

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-FAPA1 ***Describe the history and evolution of the visual and performing arts and their role in and impact on society***	A. Evaluate works of art using critical thinking skills B. Articulate the historical evolution of the fine arts and/or performing arts and the influences of differing cultures and voices, including historically marginalized voices C. Describe how fine and/or performing arts may impact cultures differently D. Compare the variety of expressive forms which have existed in visual and performing art throughout history E. Analyze the opportunities for expression through the visual and performing arts F. Present written and oral evaluations of visual and performing arts G. Analyze the development of tools and technologies employed in the visual and performing arts	A.	B. C. D. E. F. G.	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-FAPA2 ***Describe the scope and influence of the fine arts and/or performing arts industries on society and the economy***	A. Define the roles of creators, performers, and others involved in the production and presentation of the arts B. Define factors that could affect the roles of creators, performers, and others in the production and presentation of the arts C. Explain how the commercial aspects of the arts have evolved and illustrate the commercial aspects currently employed in different mediums D. Compare how artistic processes, organizational structure, and business principles are used in the arts E. Identify funding sources for artists and arts organizations		A. ■ B. ■ C. ■ D. ■ E. ■	
FA-FAPA3 ***Objectively analyze how visual arts elements and principles of design communicate and express ideas***	A. Analyze the elements and principles of art applied to visual art forms B. Communicate the purpose of artwork and the process and materials that were used to achieve it	A. ● B. ●		
FA-FAPA4 ***Demonstrate knowledge of essential cooking principles and methods***	A. Evaluate the use of musical elements in performances of different musical styles, genres, and repertoire B. Demonstrate the ability to recognize and/or read musical symbols C. Compare ways in which the same musical elements are used in different styles of music D. Explain the concept of musical expression and the concept of improvisational music E. Demonstrate technical skills in arranging and composing music		A. ■ B. ■ C. ■ D. ■ E. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-FAPA5 ***Demonstrate an understanding of various repertoires of music representing diverse styles, genres, cultures, and historical periods***	A. Comprehend and arrive at an aesthetic perception of different pieces of music from diverse cultures B. Understand ways in which the same musical styles are used in multiple genres C. Identify processes and materials in context of music literature including melodic, harmonic, and tonal organization and meter and rhythmic patterns D. Demonstrate knowledge of musical genres that represent specific historical periods and cultures and research trends and new and emerging genres E. Identify and perform appropriate musical styles, genres and repertoire for a variety of purposes		A. ■ B. ■ C. ■ D. ■ E. ■	
FA-FAPA6 ***Explain key issues affecting the creation of characters, acting skills, and individual roles for the presentation of an entertainment arts production***	A. Describe the social context of characters found in dramatic texts from various styles and media B. Create characters consistent with a variety of styles, including classical, contemporary, and realistic/non-realistic dramatic texts in informal/formal theatre, film, television, or electronic media productions C. Recognize which voices and performers historically underrepresented in characters and roles D. Investigate and apply the physical and emotional dimensions of characters from various styles and media to the process of character creation E. Recognize and utilize various acting techniques to perform and refine original dramatic concepts F. Compare and contrast the role of playwrights, actors, and others involved in the production of theatrical works		A. ■ B. ■ C. ■ D. ■ E. ■ F. ■	
FA-FAPA7 ***Create stage, film, television, or electronic media scripts in a variety of traditional and current formats***	A. Write stage scripts in a variety of formats B. Write film scripts in a variety of formats C. Write television scripts in a variety of formats D. Write electronic media scripts in a variety of formats E. Condense scripts for different time limits and formats F. Interpret cultural and historical eras in theater	A. ● B. ● C. ● D. ●	E. ■ F. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-FAPA8 ***Understand how technical design including sound reinforcement, lighting, costumes, and make up contributes to performance and/or present***	A. Evaluate and refine the technical design of a performance by researching and analyzing past and current productions B. Describe how sound reinforces, enhances, or alters performances, pacing, mood, and setting, and create sound effects and select music for a production C. Explain how stage lighting may be used to influence mood, historical context, and character, and use available lighting resources to enhance productions D. Explain how costuming and make-up may be used to convey a character's mood, character, historical context, and social status to reinforce, enhance or alter performances, and use available resources to convey characters through costumes, accessories, and make-up design E. Analyze historical and current productions to determine how technology reinforces, enhances, or alters performances	A. ●	B. ■ C. ■ D. ■ E. ■	
FA-FAPA9 ***Synthesize and use the technical aspects of theatre, film, television, and/or electronic media into a production***	A. Identify and apply theatrical terms relative to technical design and production B. Understand basic concepts of blocking and technical movement in technical design C. Identify and apply knowledge of stage management and organization D. Demonstrate the ability to work within a theatrical production E. Understand how blocking and technical movement impact a production F. Critique the use of blocking and technical movement in a production G. Demonstrate collaboration and attention to detail to achieve an effective ensemble in rehearsal and performance	A. ● B. ●	C. ■ D. ■ E. ■ F. ■ G. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-FAPA10 ***Analyze and employ the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media***	A. Demonstrate physical characteristics in dramatic texts from various genres and media B. Demonstrate and identify the emotional dimensions of characters found in dramatic texts from various genres and media C. Demonstrate the social dimensions of characters found in dramatic texts from various genres and media D. Create characters consistent with classical, contemporary, and realistic/non-realistic dramatic texts in informal/formal theatre, film, television or electronic media productions E. Create both long- and short-term characters that connect with audiences	A. B. C.	D. E.	
