

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

- Specify/ Classify/ Investigate:
 - “Plans for Success” (Short-Term/ Long-Term Goals)
 - 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
 - Work Ethic and Professionalism

Essential Skills

- Analyze and investigate short-term/ long-term goals and a refined portfolio in preparation for a career in the visual arts.
- Compose a full-fledged animation from start to finish experimenting with their developing animation techniques and analysis of animation history.
- Compose a full-fledged comic strip/ graphic novel from start to finish experimenting with their developing utilization of storytelling elements, writing and literary techniques, and comic formatting and layout.
- Demonstrate differentiated knowledge of software utilized in the visual arts (e.g., Adobe Photoshop, Animate, After Effects, Premiere, and Dragonframe).
- Interpret the art of graphic design to illustrate works that reflect a research-based proficiency with

graphic design tools and an investigation of various historic and cultural design styles.

Standards

LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
LA.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
PFL.9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Instructional Tasks/Activities

- Final Portfolio Assessment

Lessons

- Specify/ Classify:
 - "Plans for Success"
 - Animation/ Visual Arts Schools
 - Careers in Animation
 - Careers in the Visual Arts
 - Compiling a Professional Portfolio
 - Film Festivals, Contests, and Art Galleries
 - Maintaining an Art/ Career Resume
 - Work Ethic and Professionalism

Assessment Procedure

- 1. Discussions (Informal)
- 2. Observations (Formative)

- 3. Quizzes/ Tests (Obtrusive)
- 4. Self-assessment (Artist-generated)
- 5. Professionalism (Unobtrusive)
- 6. Writing (Artist-generated)
- 7. Research (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
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Adobe CC Applications
- Apple iMac Computers
- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- 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

Honors Modifications

Resources

- [Disney Animation Careers](#)
- [Nickelodeon Careers](#)
- [Pixar Animation Careers](#)

- [Cartoon Network Careers](#)

- 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