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# “F” COURSE CATALOG

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2020/2021 SCHOOL YEAR



2020/2021

ENCORE EDUCATION CORPORATION  
16955 Lemon Street, Hesperia, CA 92345

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College Board Approved A-G Courses

Visual & Performing Arts

Advanced Dance/Choreography: Ballet & Lyrical III

<b>Basic Course Information:</b>
<b>Title: Advanced Dance/Choreography: Ballet &amp; Lyrical III</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Dance
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.
<b>CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Choreography (Career Course/Online Navigation)</li> <li>• AME Lab: Ballet &amp; Lyrical III (In person lab class)</li> </ul>
<b>Course Agenda:</b>
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Advanced Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Ballet &amp; Lyrical III</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts</li> </ul>

pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

**CTE Completer Pathway: Professional Dance/Choreography**

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

## Advanced Dance/Choreography: Jazz III

<b>Basic Course Information:</b>
<b>Title: Advanced Dance/Choreography: Jazz III</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Dance
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.
<b>CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography</b>
<b>Course Components:</b> Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Choreography (Career Course/Online Navigation)</li> <li>• AME Lab: Jazz III (In person lab class)</li> </ul>
<b>Course Agenda:</b> <ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Advanced Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Jazz III</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.</li> </ul>

**CTE Completer Pathway: Professional Dance/Choreography**

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist



- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Advanced Dance/Choreography: Pointe I

<b>Basic Course Information:</b>
<b>Title: Advanced Dance/Choreography: Pointe I</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Dance
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.
<b>CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography</b>
<b>Course Components:</b> Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Choreography (Career Course/Online Navigation)</li> <li>• AME Lab: Pointe I (In person lab class)</li> </ul>
<b>Course Agenda:</b> <ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Advanced Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Pointe I</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.</li> </ul>
<b>CTE Completer Pathway: Professional Dance/Choreography</b>

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician

- Voiceover Artist, Narrator

## Advanced Dance/Choreography: Pointe II

<b>Basic Course Information:</b>
<b>Title: Advanced Dance/Choreography: Pointe II</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Dance
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.
<b>CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Choreography (Career Course/Online Navigation)</li> <li>• AME Lab: Pointe II (In person lab class)</li> </ul>
<b>Course Agenda:</b>
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Advanced Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Pointe II</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.</li> </ul>
<b>CTE Completer Pathway: Professional Dance/Choreography</b>
The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready

practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Advanced Fashion Design: Costume III/IV Lab

<b>Basic Course Information:</b>	
<b>Title: Advanced Fashion Design: Costume III/IV Lab</b>	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Visual Arts	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	
<b>Important Course Information:</b>	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.	
<b>CTE PATHWAY: 7800 / 7810 / 7811</b>	
<b>Course Components:</b>	
Students enrolled in this CTE course are required to complete two components	
<ul style="list-style-type: none"> <li>• Fashion and Interior Design (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Costume Design: Fashion (Career Course/Online Navigation/ In person lab class)</li> </ul>	
<b>Course Agenda:</b>	
<ul style="list-style-type: none"> <li>• <u>Fashion and Interior Design</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Advanced Costume Design: Fashion</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Fashion and Interior Design standards that are listed under Fashion Design and Merchandising pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the fashion design pathway.</li> </ul>	
<b>CTE Completer Pathway: Fashion Design</b>	
The CTE Completer Pathway for Fashion Design and Merchandising is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.	
<ul style="list-style-type: none"> <li>• Year 1 – <ul style="list-style-type: none"> <li>○ Students complete <u>Fashion and Interior Design Level I</u> that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks</li> </ul> </li> </ul>	

- Students complete Introduction to Costume Design: Fashion that covers 33% of the Fashion Design Pathway Standards as outlined in CCTEMC Standards.
- Year 2 –
  - Students complete Fashion and Interior Design Level II that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Intermediate Costume Design: Fashion that covers 33% of the Fashion Design Pathway Standards as outlined in CCTEMC Standards.
- Year 3 –
  - Students complete Fashion and Interior Design Level III that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Advanced Costume Design: Fashion that covers 33% of the Fashion Design Pathway Standards as outlined in CCTEMC Standards.

When completing a Fashion Design and Merchandising Pathway, students will have knowledge on how to enter the following fields in Fashion:

- Display or Sales Associate
- Merchandising Manager
- Fashion Designer
- Costume Design
- Costumer

This course builds on the concepts learned in Costume Design I / II. Costume Design III / IV Lab is an aesthetic and technical exploration of costume design. Students learn the artistic aspects of two and three-dimensional design necessary to create sketches, designs, and actual articles of clothing. Students will explore and analyze the technical and aesthetic use of various media including fabrics, trims, markers, colored pencils, and ink. Students study costume trends throughout history from ancient times to modern day and gain an understanding of cultural, social, political, and economic influences on fashion design. Students learn and apply the elements and principles of design to analyze other designer's works in addition to creating their own original designs. Students will produce actual costumes for all major productions on campus. This includes dance productions, cirque productions and traditional large scale musical theatre pieces. By the end of this course students will have a developed portfolio of costumes they have created for multiple productions as well as having them professionally photographed by the photography department. The lab component of this course is designed to merge the historical, cultural and design elements they have learned, while achieving the directors mission for the production. This teaches students how to create costumes for a client and prepares them for a job in the industry. Building actual pieces for production, instead of just portfolio pieces, also teaches students how to work with a realistic budget.

- Students learn the historical and cultural influences on costume design and development.

- Students analyze, discuss and present issues of period and style in terms of art and design elements, utilizing appropriate terminology.
- Students identify periods and styles of fashion and works of designers who have national and international prominence, and who have been influential in their work.
- Students demonstrate knowledge of cultural origins, historical significance and influence of specific costumes.
- Students demonstrate an understanding of technology as applied to all aspects of wardrobe management.
- Create original designs for costume using sound design principles.
- Utilize various technical processes in execution of their works.
- Demonstrate the ability to solve design problems.
- Make informed critical judgments about costume design based on artistic elements, design principles, expressive characteristics and technical merit.
- Make sound and informed judgments about the quality of their own designs
- Apply acquired skills of time management, project management, problem solving, design and execution of design.
- Understand the characteristics and maintenance of textiles and textile products. Students will identify; compare and analyze fibers, fabrics and finishes, and recommend appropriate care and production techniques for textile and textile products.
- Identify, evaluate and select apparel that meets social, physical and psychological needs.
- Demonstrate and understanding of related careers.
- Communicate and express their own ideas in the language of fashion and costume design.
- Prepare a design portfolio of their original work.
- Keep a Costume Design sketchbook.

Assessment Methods:

1. Written tests
2. Research papers
3. Portfolio of original fashion designs and drawings
4. Elements and principles of design sketchbook
5. Instructor and peer critiques with use of rubric
6. Student presentations
7. Class participation in individual and collaborative project

## Advanced Film/Video Production: Film III

**Basic Course Information:**



<b>Title: Advanced Film/Video: Film III</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Interdisciplinary Arts
UC Honors Designation? No
Prerequisite: Film II / Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b> *Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.
<b>CTE PATHWAY: 113 (Production and Managerial Arts) Sub-Pathway: 113B Film/Video Production</b>
<b>Course Components:</b> Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Film/Video Production (Career Course/Online Navigation)</li> <li>• AME Lab: Film III (In person lab class)</li> </ul>
<b>Course Agenda:</b> <ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Advanced Film/Video Production</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Film III</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.</li> </ul>
<b>CTE Completer Pathway: Production and Managerial Arts</b>
The CTE Completer Pathway for Production and Managerial Arts is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards. <ul style="list-style-type: none"> <li>• Year 1 –</li> </ul>



- Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
- Students complete Introduction to Film/Video Production that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Film/Video Production that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the Film/Video Production strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Film/Video Production that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Film/Video Production strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Production and Managerial Arts Pathway, students will have knowledge on how to enter the following fields in Production and Managerial Arts:

- Event Planner
- Producers/Directors for Theater, Television, Concerts, and Motion Picture
- Stage Manager / Production Manager
- Talent Management
- Theatrical and Broadcast Technician

In this course, students will create and learn through both group and individual projects based on fundamentals and principles within the film artform. Students will perfect their screen writing abilities, adapt stories from other forms of media (books, games, poems), learn how to use vital

filmmaking equipment, how to tell a story visually, how to track objects and cameras in post-production, and how to edit multi-camera sequences with synchronized audio. Students will learn via structured lessons and lectures, as well as through visual aids such as short form videos and animations about the process of filmmaking. The goal of this class is for students to acquire the confidence and skill needed to create quality films on their own. Students will show skill in crafting a narrative story. Identify subtext in well-known works. Learn to critique films created both inside and outside of the classroom and acquire a greater understanding of film as a medium and an artform. All students selected to be in this class are required to show a mastery of skills taught in Film 1 and Film 2 courses, provide examples of previous works, and complete an assessment and interview process.

## Advanced Media Arts – Film/Television

<b>Basic Course Information:</b>
<b>Title: Advanced Media Arts – Film/Television</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Interdisciplinary Arts
UC Honors Designation? No
Prerequisite: Film II / Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.
<b>CTE PATHWAY: 113 (Production and Managerial Arts) Sub-Pathway: 113B Film/Video Production</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete two components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Media Arts – Film/Television</li> </ul>
<b>Course Agenda:</b>
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Advanced Media Arts – Film Television</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under</li> </ul>

Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

**CTE Completer Pathway: Production and Managerial Arts**

The CTE Completer Pathway for Production and Managerial Arts is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Film/Video Production that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Film/Video Production that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the Film/Video Production strand that reinforces career standards from both AME Level II and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Film/Video Production that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Film/Video Production strand that reinforces career standards from both AME Level III and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Production and Managerial Arts Pathway, students will have knowledge on how to enter the following fields in Production and Managerial Arts:

- Event Planner
- Producers/Directors for Theater, Television, Concerts, and Motion Picture
- Stage Manager / Production Manager
- Talent Management
- Theatrical and Broadcast Technician

Throughout this course students will be utilizing critical thinking and interpersonal skills to develop and produce video based projects for distribution to relevant media outlets. Supporting school wide goals and experiences, Beginning Broadcasting will document, edit, and distribute footage through industry standards, techniques and equipment including, but not limited to, video and sound equipment, lighting, and editing software. Completion of this course will provide students with an invaluable introduction to the challenging and rewarding broadcasting industry, and develop skills that will serve them for a lifetime.

## Advanced Professional Music: Guitar III

### Basic Course Information:

**Title: Advanced Professional Music: Guitar III**

Length of Course: Full Year

Subject Area: Visual & Performing Arts / Music

UC Honors Designation? No

Prerequisite: Audition

Co-requisites: None

Integrated (Academics / CTE): Yes

Grade Levels: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

### Important Course Information:

\*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the [encorestudent.com](http://encorestudent.com) course description.

**CTE Pathway: 112 Performing Arts, 112B Professional Music**

### Course Components:

Students enrolled in this CTE course are required to complete three components

- Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)
- Advanced Professional Music (Career Course/Online Navigation)
- AME Lab: Guitar III (In person lab class)

### Course Agenda:

- Arts, Media, Entertainment – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.

- *Advanced Professional Music* – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- *AME Lab: Guitar III* – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

**CTE Completer Pathway: Professional Music**

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Inermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional

<p>Music courses while teaching rigorous technique needed to succeed within the career as a Musician.</p>
<p>When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:</p> <ul style="list-style-type: none"> <li>• Composer, Music Arranger, Conductor</li> <li>• Actor, Performing Artist</li> <li>• Singer, Dancer, Musician</li> <li>• Voiceover Artist, Narrator</li> </ul>
<p>In this course students will work on improving their skill level of playing the guitar at a higher quality of sound, speed and understanding of the musical phrase. They will improve on reading tabs, music sheets and performing in solo, small group and large ensemble settings. Students will focus on increasing their knowledge in music theory by learning to construct minor, major scales in two octaves and major, minor, diminished, augmented arpeggios, using standard notation and standard guitar tabs. Applying the music theory on the fingerboard will be practiced in lab settings, where students will use metronome to master, rhythm, speed and control of the technique for both right and left hands. They will be able to analyze and understand music in different styles such as classical, flamenco, jazz, pop and rock and work on writing and arranging their own music for solo, small groups or large ensemble. The students will focus on their preparation of performing at various venues for the community and will build up experience delivering high quality showcase performance in variety of festival and concert venue settings.</p> <p>They will acquire basic skills, to arrange conduct and direct a piece of their choice in class or outside professional settings.</p> <p>Students will experience visits from guest artist in the industry and learn about structure and the process of development and production of guitar instruments, tips to experience a successful path for preparation and success for application and audition process by artists teaching or studying in leading higher education institutions. They will participate in masterclass setting learning from visiting Performing Artist of the music industry and will join in festivals and competitions that will prepare them in their quest of excellence in higher education in the Arts.</p>

### Advanced Professional Music: Jazz Band

<b>Basic Course Information:</b>
<b>Title: Advanced Professional Music: Jazz Band</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No



Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<p><b>Important Course Information:</b></p> <p>*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.</p>
<p><b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b></p>
<p><b>Course Components:</b></p> <p>Students enrolled in this CTE course are required to complete three components</p> <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Professional Music (Career Course/Online Navigation)</li> <li>• AME Lab: Jazz Band (In person lab class)</li> </ul>
<p><b>Course Agenda:</b></p> <ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Advanced Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Jazz Band</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.</li> </ul>
<p><b>CTE Completer Pathway: Professional Music</b></p>
<p>The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.</p> <ul style="list-style-type: none"> <li>• Year 1 – <ul style="list-style-type: none"> <li>○ Students complete <u>Arts, Media, and Entertainment Level I</u> that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks</li> <li>○ Students complete <u>Introduction to Professional Music</u> that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.</li> <li>○ Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional</li> </ul> </li> </ul>

Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Inermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Jazz Band is designed for students who have at least one year of playing on their instruments, but have little to no experience playing jazz. The following types of music will be introduced, and studied: popular, swing, jazz (funk, Latin, etc.), and rock. Creativity, beginning improvisation, and beginning aural skills are fostered. It is expected that students will practice on a daily basis to master the jazz style and to develop their art of improvisation.

Students in this course will be able to: 1. Perform various styles of jazz music Grade I through Grade III 2. Demonstrate proper playing position: posture and embouchure formation 3. Produce a quality and rich tone on their instrument 4. Demonstrate a variety of jazz articulations 5. Improvise melodies over simple chord changes 6. Develop knowledge of jazz history, jazz artists, composers and musicians 7. Become proficient on all major scales, blues scales, and chromatic scale.



The students in this course will comprise the “Jazz Band,” and will perform in 2 concerts per semester and participate in festival adjudication. Jazz Band will take part in recruiting events and community performances.

Jazz Band is meant for students who have satisfactorily demonstrated their intermediate playing ability through an audition, and who have a strong interest for jazz. Students will be able to identify and notate music and perform on an instrument with an intermediate to advanced degree of musicianship. The students in this class will have an acceptable command of their instrument: saxophone, trombone, trumpet, piano, guitar, bass, and drumset. They will also have to be able to read music fluently to take part in this class. Students will not have to write fingerings for their music as it should be fluently understood by this point. Students will perform in large group settings but will also be required to play in smaller settings such as a jazz combo.

### Advanced Professional Music: Madrigals

<b>Basic Course Information:</b>
<b>Title: Advanced Professional Music: Madrigals</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Professional Music (Career Course/Online Navigation)</li> <li>• AME Lab: Madrigals (In person lab class)</li> </ul>
<b>Course Agenda:</b>

- Arts, Media, Entertainment – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.
- Advanced Professional Music – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Madrigals – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

**CTE Completer Pathway: Professional Music**

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Inermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

<ul style="list-style-type: none"> <li>○ Students complete <u>Advanced Professional Music</u> that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.</li> <li>○ Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.</li> </ul>
<p>When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:</p> <ul style="list-style-type: none"> <li>● Composer, Music Arranger, Conductor</li> <li>● Actor, Performing Artist</li> <li>● Singer, Dancer, Musician</li> <li>● Voiceover Artist, Narrator</li> </ul>
<p>An open course for students who qualify for advanced music instruction through audition. This course is designed to increase the vocal skill and performance levels of each student and to develop aesthetic and cultural values through critical listening, music theory, and sight singing. Students will sing a wide range of literature from a variety of time periods, languages, cultures and styles. Students will perform medium to difficult, high school choral literature for performances in concerts and festivals. Emphasis will be placed on music of the contemporary era as well as incorporating dance and movement into performance. From the study of these various styles, students will attain enhanced awareness of the history and events surrounding the development of music literature.</p>

## Advanced Professional Music: Performance Musician Honors

<b>Basic Course Information:</b>
<b>Title: Advanced Professional Music: Performance Musician Honors</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? Yes
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b>
<b>Course Description:</b>
In this course, students will create and learn both group and individual performance pieces based on fundamentals and principles within instrumental music. They build performances based on historical, philosophical and cultural prompts, using appropriate written and verbal performance analysis and

descriptions of their work and the work of others. They will participate in lab classes and master classes that help students participate in discussions and techniques that cover the philosophical, cultural and historical place for music in a society. This intense lab based class will create musical tour productions that include fundamental and advanced techniques in solo and group band project (including classical, jazz, contemporary, rhythm, music theory). The goals of this class are for students to master the understanding of fundamental techniques of creating, producing, and executing a full touring production using music. Students will show advanced skill in performance methods. Students will identify and critique multiple types of professional performances and be able to create production pieces that display correct technique and advanced knowledge of fundamentals and music theory within music. All students selected to be in this class are required to complete a personal professional portfolio web site, learn and perform multiple shows throughout the tour dates (September through May) at a variety of locations, attend three 1 week boot camp rehearsal and master classes for intensive training, complete a critical analysis project based on a "Music in Education" production, complete history research and turn it into a production.

**Unit 1: Personal Professional Artistic Development**

Students will learn how to create a professional persona in the performing world. For the lab portion of the unit, students will create and be taught performance pieces that will be developed into a full length production(s). Performances are based on a theme that is either a) culturally based, b) societal based, c) historically based. Students are required to create and choose appropriate costuming that fits with the theme. For the academic portion of the unit, students will go through a series of professional "master class" lectures and activities working with professional performing artists to begin to create a professional representation of themselves. Students will complete the production material resulting in a performance, professional biographies including headshots /web sites, and provide an objective critique of the initial production. Students will also learn how to create a professional work calendar / checklist to help them succeed as a professional artist.

