

# Auburn School District Framework: Visual Communications 3-4

**Course:** Video Production Technology/Technician

**Total Framework Hours:** 180 Hours

**CIP Code:** 100202

**Type:** Preparatory

**Career Cluster:** Arts, Audio/Video Technology & Communications

**Date Last Modified:** Friday, April 15, 2016

## Resources and Standard used in Framework Development:

Standards and resources used for this framework are from SkillsUSA Blueprint for Assessment for Television (Video) Production and NOCTI Job Ready Assessment Blueprints for Television Production and Broadcasting and Journalism.

## Unit 1 ELEMENTS OF ART AND PRINCIPLES OF DESIGN

**Hours: 20**

### Performance Assessment(s):

Classroom-based assessment  
Vocab test  
Self and peer evaluation  
Evaluation of Products  
Precision Exams

### Leadership Alignment:

City of Auburn high school student art show  
SkillsUSA Pin Design  
SkillsUSA T-shirt Design / community shirt project Auburn  
SkillsUSA Advertising Design / Community service projects  
Think Creatively  
1.A.1 Use a wide range of idea creation techniques (such as brainstorming)  
Create Media Products  
5.B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions

## Standards and Competencies

National Core Arts Standards  
Anchor Standard 8: Interpret intent and meaning in artistic work  
Anchor Standard 9: Apply criteria to evaluate artistic work  
ASD Vis Com II Power Standards  
2. Students will identify and intentionally use design concepts to achieve intended results  
ASD Visual Arts Power Standards  
1. Demonstrate understanding of visual arts concepts and vocabulary

## Aligned to Washington State Standards

### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

**Communication - Speaking and Listening**

**Health and Fitness**

**Language**

**Mathematics**

**Reading**

CC: Reading Informational Text  
Key Ideas and Details (9-10)

**Science**

**Social Studies**

**Writing**

CC: College and Career Readiness Anchor Standards for Writing  
Production and Distribution of Writing

**21st Century Skills**

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Creative Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications, and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE AND CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Classroom-based assessment  
Vocab test  
Self and peer evaluation  
Evaluation of Products  
Precision Exams

**Leadership Alignment:**

Skills USA  
Auburn Regional Film Festival  
CTE program promotion videos  
Sports Activity short videos  
Marketing/advertisement  
5.B.2 Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments  
Manage Goals and Time  
8.A.1 Set goals with tangible and intangible success criteria

**Standards and Competencies**

Standard 10: Creative Production  
- Form vs. Content  
- Clearly Establish Your Objectives  
National Core Arts Standards  
Anchor Standard 6: Convey meaning through the presentation of artistic work.  
Anchor Standard 7: Perceive and analyze artistic work  
Anchor Standard 8: Interpret intent and meaning in artistic work  
Anchor Standard 9: Apply criteria to evaluate artistic work  
Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding  
ASD Vis Com II Power Standards  
2. Students will identify and intentionally use design concepts to achieve intended results  
ASD Visual Arts Power Standards  
8. Critically analyze, interpret, describe and judge one's own work and the work of others

**Aligned to Washington State Standards****Arts**

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.  
Arts 2.0 The student demonstrates thinking skills using artistic processes.  
Arts 3.0 The student communicates through the arts.  
Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

**Communication - Speaking and Listening****Health and Fitness****Language****Mathematics****Reading**

CC: Reading Informational Text

Key Ideas and Details (9-10)

7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

**Science****Social Studies****Writing**

CC: Writing (9-10)

2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

#### Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

#### Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### Information Literacy

- Access and Evaluate Information
- Use and Manage Information

#### Media Literacy

- Analyze Media
- Create Media Products

#### Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

- Adapt to Change
- Be Flexible

#### Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

#### Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

#### Productivity and Accountability

- Manage Projects
- Produce Results

#### Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Self and peer evaluation of adherence to rules  
Evaluation of Products using rubric  
Presentation based on rubric  
Precision Exams

**Leadership Alignment:**

SkillsUSA competitions as well as Community service projects students need to understand the leadership of legal responsibilities.  
Reason Effectively  
2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation  
5.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

**Standards and Competencies**

## Standard 7: Ethics and Legal Responsibilities

- Evaluate and justify decisions based on ethical reasoning.
- Interpret and explain written organizational policies and procedures.
- Invasion of Privacy
- Libel and Slander
- Copyright
- Talent and Location Releases
- The Fair Use Act
- Public Domain
- Securing Rights to Music
- News Bias

