

# 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

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### Learning Objectives

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- Retrieve/ Comprehend/ Specify:
  - “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
  - Work Ethic and Professionalism

### Essential Skills

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- Compose a full-fledged animation from start to finish distinguishing essential animation techniques and constructing an integration of animation history.
- Compose a full-fledged comic strip omission from start to finish distinguishing their developing analysis of storytelling elements, writing and literary techniques, and comic formatting and layout.
- Comprehend and analyze short-term/ long-term goals and a refined portfolio in preparation for a career in the visual arts.
- Demonstrate structural knowledge of software utilized in the visual arts (e.g., Adobe Photoshop, Animate, After Effects, Premiere, and Dragonframe).
- Integrate the art of graphic design to illustrate works that reflect a structural proficiency with graphic

design tools and a specification of various historic and cultural design styles.

## Standards

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- 9.3 Career and Technical Education (Career Readiness, Life Literacies, and Key Skills)
  - 9.4 Life Literacies and Key Skills (Career Readiness, Life Literacies, and Key Skills)
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| VA.9-12.1.5.12prof.Cr1  | Generating and conceptualizing ideas.  |
| VA.9-12.1.5.12prof.Cr1a | Use multiple approaches to begin creative endeavors.   |
| LA.K-12.NJSLSA.R10      | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  |
| 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.   |
| LA.RI.9-10.10b          | By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.   |
| 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.   |
| VA.3-5.1.5.5.Cn10       | Synthesizing and relating knowledge and personal experiences to create products.   |
| VA.3-5.1.5.5.Cn10a      | Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.  |
| VA.3-5.1.5.5.Cn11       | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.   |
| VA.3-5.1.5.5.Cn11a      | Communicate how art is used to inform the values, beliefs and culture of an individual or society.   |

## Instructional Tasks/Activities

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- Final Portfolio Assessment

## Lessons

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- Retrieve/ Comprehend:
  - "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**

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- 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**

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- 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**

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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**

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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**

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

## **Instruction/Materials**

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- 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**

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- 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**

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## Resources

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