For the unit covering Personal Professional Artistic Development, students will attend "lab" rehearsals to complete the performance portion of the unit. Students will be able to realize artistic ideas and work through interpretations and presentation. (NCS #4) Students will create and choose appropriate costuming for the performance and show their costumes for class critique in a costume parade. Costumes will show understanding of theme and relevance to the theme of the production. Students will then attend classes of professional performers where they will learn how to create appropriate resume / marketing materials for themselves for the purpose of professional development. Students will complete a professional bio with headshot and a professional marketing web site. They will also create and explain their method of communication and logging a professional work calendar and a checklist of events that need to be completed as a successful professional performer.

**Unit 2: Understanding Music as a Societal Catalyst**

Students will learn how to incorporate artistic expression using music to portray a societal view or catalyst. This unit is designed to teach students the power of arts in social expression. For the lab portion of the unit, students will create and be taught a production that is based on a social theme. For the academic portion of this unit, students will be required to look at the history of social expression for the purposes of giving power to a social concept or theme. Students will discuss how performance can and has been used in society to progress social, political, and humanitarian ideals.

<p>Students will learn how to communicate positive societal ideals through performance. For the lab portion of the unit, students will create a one hour production as a "Music in Education" campaign featuring messages that will be clear to elementary school aged children. Students will perform the production at elementary school and critique the performance for the effectiveness of communication. For the academic portion of the unit, students will be required to research past performances that were created to make a societal statement. Students will present to the class the findings for their research. Students will research pertinent information on "Music in Education" and will use personal experiences to build the elementary school production. (NCA #1,2,3)</p>
<p><b>Unit 3: Using Music as a Means of Understanding History</b></p>
<p>Students will learn how to communicate historical ideals through creative expression. This unit is designed to teach students how to research historical works and recreate / modernize them for the purposes of professional production. For the lab portion of the unit, students will create and be taught a production that is based on a historical musician or historical music era. For the academic portion of this unit, students will learn a full concert exploring different genres of live music to create a tribute production. Students will research the historical musician or historical music era and gain understanding by the evaluating how the arts convey meaning (NCA 7,8,9)</p>
<p>Students will learn how to communicate the history of a figure in a production through music performance. For the lab portion of the unit, students will create a concert production as a "musical tribute" to an era or musician. This production will be performed before an audience. Students will research fundamental music associated with historical content, costuming relevant to the historical content, and multi media presentations to teach the audience about the historical content. Students will learn exact connections historically to the modern day music performance techniques.</p>
<p><b>Unit 4: Using Music as a Means of Understanding Global Cultures</b></p>
<p>Students will learn specific performance techniques relevant to instrumental music from around the world. This unit is designed to teach students the differences around the world within music. Build fundamental worldwide techniques in music and work with personal meaning and external content (NCA 9, 10). For the lab portion of the unit, students will research and be taught culturally significant pieces from around the world that will culminate into a concert production as a dedication to worldwide music. For the academic portion of this unit, students will watch cultural pieces from around the world and work with master teachers fluent in diverse cultural music from around the world.</p>
<p>Students will learn about the variances of worldwide music techniques through the study and creation of a concert performance. Students will take part in a rehearsal process that includes both student and teacher conducted cultural music pieces based on countries from around the world. The end product will result in a concert that is performed in front of a live audience. Students will create a performance piece and will research nuances for instrumental music from around the world. Guest teachers will be used to teach fundamental techniques of cultural music. Students will complete a concert and then do a class critique of a video of the performance.</p>
<p><b>Unit 5: Using Music Theory as a Means of Replicating Historic Works</b></p>
<p>Students will model specific historic works of music expressions. This unit is designed to teach students the relevance of mastering historical pieces to progress their own professionalism. For the lab portion of the unit, students will model exactly prior works of music created for performance. The pieces that are modeled will be placed into a concert and performed in front of an audience. For the academic portion of the unit, students will watch specific historic works from both modern and</p>

<p>contemporary history. They will provide critiques of the works and then work to replicate the historic pieces. They will also add a relevant update to the replication to help historic pieces move into modern times.</p>
<p>Students will learn about how fundamental techniques in music are rooted in historical fundamental techniques. Students will take part in a rehearsal process that includes watching and replicating historic performance works. The end product will result in a concert in front of a live audience. Students will provide verbal presentation of critiques of historic works and use critical thinking to discuss the similarities in fundamental technique between the historic works and the modern times technical works.</p>
<p><b>Unit 6: Understanding the Technical Requirements of a Touring Concert Production</b></p>
<p>Students will go through specific technical fundamentals of setting up and operating the technical features of a touring productions including sound, lights, sets, props, backstage area, and marketing materials. This unit is designed to teach students how to professionally set up and operate professional production equipment. For the lab portion of this unit, students will put together a full touring set. For the academic portion of the unit, students will work with professional theater, sound, and lighting technicians and create a schematic on how to set up all technical aspects of the touring show.</p>
<p>Students will learn how to set up, operate, and work as a professional theater technician. Students will build and set up the technical stage, backstage area, sound and lighting from the ground up and then perform using the technical set up. Students will complete a technical schematic of the set up.</p>
<p><b>Unit 7: Understanding the Technical Requirements of a Professional Musician</b></p>
<p>Students enrolled in the class are already designated as advanced musician and have completed prerequisite music classes or auditions. Students will enhance their vocabulary and fundamentals in music and music theory. They will be introduced to alternate musical instruments (like percussion, guitar, and piano as examples). They will examine a variety of works by conductors and will participate in small groups to create original musical works. For the lab portion of the class, students will participate in master classes from professional conductors and musicians. For the academic portion of the class, students will create professional resumes for their music careers and participate in video auditions. They will also cover specific performance concerns and professional habits that turn musicians into lifelong performers. Students will critique contrasting genres such as classical and rock and will master pieces that include contrasting genres.</p>
<p>Students will learn the important key factors needed to become a professional musician, enhance vocabulary used in music, critique differing genres, and create works in music representative of a variety of styles. Students will work during the lab portion of their class to participate in master classes given by professional musicians. Students will create an original music piece that will be performed, taught, and critiqued in class. For the academic portion of the class, students will complete research on how to stay actively employed in the music business, create a written regimen as a musician, and complete a professional music resume for the purposes of becoming a professional musician.</p>
<p><b>Unit 8: Deepening the Understanding and Importance of Music Theory</b></p>
<p>This unit covers knowledge already acquired in requisite courses and then deepens the knowledge from the position of a conductor and/or composer. Students will be responsible for working on composing an original written piece using multiple instruments, and then conducting the piece. This piece will be performed in class and then critiqued by a jury panel.</p>



<p>Students will work solo or in small groups to create an original composed music piece. They will be responsible for writing all sheet music for all instrumentation and then having a group of musicians learn the piece. Students will then conduct the piece in class. Students of the class will provide jury critique of each original piece.</p>
<p><b>Unit 9: Understanding the Admission Requirements of a Music Program</b></p>
<p>To insure the success of the musician after high school, students will be tasked with researching a college / post secondary music program of their choice that they are interested in attending after completion of high school. They will identify what the admission requirements are, then create a self evaluation of where they are in relation to admission requirements for their chosen program. They will create an admissions audition for their program of choice, then present it to the class. Students will offer feedback for the admissions auditions. The goal of this unit is to prepare students for the rigorous audition process for life after high school.</p>
<p>Students will work independently to research the admission requirements of an elite music program. Students will make a list of requirements for entry. Once the admission requirements are established, students will create their admissions audition and present it to the class. The class will provide feedback to help the student improve their admissions audition for the program of their choice.</p>
<p><b>Unit 10: Honors Capstone Music Arts Research Project</b></p>
<p>Students will take an academic approach to their performance arts career. Using multi media as a means for presentations, students will use critical thinking to complete a research paper and presentation project that covers the history, cultural, social, and artistic presentations of a famous musician/composer within their instrument of expertise. Students will learn to approach arts genres with academic objectivity.</p>
<p>Students will learn how to approach their favorite arts genre academically. Outside of the regular assigned classroom, students will create an original research project that will be presented as a multi media report to the classroom. Students will use a variety of resources to create a presentation of a historical musician within their specific instrument knowledge. The capstone project will include: a) the biography of the musician covered. b) the cultural impact of the music genre mastered by this musician and the specific impact of this musician if any. c) a video or live performance of the musician playing a work of music made famous by the musician that is the object of the research project. This presentation will be given to the full class at the end of the school year as part of the final.</p>
<p><b>Honors Final Exam Details</b></p>
<p><b>PART 1 - STUDENT PERFORMANCE</b> - The class will work together to create and perform a show based on the pieces that are taught within the course including: all styles and genres within each arts discipline, the technical schematic with lighting and sound plans, pieces that cover social impact of art, pieces that cover historical impact of art, pieces that cover historical impact of art. This performance will be marketed by the students and will culminate into a live public show at the end of the school year.</p>
<p><b>PART 2 - STUDENT AUDITION</b> - Each student will be required to create a live audition that includes two contrasting music genres. Auditions will be executed live in class and performed in front of the students in class for a jury critiqued audition.</p>

PART 3 - WRITTEN JURY CRITIQUE - Each student will be responsible for creating a written critique of each person that performs their student audition. Written critiques will be provided to the student auditioning. Students will cite both positive and negative parts of the audition, critiquing objectively.

## Advanced Professional Music: Piano III

<b>Basic Course Information:</b>
<b>Title: Advanced Professional Music: Piano III</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Professional Music (Career Course/Online Navigation)</li> <li>• AME Lab: Piano III (In person lab class)</li> </ul>
<b>Course Agenda:</b>
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Advanced Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Piano III</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.</li> </ul>



**CTE Completer Pathway: Professional Music**

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Inermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This Intermediate level class is designed to assist students with developing and enhancing musicianship skills through the study of piano music. The specific repertoire for each level is unique to the talent, work ethic, and skill level of individual students. This class will assist in the development of musical skills, such as, sight reading, transposition, and harmonization styles. Improvisation techniques, understanding the piano and its technique is accomplished through initial mastery (Level of Difficulty 3) of the same set of standards and objectives. Ensemble work is additionally assigned to students to re-enforce sight-reading ability, performance preparation and collaborative work with other musicians (vocalists and instrumentalists).

Technical work: making use of scales and arpeggios of the circle of fifths in major and minor keys.

Selected studies (finger exercises) by Hanon, Czerny, and Burgmiller. Students will engage in a broad range of music, learning culture and history, develop the ability to critique, evaluate the skill level and aesthetic quality of music as well as composers and performers. Students are required to participate in monthly departmental recital and public performances during the holiday season and at the end of the academic year.

## Advanced Professional Music: Symphonic Winds

<b>Basic Course Information:</b>
<b>Title: Advanced Professional Music: Symphonic Winds</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components
<ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Professional Music (Career Course/Online Navigation)</li> <li>• AME Lab: Symphonic Winds (In person lab class)</li> </ul>
<b>Course Agenda:</b>

- Arts, Media, Entertainment – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.
- Advanced Professional Music – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Symphonic Winds– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

**CTE Completer Pathway: Professional Music**

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Inermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

- Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

**A select concert band ensemble**, modeled on Frederick Fennell’s Eastman Wind Ensemble concept from the 1950s, designed for high-level, artistic, public performances of major literature for winds and percussion. As a member of this Wind Ensemble, you are contributing to the three-hundred year legacy of concert band music in the western world. Sensitivity to outstanding musicianship, historical styles, and appropriate performance practices is required. In addition to the highest expectations as an instrumentalist, your ability to apply intellect and spirit in meaningful ways during rehearsals and concerts is also demanded. Membership in the Wind Ensemble is open to any student who qualifies through audition.

Symphonic Winds/Band is meant to expand a student's knowledge of Music, Theory, and performance. Students will be able to identify and notate music and perform on an instrument with a high degree of musicianship. Students will perform in large group settings but also be required to play solo and ensemble music. Advancing composition, theory, and sight singing are an integral part of all student training.

## Advanced Professional Music: Vocal Artist Honors

<b>Basic Course Information:</b>
<b>Title: Advanced Professional Music: Vocal Artist Honors</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? Yes
Prerequisite: Audition
Co-requisites: Must be concurrently enrolled in Professional Performance Artist Honors (required)
Integrated (Academics / CTE): Yes
Grade Levels: 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>

**Course Description:**

In this course, students will work in a practical lab setting where in depth, advanced vocal techniques will be taught and mastered within solo and choral vocal settings. Students will create and learn both group and individual performance pieces based on fundamentals and principles for vocalists looking for a career in vocal music. They build technical vocal knowledge based on class vocal health research, warm-ups, exercises, and a variety of vocal pieces taught within the class. They will participate in lab classes and master classes that help students participate in discussions and techniques that cover the world of advanced and professional level vocal music. This intense lab based class will work in conjunction with the Professional Performance Artist class to create musical tour productions that include fundamental and advanced techniques in singing. The goals of this class are for students to master the techniques and understanding of fundamental and advanced vocal skills for singing. Students will show advanced skill in singing. Students will identify and critique professional vocal performances and be able to create production pieces that display correct technique and advanced knowledge of fundamentals of vocal music. Honors Captstone project is to create a music video featuring a select music genre as the subject of the singing project.

**Unit 1: Vocal Safety, Necessity, and Science Behind Appropriate Vocal Warm Ups**

- The Definition of and purpose of good vocal health
- The reason why vocal warm ups play a vital role in the longevity of professional singers
- What is an appropriate vocal warm up?
- What elements are required for a successful vocal warm up?
- Students will also learn a series of vocal warm ups that will be used at the beginning of every class.

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on vocal pieces that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will research multiple reputable vocal music sources to create a report on appropriate vocal health & safety, what should be included in a vocal warm up, then explain why a vocal warm up is necessary (the science behind a warm up). Students will produce a step by step video of a warm up that is appropriate for a singer and then lead the class with their warm up.

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory, musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

**Unit 2: A Critical Look at Choral Music**

Students will explore the mechanics of advanced choral music. Taken from advanced music California State Standards.

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 5 on a scale of 1-6).
- 2.2 Sing music written in four parts with and without accompaniment.
- 2.3 Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1-6).

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on vocal pieces that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will work in groups of 4 on a single piece of music to be sang in class without accompaniment with four part harmonies.

Students will take notes and work on worksheets that support the music theory behind four part choral harmonies.

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory, musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

**Unit 3: Read and Notate Music**

Students will explore the mechanics of advanced music theory. Taken from advanced music California State Standards.

- 1.1 Read a vocal score and describe how the elements of music are used.



- 1.2 Transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2 on a scale of 1-6).
- 1.3 Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1-6).

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on vocal pieces that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will work on a solo vocal piece that is given aurally and will transcribe music.

Students will have a critical class discussion of how the elements of music are used within a vocal score.

Students will be tested on their ability and knowledge for sight reading music.

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory, musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

#### Unit 4: Analyze and Describe Music

Students will explore and research comparisons between varied music pieces using the California State Standards for the completed report.

- 1.4 Analyze and describe significant musical events perceived and remembered in a given aural example.
- 1.5 Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.
- 1.6 Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on

vocal pieces that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will complete a written five paragraph essay that compares and contrasts varying vocal music pieces using the three standards outlined by the State of California.

The class will be assigned small group, solo, or choral pieces that will include two contrasting works into a single performance. This performance will be completed in front of the class.

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory, musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

#### Unit 5: Compose, Arrange, and Improvise

Students will compose, arrange, and improvise various vocal music pieces using the California State Standards for the complete projects.

- 2.6 Compose music in distinct styles.
- 2.7 Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments, using appropriate ranges and traditional and nontraditional sound sources.
- 2.8 Create melodic and rhythmic improvisations in a style or genre within a musical culture (e.g., gamelan, jazz, and mariachi).

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on vocal pieces that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Expanding on the knowledge of music theory, students will create an original vocal that they will present to the class. The piece should include the student as the solo vocalist and then add additional students as backup / choral vocals for their piece. When the student is presenting



the piece, they will verbally describe the inspiration behind the piece and identify the genre in which the piece was created.

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory, musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

#### Unit 6: Professional Vocalists and Composers through History

Students will participate in a master class where a professional vocalist will have a question and answer session about the various factors involved in pursuing careers in music. Based on the California State Standards, students will also cover the following standards:

- 3.1 Analyze how the roles of musicians and composers have changed or remained the same throughout history.
- 3.2 Identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial).
- 3.3 Compare and contrast the social function of a variety of music forms in various cultures and time periods.
- 5.3 Identify and explain the various factors involved in pursuing careers in music.

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on vocal pieces that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will take part in a critical discussion of how musicians and composers have changed throughout history. A variety of documentary films will be introduced to the class for students to take notes on regarding the history of singers and composers.

Students will work in small groups to create vocal works that will show a music form form a chosen culture and time period. All groups will perform in front of the class and then a juried discussion will take place to verbally compare and contrast the different group pieces.

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory,

musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

**Unit 7: Classical Music**

Students will be introduced to classical music. They will go through a brief history of classical vocal music including opera. Each student will be assigned a foreign classical piece that they will perform in front of the class for juried critique.

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on vocal pieces that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will be introduced to classical music. They will go through a brief history of classical vocal music including opera. Each student will be assigned a foreign classical piece that they will perform in front of the class for juried critique. Students will use this classical piece in their audition portfolio.

Students will watch a variety of classical performances using YouTube and complete summaries and critical class discussions using the readings from "The History of Opera"

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory, musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

**Unit 8: Audition Techniques**

Students will research and take part in class discussion about various vocal audition techniques that are considered industry standards.

Students will take part in mock auditions and walk through various types of vocal auditions using the manual "How to Nail Your Audition" as a guideline

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on vocal pieces that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will prepare an audition binder and participate in a series of mock auditions.

Class will go over various audition techniques and research trends in auditions.

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory, musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

**Unit 9: Honors Capstone Project**

Students will break into small groups to prepare a performance that includes choral and solo singing pieces that intertwine. At least one piece will be Acapella and one part of the performance will include original composed work. Students will perform this piece in a recital at the end of the school year.

Students attend a compulsory lab class at least twice per week where students will participate and master various vocal techniques for 60 minutes. This vocal music lab class is an advanced class using a variety of vocal techniques in both choral and solo vocals. This class works on vocal pieces that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

The lab portion of the class will work on vocal techniques including warm up and advanced techniques in singing including - placement, support, breath, pitch, meter, music theory, musicality, and rhythm. Each month (unit) the class will work on specific techniques and will create a vocal piece that runs in congruence with what is taught during that unit.

An additional lab portion of the class will professionally perform 1 to 2 times per week on a touring music production group for about 32 weeks within the course.

**Honors Final Exam Details**

Students will be given a comprehensive final exam that will include a written exam (3-5 questions about each unit in the course).

Students will be required to sight read and sing Acapella a piece of music.

