

Unit 12: Continuing Education/ Careers in the Industry

Content Area: **Performing Arts**
Course(s):
Time Period:
Length: **1 week**
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

Continuing Education/ Careers in the Industry

Learning Objectives

- Investigate/ Experiment/ Decide:
 - Students will be able to analyze existing artwork, design new pieces to complement their portfolio, and compile a collection of at least 7 works that demonstrate their artistic skills and versatility.
 - “Plans for Success” (Short-Term/ Long-Term Goals)
 - Animation/ Visual Arts Schools (Furthering Education)
 - Careers in Animation (Corporate vs. Independent)
 - Careers in the Visual Arts (In-House vs. Freelance)
 - Compiling a Professional Portfolio
 - Film Festivals, Contests, Art Galleries (Getting Noticed)
 - Maintaining an Art/ Career Resume
 - The students will create a portfolio of artwork, including a self-portrait, a drawing from life, and 3 additional projects of their choice (such as graphic design, digital art, or mixed media). The portfolio will be assessed based on the following criteria: technical skill, creativity, and the ability to convey a cohesive artistic vision.
 - Work Ethic and Professionalism

Essential Skills

- Utilize graphic design to construct works that reflect an advanced proficiency with graphic design tools and an appreciation for various historic and cultural design styles.
- Compose a full-fledged animation from start to finish making decisions based on an expertise of

animation techniques and comprehension of animation history.

- Compose a full-fledged comic strip/ graphic novel from start to finish making decisions based on an expertise of storytelling elements, writing and literary techniques, and comic formatting and layout.
- Demonstrate a mastery of software utilized in the visual arts (e.g., Adobe Photoshop, Animate, After Effects, Premiere, and Dragonframe).
- Investigate and curate short-term/ long-term goals and a refined portfolio in preparation for a career in the visual arts.
- Students will work independently to create their portfolio pieces, applying the techniques and strategies discussed.
- The students will present their completed portfolio to the class, explaining their process of selecting and designing the pieces.

Standards

LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
TECH.9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
TECH.9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Instructional Tasks/Activities

- Beginning Portfolio Assessment
- Final Portfolio Assessment

Assessment Procedure

- 1. Discussions (Informal)
- 2. Observations (Formative)
- 3. Quizzes/ Tests (Obtrusive)
- 4. Self-assessment (Artist-generated)
- 5. Professionalism (Unobtrusive)
- 6. Writing (Artist-generated)
- Classroom Total Participation Technique
- Classwork

- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Portfolio Review
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Adobe CC Applications
- Apple iMac Computers
- Digital Drawing Tablets
- Educational Social Media
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Google Web Applications
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Special Education

Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions

- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Resources

- [Disney Animation Careers](#)
 - [Nickelodeon Careers](#)
 - [Pixar Animation Careers](#)
 - [Cartoon Network Careers](#)
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- I Moved to Los Angeles to Work in Animation by Natalie Nourigat
 - Make Toons That Sell Without Selling Out by Bill Plympton
 - Your Career in Animation: How to Survive and Thrive by David B. Levy