

**Arts and Communications Career Pathway  
Draft Core Standards  
December 2002**

Concept	Standard	Performance Indicators	HCPS II Benchmarks
Aesthetics	<u>AC 1.0</u> Examines principles and processes and applies criteria to products associated with arts and communications products.	<u>AC 1.1</u> Apply the principles and processes associated with arts and communication products. <ul style="list-style-type: none"> <li>• Evaluate the skills and techniques used in the creative arts such as: principles and elements of design, color, balance and proportion.</li> <li>• Examine how emotions (i.e. feelings, intuition) affect arts and communications products.</li> <li>• Critique the technologies used for creating effective multimedia projects.</li> </ul> <u>AC1.2</u> Apply appropriate criteria to arts and communications products. <ul style="list-style-type: none"> <li>• Appraise the process of critiquing one’s own work and the work of others (i.e. making choices, forming judgments, expressing preferences based on personal criteria.</li> <li>• Critique various art and media messages and productions (i.e., detect gender and ethnic representations; compare print and non-print versions of the same story, assess facts of news media for completeness, bias, accuracy and relevance).</li> </ul>	<u>Career and Life Skills</u>
Creativity	<u>AC 2.0</u> Apply critical thinking in various arts and communications settings.	<u>AC 2.1</u> <ul style="list-style-type: none"> <li>• Test the use of specific principles and techniques to solve problems (i.e. elements of art and principles of design to solve specific art and design problems, elements of music and theory to</li> </ul>	

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		<p>resolve problems associated with music composition).</p> <ul style="list-style-type: none"> <li>• Assess the importance of practice in the arts (e.g., its role in improvement of skills; how practice contributes to how well a person learns; how practice makes some skills more efficient.</li> <li>• Appraise the role of criticism and revision in arts and communication.</li> <li>• Examine ways in which different sources are used to produce art and literary forms (e.g., personal experiences, thoughts, and feelings; real and imaginary sources; experimentation; human senses of sight, hearing, smell, touch and taste).</li> </ul>	
Culture	<p><u>AC 3.0</u> Understand the role that culture plays in human society and its influence in arts and communications..</p>	<p><u>AC 3.1</u> Compare ways in which the human experience is transmitted and reflected in arts and communications.</p> <ul style="list-style-type: none"> <li>• Debate the ways in which different art forms communicate universal concepts (love, birth, death, truth, fear) are throughout time and across cultures.</li> <li>• Analyze the ways in which different art and literary forms evoke emotional responses (e.g., how musical styles evoke emotions such as sorrow, love, joy, anger; ways works of art evoke emotions through the use of selected media, techniques, processes.</li> </ul> <p><u>AC 3.2</u> Compare a range of arts and communications works from various historical and cultural periods.</p> <ul style="list-style-type: none"> <li>• Appraise the cultural and historical context of various art and</li> </ul>	

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		literary forms. <ul style="list-style-type: none"> <li>Compare forms of communication media from different historical periods (e.g., print and nonprint media forms such as newspapers, television news broadcasts, Internet; forms of entertainment such as radio, movies, television, music videos).</li> </ul>	
Current Technology	<u>AC 4.0</u> Analyze the impact of technology in enhancing individual, family, and societal goals	<u>AC 4.1</u> <ul style="list-style-type: none"> <li>Critique the ways in which technology is used in arts and communications work environments (e.g., digital imaging equipment in graphic arts; computer-assisted composition in music; use of computers to typeset, circulate, and edit publications in journalism; use of computers in dance choreography; digital photography).</li> <li>Appraise the value of basic computer applications knowledge and skills including keyboarding, voice activation, desktop publishing, web page design, development of documents, presentation graphics, database, and spreadsheets.</li> <li>Analyze the social and ethical impacts of technology (e.g. computer-generated art versus “fine art”, impact of electronic technologies on human interaction, communication, and expression; copyright concerns on the Internet).</li> </ul>	
Customer Service (Service Excellence)	<u>AC 5.0</u> Demonstrate an understanding of concepts related to customer service and satisfaction and its importance.	<u>AC 5.1</u> <ul style="list-style-type: none"> <li>Analyze how effective customer service (service excellence) benefits the arts and communications (e.g., promotes the image, fosters public interest)</li> <li>Demonstrate use of (Create) strategies (e.g. asking questions, clarifying, confirming information) to identify customer needs and expectations.</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Propose appropriate professional behavior and social interaction skills for interacting with audience, management coworkers, or client.</li> <li>• Examine organizational expectations (e.g., expected time frames for response) for ensuring client satisfaction.</li> </ul>	
Legal/Ethics	<p><u>AC 6.0</u> Demonstrate an understanding of legal and ethical responsibilities related to the pathway.</p>	<p><u>AC 6.1</u> <u>Ethics</u></p> <ul style="list-style-type: none"> <li>• Analyze ethical and moral dilemmas in arts and communications (e.g., impact of Internet on society, public right to know vs. individual right to privacy, censorship, use/influence of mass media).</li> <li>• Debate ethical principles to decision-making related to clients, customers, fellow workers, performers and owners.</li> <li>• Assess general ethical codes followed in communicating information (e.g., maintaining source confidentiality, balancing coverage, keeping out personal opinions</li> <li>• Value the use of proprietary information.</li> </ul> <p><u>AC 6.2</u> <u>Legal Issues</u></p> <ul style="list-style-type: none"> <li>• Analyze the intent of the First Amendment in relation to the pathway.</li> <li>• Examine state and national laws and regulations related to arts and communications fields (e.g., obscenity laws, copyright laws, forgery laws, libel and slander laws, Federal Communications Commission regulations).</li> <li>• Compare contracts versus verbal and trust to potential work related to careers in the pathway.</li> <li>• Critique laws related to artists' rights.</li> </ul>	