Students will sing a Classical solo audition piece.

Advanced Visual/Commercial Art: Art III

**Basic Course Information:**

**Title: Advanced Visual/Commercial Art: Art III**

Length of Course: Full Year

Subject Area: Visual & Performing Arts / Visual Arts

UC Honors Designation? No

Prerequisite: Audition

Co-requisites: None

Integrated (Academics / CTE): Yes

Grade Levels: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Important Course Information:**

\*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the [encorestudent.com](http://encorestudent.com) course description.

**CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art**

**Course Components:**

Students enrolled in this CTE course are required to complete three components

- Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)
- Advanced Visual/Commercial Art (Career Course/Online Navigation)
- AME Lab: Art III (In person lab class)

**Course Agenda:**

- Arts, Media, Entertainment – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.

- Advanced Visual/Commercial Art – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Art III– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

**CTE Completer Pathway: Visual/Commercial Art**

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III

and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts: <ul style="list-style-type: none"> <li>• Digital Animator</li> <li>• Artistic Director</li> <li>• Commercial Artist</li> <li>• Web Designer</li> <li>• Museum Curator</li> </ul>
Art III is designed for the students pursuing an art based college program or career as a visual artist. This course guides the students in portfolio development by advancing knowledge of technical skills and the elements and principles of art. Building on the foundations of Art I and Art II, students in this course will advance their knowledge of independent thinking and creativity, development of personal style and technique, as well as critical thinking skills through problem solving. Student will learn about gallery and public display of art through several exhibitions of their work. Written analysis and critique and public speaking about their work will allow students to learn to market themselves in the professional world. Visits to surrounding museums will also help the students understand the historical and cultural implications of the visual arts world.

## Advanced Visual/Commercial Art: Drawing & Painting III

<b>Basic Course Information:</b>
<b>Title: Advanced Visual/Commercial Art: Drawing &amp; Painting III</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Visual Arts
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Visual/Commercial Art (Career Course/Online Navigation)</li> <li>• AME Lab: Drawing &amp; Painting III(In person lab class)</li> </ul>
<b>Course Agenda:</b>



- Arts, Media, Entertainment – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.
- Advanced Visual/Commercial Art – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Drawing & Painting III– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

**CTE Completer Pathway: Visual/Commercial Art**

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.



<ul style="list-style-type: none"> <li>○ Students complete <u>Advanced Visual/Commercial Art</u> that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.</li> <li>○ Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.</li> </ul>
<p>When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:</p> <ul style="list-style-type: none"> <li>● Digital Animator</li> <li>● Artistic Director</li> <li>● Commercial Artist</li> <li>● Web Designer</li> <li>● Museum Curator</li> </ul>
<p>Artist in Drawing and Painting 3 will focus upon: Portfolio design, artistic style, and visual art presentation methods and techniques. Students are to create 10 professional quality artworks for their portfolio. Students will: research, plan, and develop visual imagery in their uniquely developed art styles.</p> <p>Students will incorporate many of the elements and principals of design into their advance level works. The focus upon Drawing and Painting 3 work will be upon quality and content and personal significance. The projects will be large scale and require a concentration upon a personal style and concentration upon a topic that links the artwork.</p> <p>Students are required to have a portfolio with an artist statement and a resume by the end of the school year. They are also required to enter their artwork in art competitions.</p>

### Advanced Visual/Commercial Art: Photo Lab

<b>Basic Course Information:</b>
<b>Title: Intermediate Visual/Commercial Art: Photo Lab</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Visual Arts
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>

**Important Course Information:**

\*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the [encorestudent.com](http://encorestudent.com) course description.

**CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art**

**Course Components:**

Students enrolled in this CTE course are required to complete three components

- Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)
- Advanced Visual/Commercial Art (Career Course/Online Navigation)
- AME Lab: Photo Lab I(In person lab class)

**Course Agenda:**

- Arts, Media, Entertainment – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.
- Advanced Visual/Commercial Art – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Photo Lab – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

**CTE Completer Pathway: Visual/Commercial Art**

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –

- Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
- Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Students in Photography III focus on portfolio development and further refinement of skills needed for careers in commercial photography, editing, and photojournalism. Students will begin to expand their own personal artistic style through individualized assignments, class critiques, and written self-reflection. Experimentation and creativity is encouraged at every level of design: conception, editing, and presentation. Written assessments on art intent will be evaluated, and students will engage in daily aesthetic valuing through verbal and short written response in class during discussions and lecture. For each art project, students will be required to analyze their art piece to see if he or she satisfies the project’s requirements and if viewers agree with the student’s findings. The criteria for these assessments is the following:

- Originality
- Performance
- Meaning and Function; synthesis of conceptual content, ability to solve formal and technical problems

- Technical and Media Skills; technical competence, appropriate use of media in relationship to intended expressive purposes of art work

## Advanced Visual/Commercial Art: Yearbook

<b>Basic Course Information:</b>
<b>Title: Advanced Visual/Commercial Art: Yearbook</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Visual Arts
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Visual/Commercial Art (Career Course/Online Navigation)</li> <li>• AME Lab: Yearbook (In person lab class)</li> </ul>
<b>Course Agenda:</b>
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Advanced Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Yearbook</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.</li> </ul>

**CTE Completer Pathway: Visual/Commercial Art**

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Yearbook is a year-long course designed to have students understand the role of visual art and design, and its impact on society and culture, particularly in publication mediums. The course will focus on students understanding a designer’s target audience and stimulating creativity through a variety of two-dimensional media. Then, students will apply this artistic process to create designs for the yearbook publication. Finally, they will maintain the integrity of design through the editing process, while collaborating and communicating with their colleagues on the yearbook staff. The assignments in the course will demonstrate a student’s ability to apply the principles of design and effectively communicate their message. Assignments will also have students process, respond to, and judge design worlds using their knowledge of the elements of art and the principles of design. Students will also have opportunity to apply skills in printing and money matters.

### Capstone Professional Music: Guitar IV

<b>Basic Course Information:</b>
<b>Title: Capstone Professional Music: Guitar IV</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 12th
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b>
<b>Course Components:</b> Students enrolled in this CTE course have already completed all three levels of Arts, Media, Entertainment and Introduction/Intermediate/Advanced Professional Music. This class is taken generally by seniors and includes three components. <ul style="list-style-type: none"> <li>• House Cord Certification</li> <li>• Masters Certification</li> <li>• AME LAB: Guitar IV</li> </ul> <b>This course is a CAPSTONE course and is generally taken as a deeper dive in technique after completing the regular three year pathway for Professional Music.</b>
<b>Course Agenda:</b> <ul style="list-style-type: none"> <li>• <u>House Cord Certification</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> </ul>

- Masters Certification – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Guitar IV– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

**CTE Completer Capstone: Professional Music**

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Inermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional



<p>Music courses while teaching rigorous technique needed to succeed within the career as a Musician.</p> <ul style="list-style-type: none"> <li>• Year 4 – Capstone             <ul style="list-style-type: none"> <li>○ The fourth year of the program is not required to complete a pathway, but can be used as a “deeper dive” into the techniques and strategies for this CTE program. Year 4 Capstones concentrate on preparing graduation certifications.</li> </ul> </li> </ul>
<p>When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:</p> <ul style="list-style-type: none"> <li>• Composer, Music Arranger, Conductor</li> <li>• Actor, Performing Artist</li> <li>• Singer, Dancer, Musician</li> <li>• Voiceover Artist, Narrator</li> </ul>
<p>This is a year-long course for proficient students, who have successfully completed Guitar Level III class or equivalent. The focus of the class will fall on building deeper understanding of the fingerboard, as well as mastering the early modes and tertian chords, to facilitate advanced improvisational skills. Fretboard visualization will be enhanced through learning and the practical application of various scale execution concepts, namely Segovian, CAGED, Zone and Three-notes-per-string systems. Further, students will be introduced to the modes generated by the major as well as the melodic minor scales and their use in improvisation. Students will learn to construct tall tertian block and arpeggiated chords – 9ths, 11ths and 13ths, and use various voicings in their playing and improvising. In terms of furthering their technique and note-reading skills, Guitar Level IV students will continue the path established in the previous three levels. They will practice note-reading over the ninth position and beyond. Fingerstyle, as well as directional alternate picking techniques, applied in scales and arpeggios will be performed at speeds above 140 bpm. Other techniques, such as tapping, pitch harmonics etc. will be used throughout their selected pieces. Students will learn how to arpeggiate short chord progressions using sweep-picking. In terms of repertoire, students will continue to develop varied solo program that incorporates, classical, flamenco, rock, blues, jazz as well as popular selections. They will also continue to participate in small and large ensembles. Special attention will be paid to collaborative work among students. An “Unplugged” Project will ask from them to research and create an acoustic arrangement for a small ensemble of a rock / pop selection. Career opportunities will be further explored through participation at various guitar festivals and forums, as well as through continued networking with active professionals in the music industry – performers, composers, luthiers etc.</p>

## Capstone Professional Music: Piano IV

<b>Basic Course Information:</b>
<b>Title: Capstone Professional Music: Piano IV</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No

Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 12th
<p><b>Important Course Information:</b></p> <p>*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.</p>
<p><b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b></p>
<p><b>Course Components:</b></p> <p>Students enrolled in this CTE course have already completed all three levels of Arts, Media, Entertainment and Introduction/Intermediate/Advanced Professional Music. This class is taken generally by seniors and includes three components.</p> <ul style="list-style-type: none"> <li>• House Cord Certification</li> <li>• Masters Certification</li> <li>• AME LAB: Piano IV</li> </ul> <p><b>This course is a CAPSTONE course and is generally taken as a deeper dive in technique after completing the regular three year pathway for Professional Music.</b></p>
<p><b>Course Agenda:</b></p> <ul style="list-style-type: none"> <li>• <u>House Cord Certification</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Masters Certification</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Piano IV</u>– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.</li> </ul>
<p><b>CTE Completer Capstone: Professional Music</b></p>
<p>The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.</p> <ul style="list-style-type: none"> <li>• Year 1 – <ul style="list-style-type: none"> <li>○ Students complete <u>Arts, Media, and Entertainment Level I</u> that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks</li> </ul> </li> </ul>

- Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Inermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 4 – Capstone
  - The fourth year of the program is not required to complete a pathway, but can be used as a “deeper dive” into the techniques and strategies for this CTE program. Year 4 Capstones concentrate on preparing graduation certifications.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This advanced level course for pianists offers students the opportunity to master the technical, creative, and expressive aspects of the piano. Students are assigned piano repertoire individually according to ability for preparation and performance. Repertoire is selected according to four main eras of Western classical music tradition: Baroque, Classical, Romantic

and Contemporary. Ensemble work is additionally assigned to students to re-enforce sight-reading ability, performance preparation and collaborative work with other musicians (vocalists and instrumentalists). Reading, listening assignments, analysis, and performance projects are incorporated into the curriculum. Students are required to participate in monthly department recitals and public performances during the holiday season and at the end of the academic year. Course content will provide opportunities for students to practice creating, performing, presenting, responding, critiquing, and networking. It will be aligned with the Visual and Performing Arts Content Standards for California Public Schools.

The following are the instructor’s major teaching method and types of assessments.

**Instructional Method**

1. Warm-ups
2. Technical requirements
3. Individual coaching
4. Modeling
5. Review recordings & videos
6. Lecture with discussion

**Assessment**

1. In-class performance & public recitals
2. Practice journal & self- assessment
3. Group / individual project
4. Theory quiz & Test
5. Portfolio

Intermediate Choreography: Circus Props II

<b>Basic Course Information:</b>
<b>Title: Intermediate Choreography: Circus Props II</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Dance
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes

Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<p><b>Important Course Information:</b> *Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet &amp; Lyrical Emphasis) go to the encestudent.com course descriptions.</p>
<p><b>CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography</b></p>
<p><b>Course Components:</b> Students enrolled in this CTE course are required to complete three components</p> <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Choreography (Career Course/Online Navigation)</li> <li>• AME Lab: Intermediate Choreography: Circus Props II (In person lab class)</li> </ul>
<p><b>Course Agenda:</b></p> <ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Advanced Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Circus Props II</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.</li> </ul>
<p><b>CTE Completer Pathway: Professional Dance/Choreography</b></p> <p>The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.</p> <ul style="list-style-type: none"> <li>• Year 1 – <ul style="list-style-type: none"> <li>○ Students complete <u>Arts, Media, and Entertainment Level I</u> that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks</li> <li>○ Students complete <u>Introduction to Professional Choreography</u> that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.</li> <li>○ Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.</li> </ul> </li> </ul>

- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

## Intermediate Dance/Choreography: Ballet & Lyrical II

### Basic Course Information:

**Title: Intermediate Dance/Choreography: Ballet & Lyrical II**

Length of Course: Full Year

Subject Area: Visual & Performing Arts / Dance

UC Honors Designation? No

Prerequisite: Audition

Co-requisites: None

Integrated (Academics / CTE): Yes

Grade Levels: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Important Course Information:**

\*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the [encorestudent.com](http://encorestudent.com) course descriptions.

**CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography**

**Course Components:**

Students enrolled in this CTE course are required to complete three components

- Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)
- Advanced Choreography (Career Course/Online Navigation)
- AME Lab: Ballet & Lyrical II (In person lab class)

**Course Agenda:**

- Arts, Media, Entertainment – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.
- Advanced Choreography – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Ballet & Lyrical II – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

**CTE Completer Pathway: Professional Dance/Choreography**

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –



- Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
- Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

### Intermediate Dance/Choreography: Men’s Ballet

<b>Basic Course Information:</b>
<b>Title: Intermediate Dance/Choreography: Men’s Ballet</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Dance
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>

\*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the [encorestudent.com](http://encorestudent.com) course descriptions.

**CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography**

**Course Components:**

Students enrolled in this CTE course are required to complete three components

- Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)
- Advanced Choreography (Career Course/Online Navigation)
- AME Lab: Intermediate Choreography: Men’s Dance (In person lab class)

**Course Agenda:**

- Arts, Media, Entertainment – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.
- Advanced Choreography – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Men’s Ballet – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

**CTE Completer Pathway: Professional Dance/Choreography**

The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –

<ul style="list-style-type: none"> <li>○ Students complete <u>Arts, Media, and Entertainment Level II</u> that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.</li> <li>○ Students complete <u>Intermediate Professional Choreography</u> that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.</li> <li>○ Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.</li> </ul> <ul style="list-style-type: none"> <li>● Year 3 –             <ul style="list-style-type: none"> <li>○ Students complete <u>Arts, Media, and Entertainment Level III</u> that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.</li> <li>○ Students complete the <u>Advanced Professional Choreography</u> that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards</li> <li>○ Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.</li> </ul> </li> </ul>
<p>When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:</p> <ul style="list-style-type: none"> <li>● Composer, Music Arranger, Conductor</li> <li>● Actor, Performing Artist</li> <li>● Singer, Dancer, Musician</li> <li>● Voiceover Artist, Narrator</li> </ul>

## Intermediate Film/Video Production: Film II

<b>Basic Course Information:</b>
<b>Title: Intermediate Film/Video Production – Film II</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Interdisciplinary Arts
UC Honors Designation? No
Prerequisite: Film I / Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>

**Important Course Information:**

\*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the [encorestudent.com](http://encorestudent.com) course descriptions.

**CTE PATHWAY: 113 (Production and Managerial Arts) Sub-Pathway: 113B Film/Video Production**

**Course Components:**

Students enrolled in this CTE course are required to complete two components

- Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)
- Intermediate Film/Video Production: Film II

**Course Agenda:**

- Arts, Media, Entertainment – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.
- Intermediate Film/Video Production: Film II –This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.

**CTE Completer Pathway: Production and Managerial Arts**

The CTE Completer Pathway for Production and Managerial Arts is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Film/Video Production that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.

- Students complete Intermediate Film/Video Production that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the Film/Video Production strand that reinforces career standards from both AME Level II and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Film/Video Production that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Film/Video Production strand that reinforces career standards from both AME Level III and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Production and Managerial Arts Pathway, students will have knowledge on how to enter the following fields in Production and Managerial Arts:

- Event Planner
- Producers/Directors for Theater, Television, Concerts, and Motion Picture
- Stage Manager / Production Manager
- Talent Management
- Theatrical and Broadcast Technician

In Film II, students come in with a solid foundation for visual storytelling, filming scenes, using DSLRs and camera equipment, and have a good grasp for Adobe Premiere editing software. In Film II, students are instructed on details and finesse in camera usage including setting all settings manually: Focus, aperture, white balance, and ISO. Students are also introduced to Adobe After Effects and Motion Graphic projects to expand their knowledge base. Students are taught multiple versions of audio recording and sound design to enhance projects. Students in Film II enter film competitions as assignments and are challenged with diverse types of visual presentations including: Trailers, Commercials, Public Service Announcements, Youtube-style Webisodes, and Short Films.