## Standard WR 7: Ethics and Legal responsibilities

- WR-7.1 Evaluate and justify decisions based on ethical reasoning.  
WR-7.2 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.  
WR-7.3 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.  
WR-7.5 Collaborate with classmates in researching or reviewing an Acceptable Use Policy  
WR-7.8 Discuss legal issues associated with locating and retrieving information from the internet  
WR-7.9 Understand Acceptable Use Policy, Copyright and Fair Use Laws  
WR-7.12 WR-7. Understand End User License Agreements (EULA)  
WR-7.13 Understand Intellectual Properties rights

## ASD Vis Com II Power Standards

4. Students will understand and adhere to copyright, digital ethics and expectations in the classroom

## ASD Visual Arts Power Standards

5. Demonstrate ethical behavior and comply with with fair use and copyright rules and expectations

**Aligned to Washington State Standards****Arts**

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.  
4.2. Demonstrates and analyzes the connections between the arts and other content areas.

**Communication - Speaking and Listening**

**Health and Fitness**

**Language**

**Mathematics**

**Reading**

CC: Reading Informational Text  
Integration of Knowledge and Ideas (9-10)  
8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Science**

**Social Studies**

**Writing**

**21st Century Skills**

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Creative Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications, and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE AND CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Classroom-based assessment of industry level career presentations

Vocab test

Self and peer evaluation

Reports on presentors

**Leadership Alignment:**

Skills USA

Guest Speakers/Job Shadow

Mentorship/WBL possibilities

Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

2.C.3 Synthesize and make connections between information and arguments

**Standards and Competencies**

Standard 1: Career Planning: explores/analyze personal interests and aptitudes as they relate to education and career planning.

- Complete, discuss, and analyze the results of personality, career interest, and aptitude assessments;
- Explore the career clusters as defined by the U.S. Department of Education and summarize the career opportunities in a cluster of personal interest;
- Create a personal career portfolio including academic, certification and technical-skill requirement, career opportunities, expected wages, skills and aptitude necessary and the impact of technology on careers of personal interest.
- Determine academic/training or certification requirements for transition from one learning level to the next and explore opportunities for earning credit/certifications in high school such as advanced placement, tech prep, International Baccalaureate, college in the high school, military and apprenticeship opportunities.
- Develop and analyze tables, charts, and graphs related to career interests and make oral presentation regarding the career pathway of your choice.
- Develop an awareness of financial aid, scholarships, and other sources of income to support postsecondary education/training and discuss the impact of effective college and career planning.
- Identify how performance on assessments such as the SAT®, ACT®, ASVAB®, COMPASS® and ACCUPLACER® impact personal academic and career goals.
- Prepare a personal budget reflecting desired lifestyle and compare and contrast at least three careers of interest in regards to salary expectations and education/training costs.
- Prepare a program of study for at least one career of interest
- Apply knowledge gained from individual assessment to a set of goals and a career plan
- Develop strategies to make an effective transition from school to career
- Identify industry certification opportunities

ASD Vis Com II Power Standards

10. Students will research a career related to Visual Communications

ASD Visual Arts Power Standards

13. Research, analyze and apply workplace expectations, safety guidelines and skill requirements for careers in the visual arts

**Aligned to Washington State Standards****Arts**

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.



## Communication - Speaking and Listening

## Health and Fitness

## Language

## Mathematics

## Reading

CC: Reading for Literacy in Science and Technical Subjects

Craft and Structure (9-10)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

Integration of Knowledge and Ideas (9-10)

7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

10 - By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently

## Science

## Social Studies

## Writing

CC: College and Career Readiness Anchor Standards for Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

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#### Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

#### Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### Information Literacy

- Access and Evaluate Information
- Use and Manage Information

#### Media Literacy

- Analyze Media
- Create Media Products

#### Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

- Adapt to Change
- Be Flexible

#### Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

#### Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

#### Productivity and Accountability

- Manage Projects
- Produce Results

#### Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Classroom-based assessment on portfolio  
Vocab test over industry terms  
Self and peer evaluation  
Evaluation of Products  
Portfolio