FA-FAPA11 ***Recognize and utilize the technical aspects of theatre from the perspective of the playwright and/or actor (e.g., lighting, sound, properties, costumes, make-up)***	A. Understand and use knowledge of design, equipment, and materials to integrate the elements necessary for visual and aural aspects of production B. Demonstrate knowledge of costumes and make-up to portray characters C. Demonstrate knowledge of the influences of music and sound effects on a theatre production D. Demonstrate knowledge of lighting and its influence on theatre production E. Collaborate with the director, the playwright, and actors to use theatre technology to enhance the production	A.	B. C. D. E.	
FA-FAPA12 ***Demonstrate an understanding of acting technique and/or the ability to write theatre, film, television, radio, or electronic media scripts in a variety of formats***	A. Recognize and use various classical and contemporary acting techniques and methods B. Communicate sensory images through movement, vocal, visual, or written expression C. Develop a repertory of audition selections from classical and contemporary plays D. Develop and maintain a portfolio of personal works that exhibit and reflect growth as an actor or playwright E. Understand editing guidelines when working with production teams		A. B. C. D. E.	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-FAPA13 ***Demonstrate the fundamental elements, techniques, principles, and processes for various dance styles and traditions in the pathway***	A. Demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and non-locomotor/axial movements B. Integrate and perform rhythms, combinations, and variations utilizing a broad dynamic range C. Demonstrate use of space through movement and interaction in space D. Demonstrate choreographic principles, processes, and structures E. Articulate the characteristics of various movement arts of diverse groups of people and historical contexts F. Analyze the origin and evolution of dance and its role in culture and society G. Explore how performances can be adapted to different audiences, including those with physical or cognitive disabilities		A. ■ B. ■ C. ■ D. ■ E. ■ F. ■ G. ■	
FA-FAPA14 ***Perform complex steps and patterns from various dance styles and traditions***	A. Demonstrate choreographic principles, processes, and structures B. Demonstrate and apply improvisational structures C. Apply techniques required for partner and ensemble performances D. Demonstrate the elements of theatrical production as they relate to dance E. Perform and evaluate an original work of dance F. Demonstrate the ability to adapt and collaborate as part of a team G. Generate various choreographic structures and ideas to communicate artistic intent and meaning through a dance sequence		A. ■ B. ■ C. ■ D. ■ E. ■ F. ■ G. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-FAPA15 ***Understand the history and evolution of photography***	A. Demonstrate knowledge of photographers (including those who are historically marginalized) who have made an impact on the shaping of mages that influenced history and culture B. Demonstrate knowledge of photography and its role in art movements C. Demonstrate knowledge of approaches and trends in photography, including the use of personal devices D. Demonstrate knowledge of the changing technology in photography E. Understand the use of documentary photography, narrative storytelling, and the use of image		A. ■ B. ■ C. ■ D. ■ E. ■	
FA-FAPA16 ***Understand and demonstrate the use of photographic principles and processes***	A. Understand and apply the theory of light, characteristics of light and optical principles, color temperature, and color relationships B. Describe use of the elements of art (e.g., color, line, form, shape, space, texture, value), design, and composition in photography C. Demonstrate basic photographic techniques including center of interest, subject placement, perspective, and balance D. Understand and apply basic principles of shutter speed, aperture, metering, optics lighting and digital capture E. Describe the fundamentals of professional software applications to produce digital images using computer software F. Understand various options available to images including digital compression, color management, and output options	A. ● B. ● C. ● D. ● E. ● F. ●		

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-FAPA17 ***Demonstrate the use of photography equipment and software that supports photography***	A. Demonstrate the use of still cameras, motion media equipment, and controls B. Demonstrate knowledge of light sensitive material, photographic filters, and lenses C. Produce a variety of digital images using computer software D. Demonstrate the use of lighting equipment and devices E. Prepare photographic solutions and demonstrate knowledge of chemical safety procedures and the use of Material Safety Data Sheets, F. Demonstrate knowledge of darkroom equipment, image processing, and controls relating to black and white and color printing G. Demonstrate use of photographic finishing and mounting and the archival process H. Demonstrate how to use image presentation software to manage images and create promotional pieces	A. ● B. ● C. ●	D. ■ E. ■ F. ■ G. ■ H. ■	