## Intermediate Media Arts – Publishing

**Basic Course Information:**

**Title: Intermediate Film/Video Production – Publishing**

Length of Course: Full Year

Subject Area: Visual & Performing Arts / Interdisciplinary Arts

UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<p><b>Important Course Information:</b>            *Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet &amp; Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.</p>
<p><b>CTE PATHWAY: 113 (Production and Managerial Arts) Sub-Pathway: 113C Multimedia Production</b></p>
<p><b>Course Components:</b>            Students enrolled in this CTE course are required to complete two components</p> <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Intermediate Film/Video Production: Film II</li> </ul>
<p><b>Course Agenda:</b></p> <ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Intermediate Media Arts: Publishing</u> –This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional publishing pathway.</li> </ul>
<p><b>CTE Completer Pathway: Production and Managerial Arts</b></p>
<p>The CTE Completer Pathway for Production and Managerial Arts is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.</p> <ul style="list-style-type: none"> <li>• Year 1 –           <ul style="list-style-type: none"> <li>○ Students complete <u>Arts, Media, and Entertainment Level I</u> that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks</li> <li>○ Students complete <u>Introduction to Media Arts</u> that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.</li> </ul> </li> <li>• Year 2 –</li> </ul>

<ul style="list-style-type: none"> <li>○ Students complete <u>Arts, Media, and Entertainment Level II</u> that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.</li> <li>○ Students complete <u>Intermediate Media Arts: Publishing</u> that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.</li> <li>● Year 3 –             <ul style="list-style-type: none"> <li>○ Students complete <u>Arts, Media, and Entertainment Level III</u> that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.</li> <li>○ Students complete <u>Advanced Media Arts</u> that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.</li> </ul> </li> </ul>
<p>When completing a Production and Managerial Arts Pathway, students will have knowledge on how to enter the following fields in Production and Managerial Arts:</p> <ul style="list-style-type: none"> <li>● Event Planner</li> <li>● Producers/Directors for Theater, Television, Concerts, and Motion Picture</li> <li>● Stage Manager / Production Manager</li> <li>● Talent Management</li> <li>● Theatrical and Broadcast Technician</li> </ul>
<p>Using knowledge gained from photo and writing classes, students will learn how to create various types of published materials throughout the course. Students will learn about design elements and different types of mediums used for advertising with a basis in photography, text, and design. Students will use a variety of graphic programs and will work toward Adobe Certification while taking part in this course. Students will earn an Adobe Credential as an Adobe Certified Associate (ACA).</p> <p>Some Projects include:</p> <ul style="list-style-type: none"> <li>● advertising trifold</li> <li>● quarterly newspaper</li> <li>● annual yearbook</li> <li>● postcard</li> <li>● business card</li> <li>● Aid in the publication of a professional magazine</li> </ul>

## Intermediate Professional Music: Chamber Choir

<b>Basic Course Information:</b>
<b>Title: Intermediate Professional Music: Chamber Choir</b>
Length of Course: Full Year



Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b> *Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b>
<b>Course Components:</b> Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Intermediate Professional Music (Career Course/Online Navigation)</li> <li>• AME Lab: Chamber Choir (In person lab class)</li> </ul>
<b>Course Agenda:</b> <ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Chamber Choir</u>– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.</li> </ul>
<b>CTE Completer Pathway: Professional Music</b>
The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards. <ul style="list-style-type: none"> <li>• Year 1 – <ul style="list-style-type: none"> <li>○ Students complete <u>Arts, Media, and Entertainment Level I</u> that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks</li> <li>○ Students complete <u>Introduction to Professional Music</u> that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.</li> </ul> </li> </ul>

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Chamber Choir is an open course for students who qualify for advanced music instruction through audition. This course is designed to increase the vocal skill and performance levels of each student and to develop aesthetic and cultural values through critical listening, music theory, and sight singing. Students will sing a wide range of literature from a variety of time periods, languages, cultures and styles. Students will perform medium to difficult, high school choral literature for performances in concerts and festivals. Emphasis will be placed on small ensemble One-Voice-per-Part a cappella material including jazz and madrigal selections. From the study of these various styles, students will attain enhanced awareness of the history and events surrounding the development of choral literature.

**Chamber Choir** – an advanced, mixed-voice, small ensemble consisting of auditioned students. Selected students will need: strong musicianship, good vocal tone, strong sense of pitch, strong soloing ability, and a developing-strong vocal improvisation ability. This ensemble will focus on 4-8 part selections, soloing, vocal improvisation, and a cappella vocal styles. Performance demands are high for this group including community shows, competitions, festivals, and performance tours. Musical repertoire will include vocal jazz, traditional and contemporary a cappella selections. This ensemble is ideal for students seeking to continue in pursuit of a collegiate music degree. Concurrent enrollment in Concert Choir is required. Purchase of performance uniform is required. Prerequisite: 1 year, Concert Choir (recommended). Auditions are held at the end of each school year.

## Intermediate Professional Music: Concert Band

<b>Basic Course Information:</b>
<b>Title: Intermediate Professional Music: Concert Band</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Intermediate Professional Music (Career Course/Online Navigation)</li> <li>• AME Lab: Concert Band (In person lab class)</li> </ul>
<b>Course Agenda:</b>
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> </ul>

- Intermediate Professional Music – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Concert Band– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

**CTE Completer Pathway: Professional Music**

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional

<p>Music courses while teaching rigorous technique needed to succeed within the career as a Musician.</p>
<p>When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:</p> <ul style="list-style-type: none"> <li>• Composer, Music Arranger, Conductor</li> <li>• Actor, Performing Artist</li> <li>• Singer, Dancer, Musician</li> <li>• Voiceover Artist, Narrator</li> </ul>
<p>This course is designed to develop the skills and knowledge that will enhance understanding and enjoyment of music. The course is for those who have an adequate command of their instrument: flute, clarinet, bass clarinet, oboe, alto saxophone, tenor saxophone, baritone saxophone, bassoon, trumpet, horn, trombone, tuba, or percussion. Aside from advancing the techniques and intricacies of each instrument, the students will review and continue building upon their foundation of music theory through which they will begin to aesthetically value the aural art. By the end of the school year, each student should be prepared to enter the advanced level band, playing medium-easy to advanced level music.</p> <p>Concert Band is meant for students who have satisfactorily completed the Beginning Band course to advance a student in music, theory, and performance. Students will be able to identify and notate music and perform on an instrument with an intermediate to advanced degree of musicianship. The students in this class will have an acceptable command of their instrument. They will also have to be able to read music fluently to take part in this class. Students will not have to write fingerings for their music as it should be fluently understood by this point. Students will perform in large group settings but also be required to play solo and ensemble music.</p>

## Intermediate Professional Music: Concert Band

<b>Basic Course Information:</b>
<b>Title: Intermediate Professional Music: Concert Band</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes

Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<p><b>Important Course Information:</b>          *Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.</p>
<b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b>
<p><b>Course Components:</b>          Students enrolled in this CTE course are required to complete three components</p> <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Intermediate Professional Music (Career Course/Online Navigation)</li> <li>• AME Lab: Concert Band (In person lab class)</li> </ul>
<p><b>Course Agenda:</b></p> <ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Concert Band</u>– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.</li> </ul>
<b>CTE Completer Pathway: Professional Music</b>
<p>The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.</p> <ul style="list-style-type: none"> <li>• Year 1 –             <ul style="list-style-type: none"> <li>○ Students complete <u>Arts, Media, and Entertainment Level I</u> that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks</li> <li>○ Students complete <u>Introduction to Professional Music</u> that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.</li> <li>○ Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.</li> </ul> </li> <li>• Year 2 –</li> </ul>



- Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
- Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This course is designed to develop the skills and knowledge that will enhance understanding and enjoyment of music. The course is for those who have an adequate command of their instrument: flute, clarinet, bass clarinet, oboe, alto saxophone, tenor saxophone, baritone saxophone, bassoon, trumpet, horn, trombone, tuba, or percussion. Aside from advancing the techniques and intricacies of each instrument, the students will review and continue building upon their foundation of music theory through which they will begin to aesthetically value the aural art. By the end of the school year, each student should be prepared to enter the advanced level band, playing medium-easy to advanced level music.

Concert Band is meant for students who have satisfactorily completed the Beginning Band course to advance a student in music, theory, and performance. Students will be able to identify and notate music and perform on an instrument with an intermediate to advanced degree of musicianship. The students in this class will have an acceptable command of their instrument. They will also have to be able to read music fluently to take part in this class. Students will not have to write fingerings for their music as it should be fluently understood by



this point. Students will perform in large group settings but also be required to play solo and ensemble music.

## Intermediate Professional Music: Concert Choir

<b>Basic Course Information:</b>
<b>Title: Intermediate Professional Music: Concert Choir</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Intermediate Professional Music (Career Course/Online Navigation)</li> <li>• AME Lab: Concert Choir (In person lab class)</li> </ul>
<b>Course Agenda:</b>
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Concert Choir</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.</li> </ul>

**CTE Completer Pathway: Professional Music**

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

**Concert Choir** – an advanced, mixed-voice choir consisting of auditioned students. These select students will need: strong musicianship, strong vocal tone, strong sense of pitch, and a developing-strong soloing ability. This ensemble will focus on 4-part (with divisi) selections, soloing, and advanced music theory concepts. Performance demands are high for this group including community shows, competitions, festivals, and performance tours. Musical repertoire will cover a wide breadth of material including: contemporary jazz, classical and a cappella with an emphasis on multi-language selections including choral masterworks and contemporary choral literature. This ensemble is ideal for students seeking to continue in pursuit of a collegiate music degree. Purchase of performance uniform is required. Prerequisite: 1 year, Beginning Choir (recommended). Auditions are held at the end of each school year.

Concert Choir is an open course for students who qualify for advanced music instruction through audition. This course is designed to increase the vocal skill and performance levels of each student and to develop aesthetic and cultural values through critical listening, music theory, and sight singing. Students will sing a wide range of literature from a variety of time periods, languages, cultures and styles. Students will perform medium to difficult, high school choral literature for performances in concerts and festivals. From the study of these various styles, students will attain enhanced awareness of the history and events surrounding the development of choral literature.

## Intermediate Professional Music: Guitar II

<b>Basic Course Information:</b>
<b>Title: Intermediate Professional Music: Guitar II</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b>
<b>Course Components:</b>

Students enrolled in this CTE course are required to complete three components

- Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)
- Intermediate Professional Music (Career Course/Online Navigation)
- AME Lab: Guitar II (In person lab class)

**Course Agenda:**

- Arts, Media, Entertainment – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.
- Intermediate Professional Music – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Guitar II – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

**CTE Completer Pathway: Professional Music**

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional

Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This year-long course is intended for students, who have successfully completed Guitar Level I class or equivalent. They will learn to identify and solve problems associated with playing the guitar at the early-intermediate level. The course will expand on many of the topics introduced in Guitar Level I class, as well as add new ones. Chord study will integrate the use of Barre chords and the fingerstyle technique will incorporate the use of the “a” finger in scales as well as increased complexity of arpeggio patterns. The alternate picking will expand beyond the adjacent strings and new left-hand techniques, such as slides and bends, as well as beyond the basic hammer-ons and pull-offs, will be added to their toolbox. Students will develop their note-reading skills of the notes on the 5<sup>th</sup> – 8<sup>th</sup> frets and will be able to identify and analyze more complex musical forms and structures. They will further their agility as performers in a solo, chamber and large ensemble settings, adding more nuances to their dynamics, articulations and expressive devices and expanding their knowledge of styles pertinent to the guitar. Students will continue to develop their critical listening skills and learn to apply their observations of others in their own performances.

As part of the class, students will research and create a presentation on the life and artistic achievements of a prominent musician and analyze their direct influence on the student’s own life experiences. They will trace his/her professional development and will use that to explore pathways for their possible personal professional development. Continued exploration of career opportunities associated with the guitar will also be enhanced through introducing students to active professionals in the music industry – performers, composers, luthiers etc.

Intermediate Professional Music: Piano II

<b>Basic Course Information:</b>	
<b>Title:</b>	<b>Intermediate Professional Music: Piano II</b>
Length of Course:	Full Year
Subject Area:	Visual & Performing Arts / Music
UC Honors Designation?	No
Prerequisite:	Audition
Co-requisites:	None
Integrated (Academics / CTE):	Yes
Grade Levels:	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.	
<b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b>	
<b>Course Components:</b>	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Intermediate Professional Music (Career Course/Online Navigation)</li> <li>• AME Lab: Piano II (In person lab class)</li> </ul>	
<b>Course Agenda:</b>	
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Piano II</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.</li> </ul>	
<b>CTE Completer Pathway: Professional Music</b>	
The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.	
<ul style="list-style-type: none"> <li>• Year 1 –</li> </ul>	

- Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
- Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This course was designed to expose students to the expressive aspects of piano performances as well as gaining solid keyboard techniques. Students will increase their musical understanding by reviewing fundamental keyboard concepts covered in the Piano I class (i.e. note identification on the staff & keyboard, Major & Minor 5 finger scales, and basic rhythm counting) while focusing on sight-reading skills, key signature identification, and ear-training.



Students acquire the language of music, including intervals, chords, scales, articulation, and dynamics.

They are required to practice tremolo scales and 24 Major & Minor scales in varied rhythmic combination to increase the muscular agility, firm touch, & flexibility of their hands. Repertoire will vary from Baroque to contemporary in solo and ensemble pieces, mostly for 4 hands. Course content will provide opportunities for students to practice performing, presenting, critiquing, and networking. It will be aligned with both the Visual and Performing Arts Content Standards for California Public Schools and the objective of preparing students to participate in the social, cultural, and intellectual interplay among people of differing cultural backgrounds and national origins.

The followings are the instructor’s major teaching method and types of assessments.

**Instructional Method**

1. Group Practice: Scales & chords
2. Individual coaching
3. Modeling
4. Review recordings

**Assessment**

1. In-class performance & Public recitals
2. Practice journal & self- assessment
3. group / individual presentation
4. Fundamental music theory/ Vocabulary tests
5. Portfolio

Intermediate Professional Music: Strings

<b>Basic Course Information:</b>
<b>Title: Intermediate Professional Music: Strings</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>

**Important Course Information:**

\*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the [encorestudent.com](http://encorestudent.com) course description.

**CTE Pathway: 112 Performing Arts, 112B Professional Music**

**Course Components:**

Students enrolled in this CTE course are required to complete three components

- Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)
- Intermediate Professional Music (Career Course/Online Navigation)
- AME Lab: Strings (In person lab class)

**Course Agenda:**

- Arts, Media, Entertainment – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.
- Intermediate Professional Music – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Strings – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

**CTE Completer Pathway: Professional Music**

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –

- Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
- Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Intermediate Strings is meant for students who have satisfactorily completed the Beginning Strings course to advance a student in music, theory, and performance. Students will be able to identify and notate music and perform on an instrument with an intermediate to advanced degree of musicianship. The students in this class will have an acceptable command of their instrument: violin, viola, cello or bass. They will also have to be able to read music fluently to take part in this class. Students will not have to write fingerings for their music as it should be fluently understood by this point. Students will perform in large group settings but also be required to play solo and ensemble music.

This course is designed to develop the skills and knowledge that will enhance understanding and enjoyment of music. The course is for those who have an adequate command of their instrument: violin, viola, cello, or bass. Aside from advancing the techniques and intricacies of each instrument, the students will review and continue building upon their foundation of music theory through which they will begin to aesthetically value the aural art. By the end of the

school year, each student should be prepared to enter the advanced level orchestra, playing medium-easy to advanced level music.

## Intermediate Professional Music: Symphony Orchestra

<b>Basic Course Information:</b>
<b>Title: Intermediate Professional Music: Symphony Orchestra</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Intermediate Professional Music (Career Course/Online Navigation)</li> <li>• AME Lab: Symphony Orchestra (In person lab class)</li> </ul>
<b>Course Agenda:</b>
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Symphony Orchestra</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts</li> </ul>

pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

**CTE Completer Pathway: Professional Music**

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician

- Voiceover Artist, Narrator

In Chamber Orchestra, advanced string players perform the best orchestral literature with string and full orchestras. This course challenges music students interested in the finest concert performance and is strongly recommended for students who plan to major in music. The orchestra learns standard orchestral works as performed by leading professional orchestras, including music of all periods and styles. The orchestra performs several concerts a year and participates in district and regional music festivals and all-state orchestra.

Chamber Orchestra is meant to expand a student's knowledge of Music, Theory, and performance. Students will be able to identify and notate music and perform on an instrument with a high degree of musicianship. Students will perform in large group settings but also be required to play solo and ensemble music. Advancing composition, theory, and sight singing are an integral part of all student training.

## Intermediate Professional Theatre: Acting II

### Basic Course Information:

**Title: Advanced Dance/Choreography: Jazz III**

Length of Course: Full Year

Subject Area: Visual & Performing Arts / Dance

UC Honors Designation? No

Prerequisite: Audition

Co-requisites: None

Integrated (Academics / CTE): Yes

Grade Levels: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

### Important Course Information:

\*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the [encorestudent.com](http://encorestudent.com) course description.

### Course Description:

Ballet and Lyrical III expands on the technique and application of classical ballet based on the concepts explored in Ballet II. Students will improve their understanding of body alignment, flexibility, physical and spatial awareness as well as musicality and coordination. The lecture component of this course covers the historical and cultural implications of classical ballet. Class discussions on analysis, physical safety, injury prevention and terminology including dance medicine, kinesiology and anatomy. The physical portion of this class focuses on barre, center and across the floor combinations. The end of this course culminates in full length routines that incorporate all of the learned techniques and is individualized to the talent and work ethic of the individual student.

Intermediate Visual/Commercial Art: Drawing & Painting II

<b>Basic Course Information:</b>
<b>Title: Intermediate Visual/Commercial Art: Drawing &amp; Painting II</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Visual Arts
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Visual/Commercial Art (Career Course/Online Navigation)</li> <li>• AME Lab: Drawing &amp; Painting II(In person lab class)</li> </ul>
<b>Course Agenda:</b>
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Advanced Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Drawing &amp; Painting II</u>– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.</li> </ul>
<b>CTE Completer Pathway: Visual/Commercial Art</b>
The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.



- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist. Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Artists in Drawing and Painting one will focus upon Visual Art presentation methods and techniques. Students are to create 10 to 14 professional quality artworks for their Art Portfolio. Students will: research, plan, and develop visual imagery in their uniquely developed Art Styles. Methods of: documentation, presentation, verbal and written communication, and portfolio design will be a key goal. Students will explore elements of drawing and painting through use of

different techniques, styles and materials. This course emphasizes illustration not only as an art form and means of personal expression, but also as a way to increase visual literacy; understanding what and how we see the world around us.

## Intermediate Visual/Commercial Art: Art II

<b>Basic Course Information:</b>
<b>Title: Intermediate Visual/Commercial Art: Art II</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Visual Arts
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Visual/Commercial Art (Career Course/Online Navigation)</li> <li>• AME Lab: Art II(In person lab class)</li> </ul>
<b>Course Agenda:</b>
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Advanced Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Art II</u>– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.</li> </ul>
<b>CTE Completer Pathway: Visual/Commercial Art</b>

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Art II builds on the foundational elements of Art I by exploring drawing, conceptual design, painting and color theory on a deeper level. Lessons based on artistic perception, creative expression and the

historical and cultural impact of the visual arts world meet the five areas of the visual arts standards. Elements of art and design (line, color, shape/form texture, value and space) and the principles of art and design (balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation and unity). Historical and cultural contexts will be applied with attention to analysis, interpretation, and judgment of student work as well as appreciation of art works from other cultures and times.

## Intermediate Visual/Commercial Art: Mural Design

<b>Basic Course Information:</b>
<b>Title: Intermediate Visual/Commercial Art: Mural Design</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Visual Arts
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Visual/Commercial Art (Career Course/Online Navigation)</li> <li>• AME Lab: Art II(In person lab class)</li> </ul>
<b>Course Agenda:</b>
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Advanced Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Mural Design</u>– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts</li> </ul>

pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

**CTE Completer Pathway: Visual/Commercial Art**

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer

- Museum Curator

Mural Design is a course that expands student creative expression, artistic perception, collaboration and leadership skills, and social application of art in profound ways. Each quarter is divided into intensive investigations and applications of the mural creating process, which includes building fine arts skills, finding individual and collective artistic voice, creating and defending work at a public exhibition, and collaborating in groups to execute both interior and exterior murals. Students will study techniques in drawing and painting, beginning the year with human portraiture, then transition into small group paintings on wooden panels that will be housed in a public venue for exhibition, and finally work together in larger groups to create different mural paintings for the school and neighborhood communities to engage with. Each production of art includes an elaborate artist statement written by each student to explain the meaning of the work, make connections to other influences and artistic movements, and help express personal beliefs and ideas on greater social issues.