**Leadership Alignment:**

Portfolios align with industry level interview materials  
Communicate Clearly  
3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts  
5.B.2 Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments  
10.A.2 Prioritize, plan and manage work to achieve the intended result

**Standards and Competencies**

Standard 3: Employability and Entrepreneurship skills for professional and workplace success:

- Demonstrate effective verbal, nonverbal, written, and electronic communication skills;
- Complete activities using project- and time-management techniques.
- Exhibit productive work habits, ethical practices, and a positive attitude;
- Identify how to prioritize work to fulfill responsibilities and meet deadlines;

National Core Arts Standards

Anchor Standard 2: Organize and develop artistic ideas and work

Anchor Standard 6: Convey meaning through the presentation of artistic work.

ASD Vis Com II Power Standards

11. Students will create a portfolio of their work

ASD Visual Arts Power Standards

11. Select, organize, develop and refine a portfolio that demonstrates mastery and personal style
12. Create, prepare, present and professionally display original work for community exhibitions
13. Research, analyze and apply workplace expectations, safety guidelines and skill requirements for careers in the visual arts

**Aligned to Washington State Standards****Arts**

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Arts 2.0 The student demonstrates thinking skills using artistic processes.

Arts 3.0 The student communicates through the arts.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

**Communication - Speaking and Listening**

**Health and Fitness**

**Language**

**Mathematics**

**Reading**

**Science**

**Social Studies**

**Writing**

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4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**21st Century Skills**

<b>LEARNING AND INNOVATION</b>	<b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b>	<b>LIFE AND CAREER SKILLS</b>
<p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Think Creatively</li> <li><input checked="" type="checkbox"/> Work Creatively with Others</li> <li><input type="checkbox"/> Implement Innovations</li> </ul> <p><b>Creative Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reason Effectively</li> <li><input type="checkbox"/> Use Systems Thinking</li> <li><input type="checkbox"/> Make Judgements and Decisions</li> <li><input type="checkbox"/> Solve Problems</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicate Clearly</li> <li><input checked="" type="checkbox"/> Collaborate with Others</li> </ul>	<p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access and Evaluate Information</li> <li><input type="checkbox"/> Use and Manage Information</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Analyze Media</li> <li><input checked="" type="checkbox"/> Create Media Products</li> </ul> <p><b>Information, Communications, and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply Technology Effectively</li> </ul>	<p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapt to Change</li> <li><input type="checkbox"/> Be Flexible</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Manage Goals and Time</li> <li><input type="checkbox"/> Work Independently</li> <li><input checked="" type="checkbox"/> Be Self-Directed Learners</li> </ul> <p><b>Social and Cross-Cultural</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interact Effectively with Others</li> <li><input type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Manage Projects</li> <li><input checked="" type="checkbox"/> Produce Results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guide and Lead Others</li> <li><input type="checkbox"/> Be Responsible to Others</li> </ul>

**Performance Assessment(s):**

Precision Exams pre and post tests  
 Visual communication processes past to future presentations  
 Project / advertisements  
 Classroom Based Assessment Rubric

**Leadership Alignment:**

Client Work/print work/shirts/advertisements  
 2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions  
 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

**Standards and Competencies**

National Core Arts Standards  
 Anchor Standard 7: Perceive and analyze artistic work  
 Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding  
 OSPI Frameworks  
 C1.10 - Define elements of art  
 C1.11 - Define principles of design  
 ASD Vis Com II Power Standards  
 5. Students will understand the key elements of the historical timeline related to Visual Communications  
 ASD Visual Arts Power Standards  
 1. Demonstrate understanding of visual arts concepts and vocabulary  
 9. Understand movements, artists, styles, and genres in a cultural and historical context (place and time) as related to the visual arts

**Aligned to Washington State Standards****Arts**

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

**Communication - Speaking and Listening****Health and Fitness****Language****Mathematics****Reading**

CC: Reading for Literacy in History/Social Studies  
Key Ideas and Details (9-10)  
Key Ideas and Details (11-12)

## Science

## Social Studies

### History

History 4.1: Understands historical chronology.

History 4.2: Understands and analyzes causal factors that have shaped major events in history.

History 4.3: Understands that there are multiple perspectives and interpretations of historical events.

## Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Research to Build and Present Knowledge

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

#### Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

#### Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### Information Literacy

- Access and Evaluate Information
- Use and Manage Information

#### Media Literacy

- Analyze Media
- Create Media Products

#### Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

- Adapt to Change
- Be Flexible

#### Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

#### Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

#### Productivity and Accountability

- Manage Projects
- Produce Results

#### Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Auburn City Art Show  
 Community assignments  
 Class Presentations  
 Elements of Design and Principles Pre and Post Assessments  
 Precision Exams  
 Projects

**Leadership Alignment:**

Skills USA  
 Auburn City Art Show  
 Community Student Art Shows  
 Production for Clients  
 2.C.4 Interpret information and draw conclusions based on the best analysis  
 5.A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors  
 Works Independently  
 8.B.1 Monitor, define, prioritize and complete tasks without direct oversight

**Standards and Competencies**

National Core Arts Standards  
 VA:Re8.1.la - Interpret artwork using evidence found in the work  
 Anchor Standard 4: Select, analyze, and interpret artistic work for presentation  
 Anchor Standard 7: Perceive and analyze artistic work  
 Anchor Standard 8: Interpret intent and meaning in artistic work  
 Anchor Standard 9: Apply criteria to evaluate artistic work  
 OSPI Frameworks  
 C1.10 - Define elements of art  
 C1.11 - Define principles of design  
 ASD Vis Com II Power Standards  
 2. Students will identify and intentionally use design concepts to achieve intended results  
 ASD Visual Arts Power Standards  
 8. Critically analyze, interpret, describe and judge one's own work and the work of others  
 9. Understand movements, artists, styles, and genres in a cultural and historical context (place and time) as related to the visual arts

**Aligned to Washington State Standards****Arts**

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.  
 2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

**Communication - Speaking and Listening**

Comprehension and Collaboration (9-10)  
Presentation of Knowledge and Ideas (11-12)

**Health and Fitness**

**Language**

**Mathematics**

**Reading**

**Science**

**Social Studies**

**Writing**

CC: College and Career Readiness Anchor Standards for Writing

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**21st Century Skills**

<b>LEARNING AND INNOVATION</b>	<b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b>	<b>LIFE AND CAREER SKILLS</b>
<p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Think Creatively</li> <li><input checked="" type="checkbox"/> Work Creatively with Others</li> <li><input type="checkbox"/> Implement Innovations</li> </ul> <p><b>Creative Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reason Effectively</li> <li><input type="checkbox"/> Use Systems Thinking</li> <li><input checked="" type="checkbox"/> Make Judgements and Decisions</li> <li><input type="checkbox"/> Solve Problems</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicate Clearly</li> <li><input checked="" type="checkbox"/> Collaborate with Others</li> </ul>	<p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access and Evaluate Information</li> <li><input checked="" type="checkbox"/> Use and Manage Information</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Analyze Media</li> <li><input type="checkbox"/> Create Media Products</li> </ul> <p><b>Information, Communications, and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply Technology Effectively</li> </ul>	<p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Adapt to Change</li> <li><input type="checkbox"/> Be Flexible</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Manage Goals and Time</li> <li><input checked="" type="checkbox"/> Work Independently</li> <li><input type="checkbox"/> Be Self-Directed Learners</li> </ul> <p><b>Social and Cross-Cultural</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interact Effectively with Others</li> <li><input type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Manage Projects</li> <li><input type="checkbox"/> Produce Results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Guide and Lead Others</li> <li><input type="checkbox"/> Be Responsible to Others</li> </ul>



**Performance Assessment(s):**

Precision Exams  
Classroom Assessments  
Projects  
Classroom Safety Exams and Performance Rubric

**Leadership Alignment:**

Skills USA  
Contract Customer Work  
Personal and group protection around equipment and on work site.  
Student safety presentations.  
2.C.5 Reflect critically on learning experiences and processes  
7.B.1 Incorporate feedback effectively

**Standards and Competencies**

## Standard 9: Technical

- HDMI, Component, and Composite Video
- Type of Lenses
- Focal length/Angle of View
- F-Stops/Lens Speed/Iris
- Depth of Field
- Digital Compression

## Standard 11: Lighting

- Lighting Instruments
- Camera-mounted Lights
- Area Lighting
- Existing (Natural) Light
- Lighting Controls

## Standard WR 5: Health and Safety

WR-5.1 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.

