

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

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

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Audio and Video Technology and Film Pathway	SAMPLE Occupations Relating to This Pathway			
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>											
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	World History	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	<ul style="list-style-type: none"> • Introduction to Arts, Audio/Video Technology and Communications • Information Technology Applications 	<ul style="list-style-type: none"> ▶ Audio Systems Technician ▶ Audio-Video Designer and Engineer ▶ Audio-Video System Service Technician ▶ Technical Computer Support Technician: Film, Video, and DVD ▶ Videographer: Special Effects and Animation ▶ Video Systems Technician 			
	10	English/ Language Arts II	Geometry	Biology	U.S. History		<ul style="list-style-type: none"> • Media Arts Fundamentals 				
	11	English/ Language Arts III	Algebra II	Physics	Political Science Economics		<ul style="list-style-type: none"> • Audio-Video Arts and Design • Introduction to Production Techniques 				
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>										
	12	English/ Language Arts IV	Trigonometry or other math course		Psychology		<ul style="list-style-type: none"> • Audio Production Methods 				
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>											
POSTSECONDARY	Year 13	English Composition English Literature	Algebra	Chemistry	American Government Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	<ul style="list-style-type: none"> • Ethics and Legal Issues • Video Production • Audio and Video Editing 				
	Year 14	Speech/ Oral Communication	Computer Applications	Biological Science Physical Science	American History		<ul style="list-style-type: none"> • Technical Aspects of Audio-Video Systems • Audio-Video Production Design 				
	Year 15	Continue courses in the area of specialization.					<ul style="list-style-type: none"> • Continue Courses in the Area of Specialization 				
	Year 16						<ul style="list-style-type: none"> • Complete Audio and Video Technology and Film Major (4-Year Degree Program) 				

Creating Your Institution's Own Instructional Plan of Study

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

- 1** Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=84>) to the content of your existing secondary and postsecondary programs/courses.
- 2** Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=11>) to the content of your existing secondary/postsecondary programs and courses.
- 3** Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4** Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5** Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6** The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7** Below is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8** Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

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

SAMPLE

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

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

#1

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

#2

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

The following course is based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=11>. These skills are reinforced through participation in student organization activities.

#3

Media Arts Fundamentals: Students will learn about the design and makeup of materials and machines used to make the products we use in our everyday lives. Students will use artistic elements to design and produce actual hands-on projects through individual and mass production techniques. Emphasis will be placed on developing and maintaining a safe and healthy work environment related to the arts, audio-video technology and communications.

The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=11> and should include appropriate student activities.

#4

Audio-Video Arts and Design: This course provides a basic introduction to the tools used in audio-video technology and film industries. Students will explore career opportunities in these fields, exhibit knowledge of the technical and design history of film and media and how it is specifically related to the industry today, and define the terminology associated with audio and video technology, and film production. Students will demonstrate a broad general knowledge of fine arts as well as cultural and regional diversity.

#5

Introduction to Production Techniques: This course provides an introduction to skills and equipment related to audio and video production.

#6

Audio Production Methods: Students will apply knowledge of equipment and skills related to audio production. Students will study types of microphones, pick-up patterns and techniques required for a variety of audio presentations, and apply knowledge of audio equipment for productions including basic recording equipment, equalizers, mixing consoles and quality-monitoring equipment. Other content will include analog and digital audio formats, techniques required for synchronization of an audio with video and multiple soundtracks, and techniques for writing audio scripts for various types of programs.

#7

Ethics and Legal Issues: Students will analyze ethical principles of decision making related to writing, creating, printing, broadcasting and performing. Students will analyze and apply knowledge of copyright laws in relation to seeking formal permission to use materials. Other issues of liability, such as libel, slander and invasion of privacy associated with productions and performances, media, and telecommunications installations will also be studied.

#8

Video Production: Students will apply knowledge of the equipment and skills related to video production including lighting requirements, analog and digital video formats, and operation and maintenance of video systems. Students will demonstrate camera operations, video signals, video formats, script writing and knowledge of computer-based development of video production and editing, with an emphasis on digital technology.

#9

Audio and Video Editing: Students will develop skills related to editing audio and video productions. This will include identification of the basic functions and resources for editing, application of basic editing to both linear and nonlinear systems, and application of control peripherals used for editing.

#10

Technical Aspects of Audio-Video Systems: This course includes information related to technical production support for audio, video and film presentations. Specific content includes repairing and servicing transmitting and receiving systems, using wireless and wired transmission systems, installation of cabling for audio and video productions, and installation of wireless audio-video systems. Students will demonstrate the ability to troubleshoot audio-video system operations.

#11

Audio-Video Production Design: This capstone course allows students to exhibit the knowledge and skills required to design a production for audio-video presentations. This includes applying knowledge of the critical elements in designing a production throughout the stages of pre-production, production and postproduction.



Notes

A large area of the page is filled with horizontal lines for writing. The lines are arranged in a repeating pattern of light pink and light blue horizontal bands, creating a striped effect. This area is intended for students to take notes during the lesson.