## Intermediate Visual/Commercial Art: Photo II

<b>Basic Course Information:</b>
<b>Title: Intermediate Visual/Commercial Art: Photo II</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Visual Arts
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Visual/Commercial Art (Career Course/Online Navigation)</li> <li>• AME Lab: Photo II (In person lab class)</li> </ul>
<b>Course Agenda:</b>
<ul style="list-style-type: none"> <li>• <i>Arts, Media, Entertainment</i> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> </ul>



- Intermediate Visual/Commercial Art – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Photo II – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

**CTE Completer Pathway: Visual/Commercial Art**

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III



and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts: <ul style="list-style-type: none"> <li>• Digital Animator</li> <li>• Artistic Director</li> <li>• Commercial Artist</li> <li>• Web Designer</li> <li>• Museum Curator</li> </ul>
Digital Photography is a yearlong course that focuses on understanding the basic operations and functions of a digital single lens reflex (DSLR) camera and the manipulation of its settings to achieve a specific result. Students will learn about photographic elements of art and principles of design, composition, and lighting. They will explore the history of photography, learning about its scientific and technological developments, important innovators in the field, and relevance within diverse cultural contexts. Students will write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own and others work. Students will learn image techniques and digital manipulation using Adobe Photoshop teaching them how to archive, organize and optimize their photographs for print or web purposes. Students will learn how to manage and creatively alter digital images as well as critically analyze the use of visual media as a means of communication in our society today. They will be provided a greater level of autonomy, expected to pursue their own interests and develop an individual voice. Students will explore the significance of photography within the larger context of the art world, and learn about the critical and varied application it has to the modern working world.

## Intermediate Visual/Commercial Art: Sculpture II

<b>Basic Course Information:</b>
<b>Title: Intermediate Visual/Commercial Art: Sculpture II</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Visual Arts
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art</b>
<b>Course Components:</b>

Students enrolled in this CTE course are required to complete three components

- Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)
- Advanced Visual/Commercial Art (Career Course/Online Navigation)
- AME Lab: Sculpture II(In person lab class)

**Course Agenda:**

- Arts, Media, Entertainment – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.
- Advanced Visual/Commercial Art – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Sculpture II– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

**CTE Completer Pathway: Visual/Commercial Art**

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II

and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Sculpture II has the students work in depth on the three-dimensional concepts of space, line, form, mass, surface, and scale. The course builds on a student’s experience with sculptural materials as they develop their concepts in a range of three-dimensional media. The art works are expected to be on a larger scale and reference the space in which they are displayed. Concepts used by sculptors from the 20<sup>th</sup> and 21<sup>st</sup> centuries are referenced. All assignments culminate with written evaluations, class critiques, and displays of the work throughout the campus.

## Introduction to Arts, Media, and Entertainment

<b>Basic Course Information:</b>
<b>Title: Arts, Media, Entertainment Level I</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Dance
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>

\*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the [encorestudent.com](http://encorestudent.com) course description.

**Course Description:**

This course is for all Level I Arts Careers students in the area of Arts, Media, and Entertainment. This course covers the career connections to the beginning level lab work that will be completed in their Level I class. This course is offered as one of three in the completer series that completes the 11 Anchor Standards for Arts, Media, and Entertainment. AME Level I is taken in conjunction with a level I arts course in the Arts, Media, Entertainment CTE pathway.

**Unit 1: Arts, Media, and Entertainment**

In this unit, students will go over what the California standards are for CTE Model Curriculum. They will take a look at all four career pathways as an overview into Arts, Media and Entertainment. Within this exploration, students will define careers and goals for all four career pathways within the Arts, Media, and Entertainment realm.

1. Students will watch six different documentaries chronicling what careers are available in each pathway.
2. Students will write four three paragraph essays about a job associated with each pathway strand.
3. Students will take a final exam.

**Unit 2: Communication**

This section will cover the standards from 2.0 Communications - Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

1. Students will watch three different documentaries about effective communication, improvement of communication skills, sender/receiver communication, and barriers to effective communication.
2. Students will read two short Ebooks about sender/receiver communication and barriers to accurate and appropriate communication.
3. Students will complete one questionnaire about sender/receiver communication using Abbot and Costello's "Who's on First" skit as the reference.
4. Students will complete an assignment where they write and record two scripts: one showing effective communication and one showing ineffective communication.

5. Students will complete a project that discusses the barriers to good communication.
6. Students take a final exam.

**Unit 3: Career Planning and Management**

Standards 3.0 - Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

1. Students will watch three different documentaries about career planning.
2. Students will complete a career personality profiler.
3. Students will write a 3-5 paragraph essay about the results of the career profiler.
4. Students complete a project using technology to create a career planning road map.
5. Students take a final exam.

**Unit 4: Technology Communication**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with WS 11-12.6)

1. Students will watch three documentaries about technology, plagiarism, and writing introduction letters for resumes.
2. Students will read an Ebook on plagiarism.
3. Students will take part in an online assignment that defines plagiarism.
4. Students will complete an interactive assignment on how to Google responsibly.
5. Students will write an introduction letter for an email resume.
6. Students take a final exam.

**Unit 5: Problem Solving and Critical Thinking**

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

1. Students will watch two documentaries about critical thinking and how to ask questions.
2. Students complete a 3-5 paragraph essay describing how critical thinking is used in their art form/pathway.

3. Students take a final exam.
<b>Unit 6: Health and Safety</b>
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)
<ol style="list-style-type: none"> <li>1. Students will watch two documentaries about MSDS and work safety.</li> <li>2. Students will write a short essay about the importance of MSDS in their field.</li> <li>3. Students will create an example business and as a boss, describe what the employees and clients do and what policies and regulations need to be put in place to keep everyone safe.</li> <li>4. Students share their example business in a presentation.</li> </ol>
<b>Unit 7: Responsibility and Flexibility</b>
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
<ol style="list-style-type: none"> <li>1. Students will watch three documentaries about banking, money, and personal finance.</li> <li>2. Students will write an essay about how banks and credit cards are important to business owners.</li> <li>3. Students will ask an adult about advice on how to take care of money as an adult.</li> <li>4. Students will create spreadsheets on items/services that could be revenue streams for their example business.</li> <li>5. Students will take part in a group discussion where they will report the outcomes of the discussion. The discussion will include: how financial management impacts a community, why accountability is important in the workplace, what is flexibility is and why it is important as an employee/employer, and what happens if you don't pay your bills on time.</li> <li>6. Students will take a final exam.</li> </ol>
<b>Unit 8: Ethics and Legal Responsibilities</b>
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)
<ol style="list-style-type: none"> <li>1. Students will watch two documentaries about quality assurance and legal rights/responsibilities.</li> <li>2. Students will have two documents to read about "best practices" and "quality assurance" within two separate arts pathways (dance and film)</li> <li>3. Students will complete an assignment on how to define "quality assurance" in a business and will practice creating their own "quality assurance" plan and statement.</li> </ol>

<ol style="list-style-type: none"> <li>4. Students will work in a small group to create an example business and the "Best practices" guidelines page for that business.</li> <li>5. In a small group, students will discuss and report out the results of their discussion about ethics and legal rights within Arts, Media, and Entertainment.</li> </ol>
<b>Unit 9: Leadership and Teamwork</b>
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations. (Direct alignment with SLS 11-12.1b)
<ol style="list-style-type: none"> <li>1. Students will watch two documentaries/video shorts to determine good leadership and teamwork qualities.</li> <li>2. Using a cartoon short from "Madagascar" students will write a short essay to determine whether or not the penguin was a good leader and why.</li> <li>3. Students will read a magazine article from Forbes talking about the 8 essential qualities of leadership.</li> <li>4. Students will take a personal quiz that rates their importance of the 8 essential qualities of leadership.</li> <li>5. Students will read an Ebook about the importance of leadership and collaboration.</li> <li>6. Students will complete a project collaboration with a small group of students.</li> </ol>
<b>Unit 10: Technical Knowledge and Skills</b>
Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
<ol style="list-style-type: none"> <li>1. Students will watch a documentary short on terminology.</li> <li>2. Students will create and define a glossary for their arts pathway.</li> <li>3. Students will create a final unit exam for their terminology glossary.</li> </ol>
<b>Unit 11: Final Project: Demonstration and Application</b>
Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.
<ol style="list-style-type: none"> <li>1. Students will watch a "how to" video on how to create an arts portfolio website.</li> <li>2. Students will create an arts portfolio website based on their own arts pathway.</li> </ol>



Introduction to Choreography: Aerialist I

<b>Basic Course Information:</b>	
<b>Title: Introduction to Choreography: Aerialist I</b>	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Dance	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	
<b>Important Course Information:</b>	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.	
<b>CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography</b>	
<b>Course Components:</b>	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Introduction to Choreography (Career Course/Online Navigation)</li> <li>• AME Lab: Aerialist I (In person lab class)</li> </ul>	
<b>Course Agenda:</b>	
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Introduction to Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Aerialist I</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.</li> </ul>	
<b>CTE Completer Pathway: Professional Dance/Choreography</b>	
The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.	
<ul style="list-style-type: none"> <li>• Year 1 –</li> </ul>	

- Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
- Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Introduction to Choreography: Circus

<b>Basic Course Information:</b>	
<b>Title: Introduction to Choreography: Circus</b>	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Dance	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	
<b>Important Course Information:</b>	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.	
<b>CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography</b>	
<b>Course Components:</b>	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Introduction Choreography (Career Course/Online Navigation)</li> <li>• AME Lab: Circus Arts I (In person lab class)</li> </ul>	
<b>Course Agenda:</b>	
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Introduction to Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Circus Arts I</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.</li> </ul>	
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<ul style="list-style-type: none"> <li>• Year 1 –</li> </ul>	

- Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
- Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Introduction to Choreography: Circus Props I

<b>Basic Course Information:</b>	
<b>Title: Introduction to Choreography: Circus Props I</b>	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Dance	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	
<b>Important Course Information:</b>	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.	
<b>CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography</b>	
<b>Course Components:</b>	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Introduction to Choreography (Career Course/Online Navigation)</li> <li>• AME Lab: Circus Props I (In person lab class)</li> </ul>	
<b>Course Agenda:</b>	
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Introduction to Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Circus Props I</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.</li> </ul>	
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<ul style="list-style-type: none"> <li>• Year 1 –</li> </ul>	

- Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
- Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

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- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Introduction to Dance/Choreography: Ballet & Lyrical I

<b>Basic Course Information:</b>	
<b>Title: Introduction to Dance/Choreography: Ballet &amp; Lyrical I</b>	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Dance	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	
<b>Important Course Information:</b>	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.	
<b>CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography</b>	
<b>Course Components:</b>	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Introduction to Choreography (Career Course/Online Navigation)</li> <li>• AME Lab: Ballet &amp; Lyrical I (In person lab class)</li> </ul>	
<b>Course Agenda:</b>	
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Introduction to Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Ballet &amp; Lyrical I</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.</li> </ul>	
<b>CTE Completer Pathway: Professional Dance/Choreography</b>	
The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.	
<ul style="list-style-type: none"> <li>• Year 1 –</li> </ul>	



- Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
- Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

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- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Introduction to Dance/Choreography: Jazz I

<b>Basic Course Information:</b>	
<b>Title: Introduction to Dance/Choreography: Jazz I</b>	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Dance	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	
<b>Important Course Information:</b>	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.	
<b>CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography</b>	
<b>Course Components:</b>	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Introduction to Choreography (Career Course/Online Navigation)</li> <li>• AME Lab: Jazz I (In person lab class)</li> </ul>	
<b>Course Agenda:</b>	
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Introduction to Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Jazz I</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.</li> </ul>	
<b>CTE Completer Pathway: Professional Dance/Choreography</b>	
The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.	
<ul style="list-style-type: none"> <li>• Year 1 –</li> </ul>	

- Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
- Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Introduction to Dance/Choreography: Men's Dance

<b>Basic Course Information:</b>
<b>Title: Introduction to Dance/Choreography: Men's Dance</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Dance
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.
<b>CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography</b>
<b>Course Components:</b> Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Introduction to Choreography (Career Course/Online Navigation)</li> <li>• AME Lab: Men's Dance (In person lab class)</li> </ul>
<b>Course Agenda:</b> <ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Introduction to Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Men's Dance</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.</li> </ul>
<b>CTE Completer Pathway: Professional Dance/Choreography</b>
The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready

practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Introduction to Dance/Choreography: Technique

<b>Basic Course Information:</b>
<b>Title: Introduction to Dance/Choreography: Technique</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Dance
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.
<b>CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography</b>
<b>Course Components:</b> Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Introduction Choreography (Career Course/Online Navigation)</li> <li>• AME Lab: Technique (In person lab class)</li> </ul>
<b>Course Agenda:</b> <ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Introduction to Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Technique</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.</li> </ul>
<b>CTE Completer Pathway: Professional Dance/Choreography</b>
The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready

practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator



Introduction to Dance/Choreography: Urban Dance (Hip Hop I)

<b>Basic Course Information:</b>
<b>Title: Introduction to Dance/Choreography: Urban Dance (Hip Hop I)</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Dance
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.
<b>CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography</b>
<b>Course Components:</b> Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Introduction to Choreography (Career Course/Online Navigation)</li> <li>• AME Lab: Urban Dance (In person lab class)</li> </ul>
<b>Course Agenda:</b> <ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Introduction to Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Urban Dance</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.</li> </ul>
<b>CTE Completer Pathway: Professional Dance/Choreography</b>
The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready

practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Choreography that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Introduction to Fashion Design: Costume I

<b>Basic Course Information:</b>	
<b>Title: Introduction to Fashion Design: Costume I</b>	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Visual Arts	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	
<b>Important Course Information:</b>	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.	
<b>CTE PATHWAY: 7800 / 7810 / 7811</b>	
<b>Course Components:</b>	
Students enrolled in this CTE course are required to complete two components	
<ul style="list-style-type: none"> <li>• Fashion and Interior Design (Global Course/Online Navigation/Project Based)</li> <li>• Introduction to Fashion Design: Costume I (Career Course/Online Navigation/ In person lab class)</li> </ul>	
<b>Course Agenda:</b>	
<ul style="list-style-type: none"> <li>• <u>Fashion and Interior Design</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Introduction to Fashion Design: Costume I</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Fashion and Interior Design standards that are listed under Fashion Design and Merchandising pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the fashion design pathway.</li> </ul>	
<b>CTE Completer Pathway: Fashion Design</b>	
The CTE Completer Pathway for Fashion Design and Merchandising is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.	
<ul style="list-style-type: none"> <li>• Year 1 – <ul style="list-style-type: none"> <li>○ Students complete <u>Fashion and Interior Design Level I</u> that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>○ Students complete <u>Introduction to Costume Design: Fashion</u> that covers 33% of the Fashion Design Pathway Standards as outlined in CCTEMC Standards.</li> <li>● Year 2 –             <ul style="list-style-type: none"> <li>○ Students complete <u>Fashion and Interior Design Level II</u> that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks</li> <li>○ Students complete <u>Intermediate Costume Design: Fashion</u> that covers 33% of the Fashion Design Pathway Standards as outlined in CCTEMC Standards.</li> </ul> </li> <li>● Year 3 –             <ul style="list-style-type: none"> <li>○ Students complete <u>Fashion and Interior Design Level III</u> that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks</li> <li>○ Students complete <u>Advanced Costume Design: Fashion</u> that covers 33% of the Fashion Design Pathway Standards as outlined in CCTEMC Standards.</li> </ul> </li> </ul>
<p>When completing a Fashion Design and Merchandising Pathway, students will have knowledge on how to enter the following fields in Fashion:</p> <ul style="list-style-type: none"> <li>● Display or Sales Associate</li> <li>● Merchandising Manager</li> <li>● Fashion Designer</li> <li>● Costume Design</li> <li>● Costumer</li> </ul>
<p>This course introduces the fundamentals of costuming, design and sewing. Students are taught the basics of sewing including sewing terms, parts of the sewing machine, how to use and trouble shoot simple problems with the sewing machine, sewing safety, how to create clothing, closures, pinning, cutting, textiles, patterns and pattern usage. Second semester focuses more on costuming and design. Students learn how to break down human body proportions using the eight heads high method for drawing the human form. Students learn how to design and create costumes inspired by character descriptions, influenced by geographical location, social and economic status, time period and mood. We focus on using color, texture, cut and style in our designs to convey information to the audience, building creativity and learning the human form and rules for design.</p>

## Introduction to Film/Video Production: Film

<b>Basic Course Information:</b>
<b>Title: Introduction to Film/Video Production: Film</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Interdisciplinary Arts
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes

Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<p><b>Important Course Information:</b> *Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.</p>
<p><b>CTE PATHWAY: 113 (Production and Managerial Arts) Sub-Pathway: 113B Film/Video Production</b></p>
<p><b>Course Components:</b> Students enrolled in this CTE course are required to complete two components</p> <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Introduction to Film/Video Production: Film</li> </ul>
<p><b>Course Agenda:</b></p> <ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Introduction to Film/Video Production: Film</u> –This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the Film/Video Production pathway.</li> </ul>
<p><b>CTE Completer Pathway: Production and Managerial Arts</b></p>
<p>The CTE Completer Pathway for Production and Managerial Arts is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.</p> <ul style="list-style-type: none"> <li>• Year 1 – <ul style="list-style-type: none"> <li>○ Students complete <u>Arts, Media, and Entertainment Level I</u> that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks</li> <li>○ Students complete <u>Introduction to Film/Video Production</u> that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.</li> <li>○ Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the <u>Film/Video Production</u> courses while teaching rigorous technique needed to succeed within the career as a choreographer.</li> </ul> </li> <li>• Year 2 –</li> </ul>

- Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
- Students complete Intermediate Film/Video Production that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the Film/Video Production strand that reinforces career standards from both AME Level II and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Film/Video Production that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Film/Video Production strand that reinforces career standards from both AME Level III and the Film/Video Production courses while teaching rigorous technique needed to succeed within the career as a Filmmaker.

When completing a Production and Managerial Arts Pathway, students will have knowledge on how to enter the following fields in Production and Managerial Arts:

- Event Planner
- Producers/Directors for Theater, Television, Concerts, and Motion Picture
- Stage Manager / Production Manager
- Talent Management
- Theatrical and Broadcast Technician

Film I is an Introduction to Film Production. Students will learn through direct instruction, demonstration by teacher, guest instructors and online video tutorials, the elements of dslr filmmaking. Students will learn camera shot types, like the wide shot, close up and extreme close up. They will also learn all different types of camera movement, including but not limited to panning, tilting and dolly zoom. Students will be instructed on the different functions of the dslr camera including aperture, shutter speed, iso, white balance and frame rate. Additionally students will learn about tripods, camera stabilizers and various other rigs. Students will learn the proper use of lights and microphones.

## Introduction to Media Arts – Radio

### Basic Course Information:

<b>Title: Intermediate Media Arts – Radio</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Interdisciplinary Arts
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b> *Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.
<b>CTE PATHWAY: 113 (Production and Managerial Arts) Sub-Pathway: 113C Multimedia Production</b>
<b>Course Components:</b> Students enrolled in this CTE course are required to complete two components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Intermediate Media Arts: Radio</li> </ul>
<b>Course Agenda:</b> <ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Intermediate Media Arts: Radio</u> –This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional media pathway.</li> </ul>
<b>CTE Completer Pathway: Production and Managerial Arts</b>
The CTE Completer Pathway for Production and Managerial Arts is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards. <ul style="list-style-type: none"> <li>• Year 1 – <ul style="list-style-type: none"> <li>○ Students complete <u>Arts, Media, and Entertainment Level I</u> that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks</li> <li>○ Students complete <u>Introduction to Media Arts</u> that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.</li> </ul> </li> <li>• Year 2 –</li> </ul>



- Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
- Students complete Intermediate Media Arts that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Media Arts that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

When completing a Production and Managerial Arts Pathway, students will have knowledge on how to enter the following fields in Production and Managerial Arts:

- Event Planner
- Producers/Directors for Theater, Television, Concerts, and Motion Picture
- Stage Manager / Production Manager
- Talent Management
- Theatrical and Broadcast Technician

This course works in conjunction with the IHeart Radio Network to produce, manage, and create content for the IHeart Radio High School station, Pirate Radio. This course also works to teach a variety of audible content that can be used as radio, podcast, and internet streaming. Students will work through a variety of jobs within a radio station and a variety of opportunities through audible entertainment. Class can be taken twice for course credit.

Students are required to work for two lab hours each week outside of the regular class to record content after school or during lunch.

Students have a variety of monthly responsibilities in this class:

- Edit eight songs each month to go into the Pirate Radio Library
- Create one 1-minute radio spot to go into rotation for three months
- Create one 5-minute radio show to go into rotation for two months
- Create one 15-minute radio show to go into rotation for one month
- Create one 2-minute news break to go into rotation for one month
- Create one 5-minute radio interview to into rotation for three months
- Create two literary podcasts over the course of the entire course
- Engineer and manage one live show per quarter

Introduction to Professional Music: Drum Line

<b>Basic Course Information:</b>	
<b>Title: Introduction to Professional Music: Drumline</b>	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Music	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	
<b>Important Course Information:</b>	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.	
<b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b>	
<b>Course Components:</b>	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Intermediate Professional Music (Career Course/Online Navigation)</li> <li>• AME Lab: Drumline (In person lab class)</li> </ul>	
<b>Course Agenda:</b>	
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Drumline</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.</li> </ul>	
<b>CTE Completer Pathway: Professional Music</b>	
The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.	
<ul style="list-style-type: none"> <li>• Year 1 –</li> </ul>	

- Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
- Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Percussion Ensemble is meant to introduce a student to music, theory, and performance. Students will be able to identify and notate music and perform on an instrument with a basic degree of musicianship. Students will perform in large group settings but also be required to play solo and ensemble music. Establishing composition, theory, and sight singing are an integral part of all student training.

This course is designed to develop the skills and knowledge that will enhance understanding and enjoyment of music. The course is for those who are embarking on a journey to learn the three specialties in the classical percussion family: keyboards, timpani, and auxiliary. Aside from the techniques and intricacies of the instruments, the students will establish a strong foundation of music theory through which they will begin to aesthetically value the aural art. By the end of the school year, each student should be comfortable playing the marimba, timpani, snare drum, bass drum, and various auxiliary percussion instruments (such as tambourine and triangle) and be able to play basic to intermediate level exercises and music.

## Introduction to Professional Music: High School Choir

<b>Basic Course Information:</b>
<b>Title: Introduction to Professional Music: High School Choir</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Intermediate Professional Music (Career Course/Online Navigation)</li> <li>• AME Lab: High School Choir (In person lab class)</li> </ul>
<b>Course Agenda:</b>
<ul style="list-style-type: none"> <li>• <i>Arts, Media, Entertainment</i> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> </ul>

- Intermediate Professional Music – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: High School Choir – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

**CTE Completer Pathway: Professional Music**

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional

Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts: <ul style="list-style-type: none"> <li>• Composer, Music Arranger, Conductor</li> <li>• Actor, Performing Artist</li> <li>• Singer, Dancer, Musician</li> <li>• Voiceover Artist, Narrator</li> </ul>
High School Choir is an entry level choral class for grades 9-12. The basics of choral singing are covered, including vocal technique, choral blend, balance, phrasing, dynamics and articulation as well as stage presence and performance etiquette. Students also learn how to sing their part with others in a multi-part choral setting. An eclectic variety of choral repertoire is covered from different style periods and genres. Rehearsals culminate in one or more public performances per year. Also emphasized is preparing for eligibility into advanced choirs.

## Introduction to Professional Music: Music Theory

<b>Basic Course Information:</b>
<b>Title: Introduction to Professional Music: Music Theory</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Introduction to Professional Music (Career Course/Online Navigation)</li> <li>• AME Lab: Music Theory (In person lab class)</li> </ul>
<b>Course Agenda:</b>
<ul style="list-style-type: none"> <li>• <i>Arts, Media, Entertainment</i> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During</li> </ul>

the first semester, a portion of the Friday PBL classes are also used to complete the global course.

- Intermediate Professional Music – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Music Theory – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

**CTE Completer Pathway: Professional Music**

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.



- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This course is designed to develop musical skills that will lead to a thorough understanding of music composition and music theory. The emphasis will be on the rules of theory and composition, ear training, and sight singing. While the main emphasis is placed on music of the common period (1600-1750), music of other stylistic periods will also be studied. Students are prepared to take the AP Music Theory Exam, if applicable, when they have completed the course. Students planning to major in music in college may be able to enroll in an advanced music theory course, depending on individual colleges' AP policies.

The purpose of this course is to learn the following course objectives:

1. Read melodies in all clefs
2. Notate rhythm and pitch in accordance with standard notation practices
3. Be able to write, sing, play at the keyboard, and recognize by sight and sound major scales and all three forms of minor scales.
4. Be able to write, sing, play at the keyboard, and recognize by sight and sound all simple and compound intervals
5. Be able to write, sing, play at the keyboard, and recognize by sight and sound all triads and 7<sup>th</sup> chords in all positions and inversions
6. Use Correct Music Theory terminology and vocabulary
7. Analyze the chords of a musical composition by number and letter name
8. Transpose a composition to another key
9. Write rhythmic, melodic, and harmonic dictation featuring simple and complex melodies.
10. Part write harmonic progressions in major and minor keys which employ non-chord tones and secondary dominant chords
11. Realize Roman numeral figured bass progressions
12. Harmonize a melody with appropriate chords using proper voice leading

13. Successfully sight sing diatonic and chromatic melodies
14. Understand and recognize basic musical forms such as binary, ternary, rondo, etc.
15. Express musical ideas through composition and arranging by applying basic rules that govern music composition.

## Introduction to Professional Music: Beginning Music

<b>Basic Course Information:</b>
<b>Title: Introduction to Professional Music: Beginning Music</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b> *Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b>
<b>Course Components:</b> Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Introduction to Professional Music (Career Course/Online Navigation)</li> <li>• AME Lab: Beginning Music (In person lab class)</li> </ul>
<b>Course Agenda:</b> <ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Intermediate Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> </ul>

- AME Lab: Beginning Music – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

**CTE Completer Pathway: Professional Music**

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

In this course, students will learn the basics of music theory and how to implement them to create music. Students will pick one instrument to focus on throughout the year. On this instrument they will learn how to properly hold, produce sound and clean the instrument. They will learn to read both treble and bass clef, but will be more comfortable reading the clef their instrument uses. Each student will learn how to play music in a group setting, duets, and solo performances. They will be assessed on technique, sight-reading and ability to master skills.

## Introduction to Professional Music: Beginning Strings

### Basic Course Information:

**Title: Introduction to Professional Music: Beginning Strings**

Length of Course: Full Year

Subject Area: Visual & Performing Arts / Music

UC Honors Designation? No

Prerequisite: Audition

Co-requisites: None

Integrated (Academics / CTE): Yes

Grade Levels: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

### Important Course Information:

\*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the [encorestudent.com](http://encorestudent.com) course description.

### CTE Pathway: 112 Performing Arts, 112B Professional Music

#### Course Components:

Students enrolled in this CTE course are required to complete three components

- Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)
- Introduction to Professional Music (Career Course/Online Navigation)
- AME Lab: Beginning Strings (In person lab class)

#### Course Agenda:

- Arts, Media, Entertainment – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.
- Introduction to Professional Music – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific

activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.

- AME Lab: Beginning Strings – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

**CTE Completer Pathway: Professional Music**

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This course is designed to develop the skills and knowledge that will enhance understanding and enjoyment of music. The course is for those who are embarking on a journey to learn the violin, viola, cello, or bass. Aside from the techniques and intricacies of ?? each instruments, the students will establish a strong foundation of music theory through which they will begin to aesthetically value the aural art. By the end of the school year, each student should be comfortable in wielding their violin, viola, cello, or bass and be able to play basic to intermediate level exercises and music.

Beginning Strings is meant to introduce a student to music, theory, and performance. Students will be able to identify and notate music and perform on an instrument with a basic degree of musicianship. Students will perform in large group settings but also be required to play solo and ensemble music. Establishing composition, theory, and sight singing are an integral part of all student training.

## Introduction to Professional Music: Guitar 1

<b>Basic Course Information:</b>
<b>Title: Introduction to Professional Music: Guitar I</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b>
<b>Course Components:</b>

Students enrolled in this CTE course are required to complete three components

- Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)
- Introduction to Professional Music (Career Course/Online Navigation)
- AME Lab: Guitar I (In person lab class)

**Course Agenda:**

- Arts, Media, Entertainment – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.
- Introduction to Professional Music – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Guitar I – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.

**CTE Completer Pathway: Professional Music**

The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional



Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This year-long course is intended for students with minimal previous experience playing the guitar. Students will be guided through the steps of learning and mastering all necessary basic techniques and skills needed to become a successful contemporary guitarist. They will be thought to identify, and resolve problems associated with playing the instrument at the beginning and the early intermediate levels. In the scope of the course will be covered the following topics: correct body posture including proper left- and right-hand positions, guitar basics, note reading and the application of musical elements, chord study, rhythm strumming, use of “pima” technique, flat-picking, ear training, aural skills development, music theory, identification and analysis of musical form, arranging and composition of short melodies, improvisation and performance as a soloist, accompanist and as a member of a small and large ensemble. Students will explore the role of the instrument in today’s society through learning to perform in various styles as guitarists including classical, blues, rock, jazz, flamenco, contemporary and other. As part of the class students will create a collage representing what music, and in particular the guitar, means to them and the way it relates to their real-life experiences in the cultural and historic contexts. Besides being performers themselves, students will learn to listen, analyze, and describe live performances and give informed critical evaluations of the later. Students will be made aware of various pathways and career opportunities associated with the guitar.

## Introduction to Professional Music: Piano I

<b>Basic Course Information:</b>
<b>Title: Introduction to Professional Music: Piano I</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music

UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<p><b>Important Course Information:</b></p> <p>*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.</p>
<p><b>CTE Pathway: 112 Performing Arts, 112B Professional Music</b></p>
<p><b>Course Components:</b></p> <p>Students enrolled in this CTE course are required to complete three components</p> <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Introduction to Professional Music (Career Course/Online Navigation)</li> <li>• AME Lab: Piano I (In person lab class)</li> </ul>
<p><b>Course Agenda:</b></p> <ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Introduction to Professional Music</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Piano I</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional music pathway.</li> </ul>
<p><b>CTE Completer Pathway: Professional Music</b></p> <p>The CTE Completer Pathway for Professional Music is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.</p> <ul style="list-style-type: none"> <li>• Year 1 – <ul style="list-style-type: none"> <li>○ Students complete <u>Arts, Media, and Entertainment Level I</u> that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks</li> <li>○ Students complete <u>Introduction to Professional Music</u> that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.</li> </ul> </li> </ul>

- Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Professional Music that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional music strand that reinforce standards from both AME Level I and the Professional Music courses while teaching rigorous technique needed to succeed within the career as a Musician.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This course is designed to teach the concepts and fundamentals that will apply to all areas of music study at a beginning level. Students will learn how to read notes, rhythms, and musical symbols on the staff and work on having consistent tone with good hand formation and proper body posture.

The specific repertoire for this level is unique to the attitude, work ethic and skill level of each individual student, and the development of musicianship skills by the understanding of piano techniques that are accomplished through initial mastery (Level of Difficulty 1) of these objectives. Students will engage in a broad range of music (encompassing cultures and history) and develop the ability to critique/evaluate the skill level and aesthetic quality of music, composers, and performers. This course is meant to introduce music and spark their interests

not only for piano but also for other instruments. It gives a broader experience as to what music really is and what it entails.

## Introduction to Professional Theatre: Acting I

<b>Basic Course Information:</b>
<b>Title: Introduction to Professional Theatre: Acting I</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Theater
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.
<b>CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112C Theatre</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Introduction to Professional Theatre (Career Course/Online Navigation)</li> <li>• AME Lab: Acting I (In person lab class)</li> </ul>
<b>Course Agenda:</b>
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Introduction to Professional Theatre</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Acting I</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional Theatre pathway.</li> </ul>
<b>CTE Completer Pathway: Professional Theatre</b>

The CTE Completer Pathway for Professional Theatre is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Theatre that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Theatre that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced to Professional Theatre that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Acting is a theatre class for those students who have enjoyed and passed Drama 1 with a “B” or better. It is designed to build upon past theatre experiences and

enhance acting skills. The class is aligned with the California State Standards and will cover ensemble work/team work, movement, voice, scene and play analysis, scene work including an emphasis on objectives, obstacles, and acting techniques, improvisational skills, character analysis and performance, monologues, audition skills, dramaturgy, and career paths.

The purpose of the Acting course is that students are able to build upon the lesson and skills learned in Drama I and that they master how to:

1. Identify physiological processes of voice production.
2. Identify methods and purposes of physical and vocal warm-ups.
3. Identify and use acting terms.
4. Identify various methods and approaches to actor training.
5. Identify the techniques for developing characterization.
6. Identify principles of stage movement.
7. Identify techniques of pantomime.
8. Assess applications of improvisation techniques.
9. Differentiate between acting for multimedia and acting for the stage.

## Introduction to Professional Theatre: Beginners

<b>Basic Course Information:</b>
<b>Title: Introduction to Professional Theatre: Beginners</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Theater
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>

\*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the [encorestudent.com](http://encorestudent.com) course descriptions.

**CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112C Theatre**

**Course Components:**

Students enrolled in this CTE course are required to complete three components

- Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)
- Introduction to Professional Theatre (Career Course/Online Navigation)
- AME Lab: Beginners (In person lab class)

**Course Agenda:**

- Arts, Media, Entertainment – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.
- Introduction to Professional Theatre – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Beginners – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional Theatre pathway.

**CTE Completer Pathway: Professional Theatre**

The CTE Completer Pathway for Professional Theatre is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Professional Theatre that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.
- Year 2 –



- Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
- Students complete Intermediate Professional Theatre that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
- Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced to Professional Theatre that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

This is an introductory course that includes the language of the theatre, the different elements of putting on a production, and the principles of beginning acting. Students will study basic principles of acting; study character analysis; explore the use of objectives, obstacles, and choices; learn basic stage and rehearsal terms; learn about theatre etiquette; and the audition process. Students will perform scenes and monologues from a variety of genres to give them a well-rounded knowledge and foundation of drama. This course will provide students with opportunities to experience various aspects of theatre production and performance. Students will study theatre history in order to better appreciate modern theatrical conventions. Technical aspects of staging a production will be introduced and explored. Emphasis will be on developing performance skills via the use of improvisation, character development, script writing, and staging. Students will have opportunity to use their creative energies and imaginations to explore how a range of multi-faceted characters are realized and developed.

Students will explore character background as well as how to develop an emotional viewpoint for their characters. The use of body language, vocal inflection, and emotional range will be explored via individual and small group performances and improvisations. The course will culminate in a final production where students will use simple props, sets, and costumes to showcase original script writing skills and performance abilities.

The purpose of DRAMA I is to introduce students to theatre. Emphasis will be placed on learning proper theatre vocabulary and terminology as well as proper acting technique. Provides opportunities for students to explore theatre skills and techniques. Students will learn the fundamentals of theatre through projects, including the creation and performance of short scenes and ensemble acting. Additional studies will include technical theatre and theatre critique.

Expected outcomes are that each student will be able:

- to become drama literate
- create a permanent bridge between make-believe play and the art form of theatre
- enter physically, emotionally and intellectually into the drama world in order to promote questing, empowering and empathetic skills
- develop the social skills necessary to engage openly, honestly and playfully with others
- co-operate and communicate with others in solving problems in the drama and through the drama

### Introduction to Professional Theatre: Musical Theatre

<b>Basic Course Information:</b>
<b>Title: Introduction to Professional Theatre: Musical Theatre</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Theater
UC Honors Designation? No

Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<p><b>Important Course Information:</b></p> <p>*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet &amp; Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.</p>
<p><b>CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112C Theatre</b></p>
<p><b>Course Components:</b></p> <p>Students enrolled in this CTE course are required to complete three components</p> <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Introduction to Professional Theatre (Career Course/Online Navigation)</li> <li>• AME Lab: Musical Theatre (In person lab class)</li> </ul>
<p><b>Course Agenda:</b></p> <ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Introduction to Professional Theatre</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Musical Theatre</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional Theatre pathway.</li> </ul>
<p><b>CTE Completer Pathway: Professional Theatre</b></p>
<p>The CTE Completer Pathway for Professional Theatre is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.</p> <ul style="list-style-type: none"> <li>• Year 1 – <ul style="list-style-type: none"> <li>○ Students complete <u>Arts, Media, and Entertainment Level I</u> that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks</li> <li>○ Students complete <u>Introduction to Professional Theatre</u> that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.</li> <li>○ Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional</li> </ul> </li> </ul>

Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.

- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Theatre that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced to Professional Theatre that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional Theatre strand that reinforce standards from both AME Level I and the Professional Theatre courses while teaching rigorous technique needed to succeed within the career as an actor.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

The purpose of this course is to provide students with in depth knowledge of musical theatre cannon and history as well as foundational skills of musical theatre performance. Students will learn how to prepare material from musicals in accordance with the historical context of the piece. They will become experts in the style and history of each unit of musical theatre addressed in the class. Students will develop the analytical skills used in exploring musical theatre material as theatrical texts and historically significant cultural compositions. They will also develop performance techniques needed for singing, dancing and acting in the musical theatre genre.

The course includes the study of vocal techniques, music theory, ballet fundamentals, musical theatre dance, performance scene study, and character/lyric/text analysis. Students will take part in individual and ensemble performances based around specific class material and performed as a public showcase at the end of each semester.

## Introduction to Visual/Commercial Art

<b>Basic Course Information:</b>	
<b>Title: Introduction to Visual/Commercial Art</b>	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Visual Arts	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	
<b>Important Course Information:</b>	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.	
<b>CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art</b>	
<b>Course Components:</b>	
Students enrolled in this CTE course are required to complete two components	
<ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Visual/Commercial Art (Career Course/Online Navigation)</li> </ul>	
<b>Course Agenda:</b>	
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Advanced Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> </ul>	
<b>CTE Completer Pathway: Visual/Commercial Art</b>	
The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.	
<ul style="list-style-type: none"> <li>• Year 1 – <ul style="list-style-type: none"> <li>○ Students complete <u>Arts, Media, and Entertainment Level I</u> that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks</li> <li>○ Students complete <u>Introduction to Visual/Commercial Art</u> that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.</li> <li>○ Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I</li> </ul> </li> </ul>	

- and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist. Year 2 –
- Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
    - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
    - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
    - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Students will identify the Elements of Art and Principles of Design as they critique artwork and learn a complete Visual Arts vocabulary.

- 2.) Students will use the Elements of Art and Principles of Design to develop their own original artwork.
- 3.) Artistic skills of famous artists will be analyzed and students will learn how to use these artistic skills in their own creative expression.
- 4.) Creative Artworks that follow guidelines of craftsmanships and quality will be produces. Students will develop reasoning and research that furthers their artwork's originality and complex design.
- 5.) The ways in which the Visual Arts are used in everyday life will be stressed, and students will form an appreciation and awareness of design.

6.) Students in this course will learn to artistically perceive art, creatively express themselves, learn about the historical and cultural contexts of artworks, aesthetically respond to and critique artworks, and consider the cross-curricular abilities of art in addition to careers in art.

7.) The work of artists from Prehistoric Art onwards will be selected and provided for guided discussions.

8.) Medias of multiple art forms will be described and students will discuss the affect upon artwork interpretation based upon medium selection.

9.) Artists in this course will create over 30 projects that are long-term in the school year. These works will be produced specifically for their Professional Portfolios and Student Art Shows.

10.) Self-Expression and Communication of Ideas will be an integral fundamental of the student's artistic development.

11.) Analysis of artworks from across the world will be discussed by students and compared/contrasted. Students will see "A Day in the Life of an Artist" on a regular basis for artists who are very different in approach and styles. Diversity within the Visual Arts will be noticed and witnessed first-hand by individuals.

12.) Art Critics (students) will be pushed to formulate their own positions based upon their observations of works of art. They will read articles by art critics and learn about the art critique process. Art Critiques will held on a daily basis for personal works, student works, and famous artworks.

13.) Students will engage in cross-curricular events in which they promote Theatrical and Dance Performances. They will consider universal and multicultural themes in preparation for designs for marketing purposes.

14.) Careers week will present students with the chance to interact with and learn from persons in the art field: artists, art historians, aestheticians, collectors, and gallery owners.

15.) College week will give students information about art and technical colleges from around the globe and students will research the portfolio requirements for the college of their choice.

Students in Art 1 will learn how to draw, paint, critique, and speak about art history. Students will speak about artworks that are both famous and student creations. They will learn the Elements and Principles of art from Artistic Creation and for Art Critiques.

Students will develop art projects that have an Element or Principle of Design to focus upon, and they will present their work for display, critique, and portfolio. These Elements and Principles of Design will be an on-going part of their verbal critiques of artworks from many sources.



Introduction to Visual/Commercial Art: Drawing & Painting

<b>Basic Course Information:</b>	
<b>Title: Introduction to Visual/Commercial Art: Drawing &amp; Painting</b>	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Visual Arts	
UC Honors Designation? No	
Prerequisite: Audition	
Co-requisites: None	
Integrated (Academics / CTE): Yes	
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	
<b>Important Course Information:</b>	
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.	
<b>CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art</b>	
<b>Course Components:</b>	
Students enrolled in this CTE course are required to complete three components	
<ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Visual/Commercial Art (Career Course/Online Navigation)</li> <li>• AME Lab: Drawing &amp; Paintin(In person lab class)</li> </ul>	
<b>Course Agenda:</b>	
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Introduction Visual/Commercial Art</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Drawing &amp; Painting</u>– This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.</li> </ul>	
<b>CTE Completer Pathway: Visual/Commercial Art</b>	
The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.	

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Artists in Drawing and Painting two will focus upon Visual Art presentation methods and techniques. Students are to create 10 to 14 professional quality artworks for their Art Portfolio. Students will: research, plan, and develop visual imagery in their uniquely developed Art Styles. Methods of: documentation, presentation, verbal and written communication, and portfolio

design will be a key goal. Students will explore elements of drawing and painting through use of different techniques, styles and materials. This course emphasizes illustration not only as an art form and means of personal expression, but also as a way to increase visual literacy; understanding what and how we see the world around us

## Introduction to Visual/Commercial Art: Photo I

### Basic Course Information:

**Title: Introduction to Visual/Commercial Art: Photo I**

Length of Course: Full Year

Subject Area: Visual & Performing Arts / Visual Arts

UC Honors Designation? No

Prerequisite: Audition

Co-requisites: None

Integrated (Academics / CTE): Yes

Grade Levels: 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

### Important Course Information:

\*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the [encorestudent.com](http://encorestudent.com) course description.

### CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art

#### Course Components:

Students enrolled in this CTE course are required to complete three components

- Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)
- Introduction to Visual/Commercial Art (Career Course/Online Navigation)
- AME Lab: Photo I (In person lab class)

#### Course Agenda:

- Arts, Media, Entertainment – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.
- Introduction Visual/Commercial Art – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Photo I – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

**CTE Completer Pathway: Visual/Commercial Art**

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.

When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

Digital Photography is a yearlong course that focuses on understanding the basic operations and functions of a digital single lens reflex (DSLR) camera and the manipulation of its settings to achieve a specific result. Students will learn about photographic elements of art and principles of design, composition, and lighting. They will explore the history of photography, learning about its scientific and technological developments, important innovators in the field, and relevance within diverse cultural contexts. Students will write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own and others work. Students will learn image techniques and digital manipulation using Adobe Photoshop teaching them how to archive, organize and optimize their photographs for print or web purposes. Students will learn how to manage and creatively alter digital images as well as critically analyze the use of visual media as a means of communication in our society today. They will be provided a greater level of autonomy, expected to pursue their own interests and develop an individual voice. Students will explore the significance of photography within the larger context of the art world, and learn about the critical and varied application it has to the modern working world.

## Introduction to Visual/Commercial Art: Sculpture I

<b>Basic Course Information:</b>
<b>Title: Introduction to Visual/Commercial Art: Sculpture I</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Visual Arts
UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b>
*Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the current CTE mapping associated with this course, visit the <a href="http://encorestudent.com">encorestudent.com</a> course description.
<b>CTE Pathway: 111 Design, Visual, Media Arts, 111C Visual/Commercial Art</b>
<b>Course Components:</b>
Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Visual/Commercial Art (Career Course/Online Navigation)</li> <li>• AME Lab: Sculpture I (In person lab class)</li> </ul>
<b>Course Agenda:</b>
<ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During</li> </ul>

the first semester, a portion of the Friday PBL classes are also used to complete the global course.

- Introduction Visual/Commercial Art – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.
- AME Lab: Sculpture I – This curriculum is implemented as the “lab” portion of each class to complete the technique and specific knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the commercial artist pathway.

**CTE Completer Pathway: Visual/Commercial Art**

The CTE Completer Pathway for Visual/Commercial Art is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards.

- Year 1 –
  - Students complete Arts, Media, and Entertainment Level I that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks
  - Students complete Introduction to Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level I and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level II and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Advanced Visual/Commercial Art that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.

<ul style="list-style-type: none"> <li>○ Students complete one or more lab classes within the professional visual/commercial arts strand that reinforce standards from both AME Level III and the Visual/Commercial Arts courses while teaching rigorous technique needed to succeed within the career as a Commercial Artist.</li> </ul>
<p>When completing a Design, Visual, and Media Arts Pathway, students will have knowledge on how to enter the following fields in Commercial/Visual Arts:</p> <ul style="list-style-type: none"> <li>● Digital Animator</li> <li>● Artistic Director</li> <li>● Commercial Artist</li> <li>● Web Designer</li> <li>● Museum Curator</li> </ul>
<p>In Sculpture 1, students will be introduced to a variety of materials, methods, and concepts of expressing ideas three-dimensionally. Students will explore the history of sculpture from early artifacts and tools, to modern and contemporary examples. Students will explore the human body as represented in sculpture, in relation to sculpture, and as a tool to make and activate sculpture. Students will be assessed on their ability to create original work and write an artist statement, and participate in class discussions and verbal critiques. Students will demonstrate skill in basic sculptural techniques using paper, wood, wire, textiles, clay, plaster, and found objects to create relief work, sculpture in the round, and costumes.</p>

## Music Appreciation A and B

<b>Basic Course Information:</b>
<b>Title: Music Appreciation A and B (online only)</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Music
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Course Description:</b>
This course is adopted from <b>Cyber High</b> . Please refer to their course list for a full course description.

## Professional Musical Theater Dance Honors

<b>Basic Course Information:</b>
<b>Title: Professional Musical Theatre Dance Honors</b>
Length of Course: Full Year
Subject Area: Visual & Performing Arts / Dance



UC Honors Designation? No
Prerequisite: Audition
Co-requisites: None
Integrated (Academics / CTE): Yes
Grade Levels: 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<b>Important Course Information:</b> *Updates to this course to match CTE mapping will be submitted to UC starting in February 2021 when the UC Doorway opens. To see the specific course outline (Ballet & Lyrical Emphasis) go to the <a href="http://encorestudent.com">encorestudent.com</a> course descriptions.
<b>CTE PATHWAY: 112 (Performing Arts) Sub-Pathway: 112A Dance/Choreography</b>
<b>Course Components:</b> Students enrolled in this CTE course are required to complete three components <ul style="list-style-type: none"> <li>• Arts, Media, Entertainment (Global Course/Online Navigation/Project Based)</li> <li>• Advanced Choreography (Career Course/Online Navigation)</li> <li>• AME Lab: Ballet &amp; Lyrical II (In person lab class)</li> </ul>
<b>Course Agenda:</b> <ul style="list-style-type: none"> <li>• <u>Arts, Media, Entertainment</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete a global career specific activity. During the first semester, a portion of the Friday PBL classes are also used to complete the global course.</li> <li>• <u>Advanced Choreography</u> – This curriculum is implemented as “bellwork” using the first ten minutes of every class to complete career completer specific activities. During the second semester, a portion of the Friday PBL classes are also used to complete the career completer course.</li> <li>• <u>AME Lab: Ballet &amp; Lyrical III</u> – This curriculum is implemented as the “lab” portion of each class to complete the technique and specifics knowledge standards outlined by the Arts, Media, Entertainments standards that are listed under Performing Arts pathways. The lab portion of the course is imperative to the mastery of the technique needed to secure a career within the professional choreography pathway.</li> </ul>
<b>CTE Completer Pathway: Professional Dance/Choreography</b>
The CTE Completer Pathway for Professional Dance/Choreography is a three year program for students enrolled in the program. The pathway follows the standards for Career Ready practice as outlined by the California Career Technical Education Model Curriculum Standards. <ul style="list-style-type: none"> <li>• Year 1 – <ul style="list-style-type: none"> <li>○ Students complete <u>Arts, Media, and Entertainment Level I</u> that covers 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks</li> <li>○ Students complete <u>Introduction to Professional Choreography</u> that covers 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.</li> </ul> </li> </ul>

- Students complete one or more lab classes within the professional choreography strand that reinforce standards from both AME Level I and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 2 –
  - Students complete Arts, Media, and Entertainment Level II that covers the next 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete Intermediate Professional Choreography that covers the next 33% of the Performing Arts Pathway Standards as outlined in CCTEMC Standards.
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level II and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.
- Year 3 –
  - Students complete Arts, Media, and Entertainment Level III that covers the final 33% of the 11 anchor standards and sub strands within the Arts, Media, and Entertainment Frameworks.
  - Students complete the Advanced Professional Choreography that covers the final 33% of the Performing Arts Pathway Standards as outlined in the CCTEMC Standards
  - Students complete one or more lab classes within the Professional Choreography strand that reinforces career standards from both AME Level III and the Professional Choreography courses while teaching rigorous technique needed to succeed within the career as a choreographer.

When completing a Performing Arts Pathway, students will have knowledge on how to enter the following fields in Performing Arts:

- Composer, Music Arranger, Conductor
- Actor, Performing Artist
- Singer, Dancer, Musician
- Voiceover Artist, Narrator

Course Description: In this course, students will work in a practical lab setting where in depth, advanced dance techniques will be taught and mastered within the Musical Theater Dance genre. Students will create and learn both group and individual performance pieces based on fundamentals and principles within musical theater dance. They build technical dance knowledge based on class choreography, warm-ups, across the floors, and musical theater pieces taught within the class. They will participate in lab classes and master classes that help students participate in discussions and techniques that cover the world of advanced and professional level musical theater dance. This intense lab based class will work in conjunction with the Professional Performance Artist class to create musical tour productions that include fundamental and advanced techniques in

dance. The goals of this class are for students to master the techniques and understanding of fundamental and advanced dance skills for musical theater. Students will show advanced skill in musical theater dance. Students will identify and critique professional musical theater performances and be able to create production pieces that display correct technique and advanced knowledge of fundamentals within the genre of musical theater dance. Honors Captstone project is to create a music video featuring musical theater dance as the subject of the project.

**Unit 1: Dance Safety, Necessity, and Science behind appropriate dance warm ups**

- The Definition of and purpose of dance safety
- The reason why dance warm ups play a vital role in the longevity of professional dancers
- What is an appropriate dance warm up?
- What elements are required for a successful dance warm up?
- Students will also learn a series of dance warm ups that will be used at the beginning of every class.

Students attend a compulsory lab class at least twice per week where a musical theater dance class will take part for 60 minutes. This musical theater dance class is an advanced dance class using musical theater as the genre. This class works on choreography that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will research multiple reputable dance sources to create a report on appropriate dance safety, what should be included in a dance warm up, then explain why a dance warm up is necessary (the science behind a warm up). Students will produce a step by step video of a warm up that is appropriate for a dancer and then lead the class with their warm up.

**Unit 2: A Critical Look at Historical Musical Theater Dance**

Students will watch a historical music theater movie (Singing in the Rain) and will compare and contract the classical historic work with a modern contemporary music theater piece (La La Land). Students will complete a critical discussion of the similarities and differences between the two works to gain critical knowledge of musical theater.

Using advanced technique gained from the lab portion of the course and coupling it with the knowledge from the critical discussions of compare and contrast of two separate works, students will create a musical theatre piece that will be used in a production in the style of musical theater.

Students attend a compulsory lab class at least twice per week where a musical theater dance class will take part for 60 minutes. This musical theater dance class is an advanced dance class using musical theater as the genre. This class works on choreography that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

The lab portion of the class will work on dance techniques including warm up and advanced techniques in musical theater style dance including - kicks, leaps, turns, balance, flexibility, partner dancing, musicality, and choreography. Each month (unit) the class will work on specific techniques and will create a combination that runs in congruence of the musical theater unit that is taught during that unit.

Students will participate in a teacher lead critical discussion of the comparison of two timely musical theater pieces.

Students will work in a group to create a musical theater dance piece based on the knowledge gained from the two critical pieces and the critical discussion.

**Unit 3: Self Evaluation and Audition Techniques in Musical Theater Dance**

Students will go through a comprehensive self evaluation that includes a series of professional audition technique labs to practice audition techniques in dance for the purposes of securing a job in musical theater as a dancer. These auditions will use instructors and masters from the professional industry to help with audition techniques.

Students attend a compulsory lab class at least twice per week where a musical theater dance class will take part for 60 minutes. This musical theater dance class is an advanced dance class using musical theater as the genre. This class works on choreography that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

The lab portion of the class will work on dance techniques including warm up and advanced techniques in musical theater style dance including - kicks, leaps, turns, balance, flexibility, partner dancing, musicality, and choreography. Each month (unit) the class will work on specific techniques and will create a combination that runs in congruence of the musical theater unit that is taught during that unit.

Students will prepare audition materials and prepared pieces for the audition process that will be turned in a lab based mock audition series.

Students will take part in a "Cattle call" style dance audition and an Improv based dance audition.

**Unit 4: Musical Theater Dance in Contemporary Non Musical Theater Production Applications**

Students will watch (either live or recorded) two productions that would not be designated as musical theater. They will identify and evaluate how the knowledge and expertise in Musical Theater Dance is helpful and important even in a non musical theater production. Through

evaluation, students will create a musical theater based dance piece that would be used in a non musical theater production.

Students attend a compulsory lab class at least twice per week where a musical theater dance class will take part for 60 minutes. This musical theater dance class is an advanced dance class using musical theater as the genre. This class works on choreography that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

The lab portion of the class will work on dance techniques including warm up and advanced techniques in musical theater style dance including - kicks, leaps, turns, balance, flexibility, partner dancing, musicality, and choreography. Each month (unit) the class will work on specific techniques and will create a combination that runs in congruence of the musical theater unit that is taught during that unit.

Students will watch two performances (Cirque du Soleil's "Toruk" and "Justin Timberlake: Live at Madison Square Garden")

Students take part in a critical discussion about the musical theater dance influence on modern works that are not designated as musical theater.

After critical discussion, students will create a musical theater based dance piece that would be used in a non musical theater production.

#### Unit 5: Musical Theater Dance in Foreign Applications

Students will research and create a short 2 minute presentation about a musical theater production that was created outside of the United States. Students should be able to discuss the type of choreography that was completed in the foreign musical theater piece and notate differences in choreography between US and foreign musical theater choreography.

Students will work with small groups to create a foreign inspired musical theater choreography piece.

Students attend a compulsory lab class at least twice per week where a musical theater dance class will take part for 60 minutes. This musical theater dance class is an advanced dance class using musical theater as the genre. This class works on choreography that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

The lab portion of the class will work on dance techniques including warm up and advanced techniques in musical theater style dance including - kicks, leaps, turns, balance, flexibility, partner dancing, musicality, and choreography. Each month (unit) the class will work on specific techniques and will create a combination that runs in congruence of the musical theater unit that is taught during that unit.

Students will be reviewing the benchmark assessments to make sure that they are gaining the physical mastery required to move to the next musical theater dance level.

Students will create a 2 minute verbal presentation about a foreign musical theater production. They will present during a regular class period.

Students will work in small groups to create a foreign inspired musical theater choreography piece.

**Unit 6: Musical Theater Dance in Domestic Applications**

Students will overview the history of American Musical Theater using the primary document. Students will take an academic approach to the dance genre that they have worked to master. Students will observe a variety of musical theater dance pieces that would be considered iconic. Critical classroom discussions will talk about the iconic dance pieces, their choreographers, and the nuances that have made these pieces timeless and/or iconic.

Students attend a compulsory lab class at least twice per week where a musical theater dance class will take part for 60 minutes. This musical theater dance class is an advanced dance class using musical theater as the genre. This class works on choreography that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

The lab portion of the class will work on dance techniques including warm up and advanced techniques in musical theater style dance including - kicks, leaps, turns, balance, flexibility, partner dancing, musicality, and choreography. Each month (unit) the class will work on specific techniques and will create a combination that runs in congruence of the musical theater unit that is taught during that unit.

Students will read passages from the primary document to prepare for the critical classroom discussions regarding the history of American Musical Theater.



Students will break into small groups and recreate as close to the original as possible, iconic choreographed routines made famous in American Musical Theater.

**Unit 7: Self Evaluation and Social Media Dance Auditions**

Students will evaluate their ongoing progress based on the benchmark matrices created for different levels within the musical theater dance department.

Students will research and conduct critical discussions regarding how to create a professional level social media presence that can help kick start professional dance auditions in the musical theater industry.

Students attend a compulsory lab class at least twice per week where a musical theater dance class will take part for 60 minutes. This musical theater dance class is an advanced dance class using musical theater as the genre. This class works on choreography that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

The lab portion of the class will work on dance techniques including warm up and advanced techniques in musical theater style dance including - kicks, leaps, turns, balance, flexibility, partner dancing, musicality, and choreography. Each month (unit) the class will work on specific techniques and will create a combination that runs in congruence of the musical theater unit that is taught during that unit.

Students will complete a written self evaluation based on the benchmark matrices created for the musical theater dance program.

Students will complete research regarding social media and how to pivot a social media presence to help break into a dance career.

Students will create a professional social media presence for the purposes of professional dance auditions.

**Unit 8 & 9: Producing a Musical Theater Dance Production**

Building on previous units, students will work as a group to create a musical theater dance production that will be performed in front of an audience. This production will include solo and group pieces that are all based on the musical theater genre. This production will include knowledge gained in regards to foreign musical theater and domestic musical theater.



Students attend a compulsory lab class at least twice per week where a musical theater dance class will take part for 60 minutes. This musical theater dance class is an advanced dance class using musical theater as the genre. This class works on choreography that may or may not be used in touring and performance shows. During this class they will work toward benchmark assessments that take part four times per year - beginning of the year, end of semester 1, prior to spring break, end of semester 2.

Students will create rehearsal and production schedules and assign each member of the class to a different part of management for the production. Using knowledge gained from the requisite concurrent course, they will be tasked with all elements of the production including sound, lighting, costuming, marketing, choreography, and overall direction of the production.

The lab portion of the class will work on dance techniques including warm up and advanced techniques in musical theater style dance including - kicks, leaps, turns, balance, flexibility, partner dancing, musicality, and choreography. Each month (unit) the class will work on specific techniques and will create a combination that runs in congruence of the musical theater unit that is taught during that unit.

Honors Final Exam Details:

**HONORS CAPSTONE PROJECT**

Students will create a musical theater dance video that will include:

- all aspects of a production (Units 8 & 9)
- posted on their professional social media site (Unit 7)
- Using influences from both domestic and foreign musical theater influences (Units 5 & 6)
- One portion of the music video will use musical theater dance in a non musical theater application (Unit 4)
- Students will document the audition process for casting their music video (Unit 3)

**FINAL EXAM**

Students will take part in a benchmark assessment based on technical requirements for musical theater dance.

Professional Performance Artist Honors

**Basic Course Information:**

**Title: Professional Performance Artist Honors**

Length of Course: Full Year

Subject Area: Visual & Performing Arts / Interdisciplinary Arts
UC Honors Designation? Yes
Prerequisite: Audition / 2 years of college preparatory performing arts coursework
Co-requisites: Must be concurrently enrolled in at least two college preparatory performing arts classes (required)
Integrated (Academics / CTE): Yes
Grade Levels: 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
<p><b>Course Description:</b></p> <p>In this course, students will create and learn both group and individual performance pieces based on fundamentals and principles within vocal music, dance, and acrobatics. They build performances based on historical, philosophical and cultural prompts, using appropriate written and verbal performance analysis and descriptions of their work and the work of others. They will participate in lab classes and master classes that help students participate in discussions and techniques that cover the philosophical, cultural and historical place for performing arts in a society. This intense lab based class will create musical tour productions that include fundamental and advanced techniques in solo and choral vocals, dance (including pointe, ballet, lyrical, jazz, hip hop, tap, ballroom, Bollywood), and acrobatics (including tumbling gymnastics, rhythmic gymnastics, aerialist arts, and prop techniques). The goals of this class are for students to master the understanding of fundamental techniques of creating, producing, and executing a full touring production using vocal music, dance, and acrobatics. Students will show advanced skill in all of these performance methods. Students will identify and critique multiple types of professional performances and be able to create production pieces that display correct technique and advanced knowledge of fundamentals within the performing arts covered (vocal music, acrobatics, dance). All students selected to be in this class are required to complete a personal professional portfolio web site, learn and perform multiple shows throughout the tour dates (September through May) at a variety of locations, attend three 1 week boot camp rehearsal and master classes for intensive training, complete cultural project for country based productions, complete a critical analysis project based on an anti-bullying production, complete history research and turn it into a production.</p>
<p><b>Unit 1: Personal Profession Artistic Development</b></p> <p>Students will learn how to create a professional persona in the performing world. For the lab portion of the unit, students will create and be taught performance pieces that will be developed into a full length production(s). Performances are based on a theme that is either a) culturally based, b) societal based, c) historically based. Students are required to create and choose appropriate costuming that fits with the theme. For the academic portion of the unit, students will go through a series of professional "master class" lectures and activities working with professional performing artists to begin to create a professional representation of themselves. Students will complete the production material resulting in a performance, professional biographies including headshots /web sites, and provide an objective critique of the initial production. Students will also learn how to create a professional work calendar / checklist to help them succeed as a professional artist</p> <p>For the unit covering Personal Professional Artistic Development, students will attend "lab" rehearsals to complete the performance portion of the unit. Students will be able to realize artistic ideas and work through interpretations and presentation. (NCS #4) Students will create and choose appropriate costuming for the performance and show their costumes for class critique in a costume parade. Costumes will show understanding of theme and relevance to the theme of the production.</p>

<p>Students will then attend classes of professional performers where they will learn how to create appropriate resume / marketing materials for themselves for the purpose of professional development. Students will complete a professional bio with headshot and a professional marketing web site. They will also create and explain their method of communication and logging a professional work calendar and a checklist of events that need to be completed as a successful professional performer.</p>
<p><b>Unit 2: Understanding Performance Arts as a Societal Catalyst</b></p> <p>Students will learn how to incorporate artistic expression using vocal music, dance, and acrobatics to portray a societal view or catalyst. This unit is designed to teach students the power of arts in social expression. For the lab portion of the unit, students will create and be taught a production that is based on a social theme. For the academic portion of this unit, students will be required to look at the history of social expression for the purposes of giving power to a social concept or theme. Students will discuss how performance can and has been used in society to progress social, political, and humanitarian ideals.</p> <p>Students will learn how to communicate positive societal ideals through performance. For the lab portion of the unit, students will create a one hour production as an "anti-bullying" campaign featuring messages that will be clear to elementary school aged children. Students will perform the production at elementary school and critique the performance for the effectiveness of communication. For the academic portion of the unit, students will be required to research past performances that were created to make a societal statement. Students will present to the class the findings for their research. Students will research pertinent information on "anti-bullying" and will use personal experiences to build the elementary school production. (NCA #1,2,3)</p>
<p><b>Unit 3: Using Performance Art as a means of understanding history</b></p> <p>Students will learn how to communicate historical ideals through creative expression. This unit is designed to teach students how to research historical works and recreate / modernize them for the purposes of professional production. For the lab portion of the unit, students will create and be taught a production that is based on a historical musician or historical music era. For the academic portion of this unit, students will learn pieces in dance and vocal music from the historical musician to create a tribute production. Students will research the historical musician or historical music era and gain understanding by the evaluating how the arts convey meaning (NCA 7,8,9)</p> <p>Students will learn how to communicate the history of a figure in a production through performance. For the lab portion of the unit, students will create a one hour production as a "musical tribute" to an era or musician. This production will be performed before an audience. Students will research fundamental dances associated with historical content, costuming relevant to the historical content, and multi media presentations to teach the audience about the historical content. Students will learn exact connections historically to the modern day performance techniques in vocal music, dance, and acrobatics.</p>
<p><b>Unit 4: Using Performance Art as a means of understanding global cultures</b></p> <p>Students will learn specific performance techniques relevant to vocal music, dance, and acrobatics from around the world. This unit is designed to teach students the differences around the world within performing arts. Fundamental worldwide techniques in dance, vocal music, and acrobatics relating artistic ideas and work with personal meaning and external content (NCA 9, 10). For the lab portion of the unit, students will research and be taught culturally significant pieces from around the world that will culminate into a 90 minute production as a dedication to worldwide performing</p>

<p>arts. For the academic portion of this unit, students will watch cultural pieces from around the world and work with master teachers fluent in diverse cultural performance from around the world.</p>
<p>Students will learn about the variances of worldwide performance techniques through the study and creation of a full length performance. Students will take part in a rehearsal process that includes both student and teacher created cultural performances based on countries from around the world. The end product will result in a full length artistic performance that is performed in front of a live audience. Students will create a performance piece and will research costumes and performances from specific countries around the world. Guest teachers will be used to teach fundamental techniques of cultural dances (Bollywood, Ballet Folklorico, clogging, African Dance, etc.) Students will complete performance and then do a class critique of a video of the performance.</p>
<p><b>Unit 5: Using Performance Arts as a means of replicating historic works</b></p>
<p>Students will model specific historic works of vocal mastery, dance choreography, and acrobatic artistic expressions. This unit is designed to teach students the relevance of mastering historical pieces to progress their own professionalism. For the lab portion of the unit, students will model exactly prior works of art created for performance. The pieces that are modeled will be placed into a production and performed in front of an audience. For the academic portion of the unit, students will watch specific historic works from both modern and contemporary history. They will provide critiques of the works and then work to replicate the historic pieces. They will also add a relevant update to the replication to help historic pieces move into modern times.</p>
<p>Students will learn about how fundamental techniques in dance, vocal music, and acrobatics are rooted in historical fundamental techniques. Students will take part in a rehearsal process that includes watching and replicating historic performance works. The end product will result in a performance in front of a live audience. Students will provide verbal presentation of critiques of historic works and use critical thinking to discuss the similarities in fundamental technique between the historic works and the modern times technical works.</p>
<p><b>Unit 6: Understanding the Technical Requirements of a Touring Production</b></p>
<p>Students will go through specific technical fundamentals of setting up and operating the technical features of a touring productions including sound, lights, sets, props, backstage area, and marketing materials. This unit is designed to teach students how to professionally set up and operate professional production equipment. For the lab portion of this unit, students will put together a full touring set. For the academic portion of the unit, students will work with professional theater, sound, and lighting technicians and create a schematic on how to set up all technical aspects of the touring show.</p>
<p>Students will learn how to set up, operate, and work as a professional theater technician. Students will build and set up the technical stage, backstage area, sound and lighting from the ground up and then perform using the technical set up. Students will complete a technical schematic of the set up.</p>
<p><b>Unit 7: Understanding the Technical Requirements of a Professional Dancer</b></p>
<p>Students enrolled in the class are already designated as advanced dancers and have completed prerequisite dance classes or auditions. Students will enhance their vocabulary and fundamentals in dance in the areas of ballet, jazz, lyrical, tap, and hip hop. They will examine a variety of works by choreographers and will participate in choreography and creation of dance works. For the lab portion of the class, students will participate in master classes from professional dancers. For the academic portion of the class, students will create professional resumes for their dance careers and participate in video auditions. They will also cover specific health concerns and health habits that turn dancers</p>

<p>into lifelong performers. Students will critique contrasting genres such as ballet and hip hop and will choreograph pieces that include contrasting genres. Skills covered in this unit include: core balance, leaps, turns, extensions, fluidity, flexibility, musicality, repetition, and choreography.</p>
<p>Students will learn the important key factors needed to become a professional dancer, enhance vocabulary used in dance, critique differing genres, and create works in dance representative of a variety of styles. Students will work during the lab portion of their class to participate in master classes given by professional dancers. Students will create a combo that will be performed, taught, and critiqued in class. For the academic portion of the class, students will complete research on how to remain healthy as a dancer, create a written health regimen as a dancer, and complete a professional dancer resume for the purposes of becoming a professional dancer.</p>
<p><b>Unit 8: Understanding the Technical Requirements of a Professional Singer</b></p>
<p>Students enrolled in the class are already designated as advanced vocalists and have completed prerequisite vocal classes or auditions. Students will enhance their vocabulary and fundamentals in vocal music in the areas of classical, jazz, pop, rock, rap, musical theater, and choral. They will examine a variety of music involving multiple genres and eras. They will participate in learning music via sight reading, ear pitch, recorded accompaniment, band accompaniment, and piano accompaniment. For the lab portion of the class, students will participate in master classes from professional singers and casting directors. For the academic portion of the class, students will create professional songbooks for the purpose of auditions within their vocal careers and participate in mock vocal auditions. They will also cover specific health concerns and health habits that turn singers into lifelong performers. Students will critique contrasting genres such as classical and pop music and will perform pieces that include contrasting genres. Skills covered in this unit include: vocal health, breath support, memorization, sight reading, pitch, meter, and musicality.</p>
<p>Students will learn the important key factors needed to become a professional singer, enhance sight reading ability, critique differing genres, and create works in vocal music representative of a variety of styles. Students will work during the lab portion of their class to participate in master classes given by professional singers and casting directors. Students will perform a variety of vocal pieces with a variety of accompaniment in class and in a live performance. For the academic portion of the class, students will complete research on vocal health, create an audition songbook, and create a comprehensive vocal warmup routine that supports full warmth and longevity of vocal health.</p>
<p><b>Unit 9: Understanding the Technical Requirements of a Professional Acrobat</b></p>
<p>Students enrolled in the class are already designated as advanced acrobats and have completed prerequisite classes or auditions. Students will enhance their vocabulary and fundamentals in acrobatics in the areas of gymnastics tumbling, aerialist, hand acrobatics, prop acrobatics, and ground arts. They will examine a variety of live and recorded acrobatic arts pieces and provide written critiques of each. For the lab portion of the class, students will participate in master classes from professional acrobats within the areas of gymnastic tumbling, aerialists, ground acrobatics, prop acrobatics, and balance. For the academic portion of the class, students will submit written critiques of live and recorded performance works within multiple genres of acrobatics. They will also cover specific health concerns and health habits that turn acrobats into lifelong performers. Students will critique contrasting genres such as aerialist and prop acrobatics and will perform pieces that include contrasting genres. Skills covered in this unit include: health habits, strength training, core, musicality, and choreography.</p>

Students will learn the important key factors needed to become a professional acrobat, enhance strength training, critique differing genres, and create works in acrobatics representative of a variety of styles. Students will work during the lab portion of their class to participate in master classes given by professional acrobats. Students will watch live and recorded performance pieces and provide a written critique for each. Students will complete research on gymnast health and create a comprehensive health plan that supports full safety and longevity of acrobatic/gymnast health.

**Unit 10: Honors Capstone Performance Arts Research Project**

Students will take an academic approach to their performance arts career. Using multi media as a means for presentations, students will use critical thinking and the unite prior to complete a research paper and presentation project that covers the history, cultural, social, and artistic presentations within one of the performance genres covered within the course. Students will learn to approach arts genres with academic objectivity.

Students will learn how to approach their favorite arts genre academically. Outside of the regular assigned classroom, students will create an original research project that will be presented as a multi media report to the classroom. Students will use a variety of resources to create a presentation of one of the main performance arts covered within this class. The capstone project will include: a) the social impact of the art genre and an example of the social use of the art. b) the cultural impact of the art genre and an example of the cultural use of the art. c) the historical impact of the art genre and an example of the historical use of the art. d) the personal impact of the art genre and an example of how the art has become part of their personality. e) the professional impact of the art genre and an example of modern day professional impact. This presentation will be given to the full class at the end of the school year as part of the final.

**Honors Final Exam Details**

**PART 1 - STUDENT PERFORMANCE** - The class will work together to create and perform a show based on the pieces that are taught within the course including: all styles and genres within each arts discipline, the technical schematic with lighting and sound plans, pieces that cover social impact of art, pieces that cover historical impact of art, pieces that cover historical impact of art. This performance will be marketed by the students and will culminate into a live public show at the end of the school year.

**PART 2 - STUDENT AUDITION** - Each student will be required to create an audition within each of the three genres of art covered within this class - dance, vocal music, and acrobatics. Dance will require a 90 second self choreographed piece. Vocal auditions will require students to choose 24 bars of sheet music for the live audition. Acrobatics will require a self choreographed piece that is 90 seconds long. Auditions will be executed live in class and performed in front of the students in class for a jury critiqued audition.

**PART 3 - WRITTEN JURY CRITIQUE** - Each student will be responsible for creating a written critique of each person that performs their student audition. Written critiques will be provided to the student auditioning. Students will cite both positive and negative parts of the audition, critiquing objectively.



## Professional Performance Arts 2 Honors

<b>Basic Course Information:</b>	
<b>Title: Advanced Dance/Choreography: Jazz III</b>	
Length of Course: Full Year	
Subject Area: Visual & Performing Arts / