# Scope & Sequence

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| Course Name: Principles of Arts, Audio/Video Technology, and Communications **TSDS PEIMS Code:** 13008200 | | | **Course Credit:** 1.0  **Course Requirements:** Recommended for students in Grade 9  **Prerequisites:** None |
| **Course Description:** Aligned with the 2015 Texas Essential Knowledge and Skills (TEKS), the Principles of Arts, Audio/Video Technology, and Communications course scope and sequence within the Arts, Audio/Video Technology, and Communications cluster summarizes the content to be taught and presents one possible order for teaching the units of instruction. A brief description of each unit and the corresponding TEKS is included. This scope and sequence may be adapted or adopted by the local education agency. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods.  7875 Minutes.  131.25 Hours. \* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.82. (c) Knowledge and Skills** | |
| **Unit 1:** **Background and history of the Arts, Audio/Video Technology, and Communications pathways**  This unit will expand and enhance student knowledge of the AAVTC cluster. Students will be expected to analyze, summarize, and understand the historical principals of each of the pathways and explain the history and evolution of each. This unit will culminate with student designed projects/presentations created to demonstrate their understanding of at least one of the AAVTC pathways. | 12 periods  540 minutes | (6) The student understands arts, audio/video technology, and communications systems. The student is expected to:  (B) analyze and summarize the history and evolution of the arts, audio/video technology, and communications fields of study;  (8) The student understands principles of fashion design that impact consumer purchasing of fashion and apparel accessories. The student is expected to:  (A) describe social, cultural, and life cycle influences;  (10) The student understands principles of graphic design and illustration. The student is expected to:  (A) research the history of visual arts and design;  (B) explain the evolution of art and design;  (C) compare current visual arts technologies with historical technologies;  (D) understand general characteristics in artwork from a variety of cultures; and  (20) The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:  (C) develop an understanding of the industry by explaining the history and evolution of the arts, audio/video technology, and communications career fields and defining and using related terminology. | |
| **Unit 2: Understanding, Evaluating and Applying the AAVTC Principles within the Pathways**  In this unit, students will have the opportunity the demonstrate, analyze, and apply their knowledge of the pathways within the AAVTC cluster. The students will critique their work and the work of others and will use those critiques to improve their own work in the various strands. The culminating activity for this unit will be the creation of a project utilizing the principles of design that shows mastery of the required skills. | 15 periods  675 minutes | (11) The student understands principles of commercial photography. The student is expected to:  (A) demonstrate knowledge of photographic composition and layout; and  (B) evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills.  (10) The student understands principles of graphic design and illustration. The student is expected to:  (E) analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.  (13) The student understands principles of printing and imaging. The student is expected to:  (A) identify processes required to produce various printed products;  (B) identify basic design elements such as text, graphics, and white space; and  (C) demonstrate basic knowledge of color theory.  (20) The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:  (B) develop an understanding of the elements and principles of art;  (D) evaluate works of art using critical-thinking skills;  (E) determine the use of art elements such as color, texture, form, line, and space; and  (F) determine the use of principles of design such as continuity, pattern, rhythm, balance, proportion, and unity in products.  (21) The student makes informed judgments about product designs and the designs of others. The student is expected to:  (A) interpret, evaluate, and justify artistic decisions; and  (B) select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings. | |
| **Unit 3: AAVTC Systems**  This unit examines the systems and their interdependence between and among the various pathways in the within the AAVTC cluster. Students will explore the businesses, the economic base, and the artistic and technical sides of each pathway. This unit will culminate with student projects focused on the impact of the cluster on their daily lives. The culminating activity for will include a written analysis of the history of the arts, audio/video technology, and/or communications field. | 15 periods  650 minutes | (6) The student understands arts, audio/video technology, and communications systems. The student is expected to:  (A) describe the nature and types of businesses in arts, audio/video technology, and communications;  (B) analyze and summarize the history and evolution of the arts, audio/video technology, and communications fields of study;  (C) analyze the arts, audio/video technology, and communications economic base; and  (D) analyze and summarize evidence of interdependence between the technical and the artistic sides of arts, audio/video technology, and communications. | |
| **Unit 4: Application of ELA in AAVTC Projects**  This unit will deepen student understanding of the proper use of English language arts in the context of the Arts, Audio/Visual Technology, and Communications projects. Students will have the opportunity to compose and edit documents of varying types and to research and evaluate information for use in AAVTC projects. The culminating activity for the unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion. | 10 periods  450 minutes | (2) The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:  (A) demonstrate use of content, technical concepts, and vocabulary;  (B) use correct grammar, punctuation, and terminology to write and edit documents;  (C) identify assumptions, purpose, and propaganda techniques;  (D) compose and edit copy for a variety of written documents;  (E) evaluate oral and written information; and  (F) research topics for the preparation of oral and written communication | |
| **Unit 5: Problem Solving in AAVTC**  In this unit, students will have the opportunity to learn and employ critical-thinking and interpersonal skills in group and individual settings. The culminating activity for the unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion. | 8 periods  360 minutes | (4) The student understands and examines problem-solving methods. The student is expected to:  (A) employ critical-thinking skills independently and in groups; and  (B) employ interpersonal skills in groups to solve problems.  (7) The student understands principles of audio/video production. The student is expected to:  (A) apply knowledge of audio and video script production;  (B) discuss the impact of audio and video selection on human emotion; | |
| **Unit 6: Efficient Use of Information**  In this unit will have the opportunity to obtain, evaluate, and present information to a variety of audiences. Students will use technology to efficiently plan and complete work assigned. The culminating activity for the unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion. | 15 periods  675 minutes | (18) The student uses a variety of strategies to plan, obtain, evaluate, and use valid information. The student is expected to:  (A) obtain print and digital information such as graphics, audio, and video from a variety of resources while citing the sources;  (B) evaluate information for accuracy and validity; and  (C) present accurate information using techniques appropriate for the intended audience.  (19) The student applies technical skills for efficiency. The student is expected to:  (A) employ planning and time-management skills to complete work tasks; and  (B) use technology to enhance productivity. | |
| **Unit 7: Audio/Video Production**  Students will be expected to understand, apply, discuss, and demonstrate skills relating to the use of several types of electronic devices including videography, composition, and delivery of information. Students will also demonstrate their understanding of both linear and nonlinear systems as well as the control peripherals for capturing data. This unit will culminate with students creating individual and group projects that demonstrate their knowledge of the principles of audio/video production. | 15 periods  675 minutes | (7) The student understands principles of audio/video production. The student is expected to:  (A) apply knowledge of audio and video script production;  (B) discuss the impact of audio and video selection on human emotion;  (C) demonstrate the use of audio and video for a three-screen environment, including cell phones, television monitors, and computer screens;  (D) demonstrate various videography techniques, including picture composition, video composition, audio composition, editing, and delivery;  (E) understand the differences between linear and nonlinear systems; and  (F) demonstrate knowledge of control peripherals for capturing or ingesting media | |
| **Unit 8: Fashion Design**  In this unit on fashion design, students will learn the thought processes behind the development and progression of fashion trends and the impact of advertising on those trends. Students will also explore the different strategies of advertising as they are utilized in various forms of media. The culminating activity of this 10-period unit will be a student designed project that represents the design process from idea to market in a minimum of one media and that demonstrates student mastery of these standards. | 10 periods  450 minutes | (8) The student understands principles of fashion design that impact consumer purchasing of fashion and apparel accessories. The student is expected to:  (B) explain how fashion trends are determined; and  (C) analyze the influence of advertising on consumer apparel choices. | |
| **Unit 9: Use of Technology Applications in AAVTC**  Technology applications of projects and presentations in all areas of life. Students will learn these applications in various forms of media and will demonstrate the mastery of these standards by demonstrating them in a minimum of two media to individuals and/or small groups of their peers. | 10 periods  450 minutes | (5) The student uses technology applications when completing Arts, Audio/Video Technology, and Communications projects and processes. The student is expected to:  (A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for Arts, Audio/Video Technology, and Communications projects; and  (B) use processes such as personal information management, file management, and file sharing. | |
| **Unit 10: Video Game Design**  Students will learn the fundamentals of video game design and demonstrate the appropriate use of various types of hardware, software, and storage devices. Students will learn and demonstrate their knowledge of sound editing as it interacts with the video components of a game. This unit will culminate with students producing a group–based video game project that demonstrates their mastery of these required skills as evaluated by others utilizing a teacher–created rubric. | 15 periods  675 minutes | (9) The student understands principles of video game design. The student is expected to:  (A) demonstrate knowledge and appropriate use of computer operating systems;  (B) demonstrate appropriate use of hardware components, software programs, and storage devices;  (C) demonstrate knowledge of sound editing;  (D) demonstrate knowledge of file formats and cross-platform compatibility;  (E) acquire and exchange information in a variety of electronic file sharing formats; and  (F) combine graphics, images, and sound. | |
| **Unit 11: Animation**  Animation is a key component in projects, presentations, and various forms of audio and visual productions. Students will learn about the process of animation by learning skills from the simple to the complex. Mastery of this unit will be assessed by the teacher through the evaluation of a student–created project that includes a minimum of three different animation techniques. | 15 periods  675 minutes | (12) The student understands principles, elements, and techniques of animation. The student is expected to:  (A) describe and use audience identification, script writing, character design, storyboarding, and audio and delivery formats;  (B) describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity;  (C) describe lighting and camera shots; and  (D) describe and use flip books, claymation, or cut-outs; | |
| **Unit 12: Communications Strategies in AAVTC**  In this unit, students will be expected to learn and understand the strategies involved in communications—both written and oral. As the basis for formal and informal presentations, mastery of these constructs is essential. The culminating activity for this unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion. | 15 periods  675 minutes | (3) The student applies professional communications strategies. The student is expected to:  (A) adapt language structure and style for audience, purpose, situation, and intent;  (B) organize oral and written information;  (C) interpret and communicate information, data, and observations;  (D) deliver formal and informal presentations;  (E) apply active listening skills to obtain and clarify information;  (F) develop and interpret tables, charts, and figures to support written and oral communications;  (G) listen to and speak with diverse individuals; and  (H) exhibit public relations skills to increase internal and external customer/client satisfaction.  (17) The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:  (A) adapt the language and design of a project for audience, purpose, situation, and intent;  (B) organize oral, written, and graphic information into formal and informal projects;  (C) interpret and communicate information for multiple audiences; and  (D) collaborate to create original projects, including seeking and responding to advice from others such as peers or experts in the creation and evaluation process. | |
| **Unit 13: Careers in AAVTC**  Students will explore the breadth and depth of AAVTC careers and become familiar with the requirements for training, the education required to enter a career, and the certifications available in each of the cluster pathways. Students will learn the employability skills necessary to obtain and keep a job in these career fields. The learning experience will culminate with the student creating a resume and a letter of interest in a career in the AAVTC cluster followed by a mock interview for that position while demonstrating the employability skills necessary to be hired. | 20 periods  900 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) explore opportunities in training, education, and certifications for employment;  (B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;  (C) demonstrate skills related to seeking and applying for employment;  (D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples; and  (E) demonstrate skills in evaluating and comparing employment opportunities. | |
| **Unit 14: Ethical Decision Making**  In this unit, students will examine the standards of ethical conduct, the legal requirements of ethical behavior, and liabilities associated for failure to meet those expectations. Students will demonstrate the constructs of confidentiality and digital etiquette. The culminating activity for this unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion. | 10 periods  450 minutes | (16) The student applies ethical decision making and understands and complies with laws regarding use of technology in arts, audio/video technology, and communications. The student is expected to:  (A) demonstrate an understanding of ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and giving proper credit for ideas;  (B) examine the First Amendment, Federal Communications Commission regulations, Freedom of Information Act, liability laws, and other regulations for compliance issues;  (C) examine the liabilities, copyright laws, fair use, and duplication of materials associated with productions and performances;  (D) analyze the impact of arts, audio/video technology, and communications industries on society;  (E) demonstrate an understanding of proper digital etiquette, personal security guidelines, use of network resources, and the district's acceptable use policy for technology; and  (F) identify and demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, listening attentively to speakers, willingness to learn new knowledge and skills, and pride in quality work. | |
| **Unit 15: Safety**  This unit explores safety, health, emergency procedures, rules and laws designed to promote safety and health in the areas of the Arts, Audio/Video Technology, and Communications. It also insures the implementation of classroom and personal safety rules and methods to reduce workplace hazards. The culminating activity for this 5-period unit will span the entirety of the course as skills learned will be applied in the various projects required for course completion. | 5 periods  225 minutes | (14) The student applies safety regulations. The student is expected to:  (A) implement personal and classroom safety rules and regulations; and  (B) follow emergency procedures as needed. | |
| **Unit 16: Leadership**  This 10-period unit enables the student to identify and develop characteristics of leadership. It will cause students to gain knowledge about the various student leadership activities and organizations that are available in the AAVTC cluster and the school. This learning experience will culminate with the students creating a profile of a leader they would most desire to become and a formal presentation of that profile to the other students in the class. | 10 periods  450 minutes | (15) The student identifies and develops leadership characteristics. The student is expected to:  (A) identify leadership characteristics; and  (B) participate in student leadership and professional development activities. | |