WR-5.2 Explain emergency procedures to follow in response to workplace accidents.

WR-5.17 Locate emergency equipment in your lab, shop, and classroom, including (where appropriate) eyewash stations, shower facilities, sinks, fire extinguishers, fire blankets, telephone, master power switches, and emergency exits

WR-5.18 Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroom

WR-5.19 Describe safety practices and procedures to be followed when working with and around electricity

WR-5.21 Demonstrate proper workspace cleaning procedures

WR-5.24 Illustrate procedures used to handle emergency situations and accidents, including identification, reporting, response, evacuation plans, and follow-up procedures

WR-5.25 Identify practices used to avoid accidents

WR-5.26 Identify and describe fire protection, precautions and response procedures

## National Core Arts Standards

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

## OSPI Frameworks

C6.6 - Apply photographic elements of composition

C6.12 - Use software to perform alterations to digital images

C6.11 - Knowledge of light source to capture correct exposure and mood

ASD Vis Com II Power Standards

1. Students will identify and use lighting equipment and effects to achieve a variety of results
3. Students will identify and use appropriate software, resolution, image formats, and printing processes to achieve intended output/results
4. Students will understand and adhere to copyright, digital ethics and expectations in the classroom
6. Students will analyze and use basic and advanced features of computer hardware/software
7. Students will analyze and use file management and storage
8. Students will analyze and use equipment and tools needed for capture/input
9. Students will analyze and use equipment and tools needed for creation/conversion/output

ASD Visual Arts Power Standards

13. Research, analyze and apply workplace expectations, safety guidelines and skill requirements for careers in the visual arts

### **Aligned to Washington State Standards**

**Arts**

**Communication - Speaking and Listening**

**Health and Fitness**

**Language**

**Mathematics**

**Reading**

CC: Reading Informational Text

Key Ideas and Details (9-10)

Integration of Knowledge and Ideas (9-10)

**Science**

**Social Studies**

**Writing**

**21st Century Skills**

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Creative Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications, and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE AND CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

**Performance Assessment(s):**

Auburn Art Show  
Classroom Projects and Presentations  
State and National Competitions  
School Art Shows and Presentations

**Leadership Alignment:**

SkillsUSA  
District and State Competitions  
Solve Problems  
2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways  
7.A.2 Work effectively in a climate of ambiguity and changing priorities  
8.A.3 Utilize time and manage workload efficiently

**Standards and Competencies**

## Standard 10: Creative Production

- Rule of Thirds
- Control the Number of Prime Objects
- Basic Camera Angles
- Camera Mounts and Tripod/Camera Pan Heads
- Basic Camera Moves Pan/Tilt/Dolly/Truck/Pedestal

## Standard 11: Lighting

- Studio and Field Light Levels
- Types of Lamps
- Lighting Instruments
- Area Lighting
- Existing (Natural) Light

## Standard WR 6: Teamwork and Cooperation

WR-6.2 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

WR-6.5 Cooperates rather than compete with team members

## National Core Arts Standards

Anchor Standard 3: Refine and complete artistic work

Anchor Standard 6: Convey meaning through the presentation of artistic work.

## OSPI Frameworks

C6.6 - Apply photographic elements of composition

C6.12 - Use software to perform alterations to digital images

C6.11 - Knowledge of light source to capture correct exposure and mood

## ASD Vis Com II Power Standards

1. Students will identify and use lighting equipment and effects to achieve a variety of results
3. Students will identify and use appropriate software, resolution, image formats, and printing processes to achieve intended output/results
11. Students will create a portfolio of their work

## ASD Visual Arts Power Standards

5. Demonstrate ethical behavior and comply with with fair use and copyright rules and expectations
6. Demonstrate art processes, techniques, and skills using traditional and digital media to produce works of art for expression, specific purposes and audiences

8. Critically analyze, interpret, describe and judge one's own work and the work of others

**Aligned to Washington State Standards**

**Arts**

Arts 3.0 The student communicates through the arts.

**Communication - Speaking and Listening**

Presentation of Knowledge and Ideas (11-12)

CC: College and Career Readiness Anchor Standards for Speaking and Listening

Presentation of Knowledge and Ideas

**Health and Fitness**

**Language**

**Mathematics**

**Reading**

**Science**

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