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Management	<p><u>AC 7.0</u> Develop management and collaboration skills normally required by entrepreneurs and profit/non-profit organizations.</p>	<p><u>AC 7.1</u> <u>Marketing Plan</u></p> <ul style="list-style-type: none"> <li>• Examine the components of a marketing plan (i.e. product, place, price, promotion) and how they contribute to successful marketing.</li> <li>• Create a marketing plan (e.g., description of target market, marketing objectives, competition, trends and preferences of target market, elements of marketing mix, budget).</li> </ul> <p><u>AC 7.2</u> <u>Managerial Skills and Strategies</u></p> <ul style="list-style-type: none"> <li>• Analyze financial reports and statements (e.g., income statement, balance sheet, cash flow statement, statement of net worth).</li> <li>• Examine the elements involved in time management (e.g., developing and maintaining work schedules, meeting deadlines, planning, organizing, directing, evaluating).</li> </ul> <p><u>AC 7.3</u> <u>Collaboration Skills</u></p> <ul style="list-style-type: none"> <li>• Assess the roles and relationships of personnel in a variety of arts and communications career settings (e.g., theater production personnel such as directors, technical designers, actors, script writers; broadcast journalism personnel such as station managers, news anchors; multimedia production crews such as lead programmers, writers, art directors, sound engineers).</li> <li>• Appraise the steps involved in planning a project or event (e.g., identifying resources, developing a timeline for completion).</li> </ul>	

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		<p><u>AC 7.4</u> <u>Organizational Structures</u></p> <ul style="list-style-type: none"> <li>• Analyze the different forms of business ownership (e.g., franchises, sole proprietorship, corporation, partnership) and the advantages and disadvantages.</li> <li>• Examine the features of entrepreneurial, for-profit and non-profit organizations.</li> </ul>	
Role/Impact of Media	<p><u>AC 8.0</u> Analyze the role that media plays in, and the impact it has on society.</p>	<p><u>AC 8.1</u> <u>Characteristics and Components</u></p> <ul style="list-style-type: none"> <li>• Compare characteristics of various media genre (e.g., news, magazines, documentaries).</li> <li>• Appraise the purpose of various media forms (e.g. to inform, entertain, advertise, persuade, educate).</li> <li>• Compare how coverage of events relates to type of media (e.g., how the same event is covered in print, on television, and on the Internet).</li> </ul> <p><u>AC 8.2</u> <u>Influences of Media on the Public</u></p> <ul style="list-style-type: none"> <li>• Assess how the same message can affect audiences differently.</li> <li>• Judge the function and role of media in society (e.g., media use in political campaigns; role of mass media in shaping taste, perception, and communication; perpetuation of stereotypes).</li> </ul>	
Safety	<p><u>AC 9.0</u> Demonstrate understanding of existing and potential</p>	<p><u>AC 9.1</u></p> <ul style="list-style-type: none"> <li>• Analyze health related problems that may result from exposure to work related</li> </ul>	

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	hazards to customers, coworkers, and self; and prevent injury or illness through safe work practices.	chemical and hazardous materials within this pathway. <ul style="list-style-type: none"> <li>• Assess Material Safety Data Sheet and Hazardous Materials procedures for safe handling and disposal of chemicals and hazardous materials.</li> <li>• Examine compliance with OSHA safety regulations and practices related to Arts and Communications careers.</li> </ul>	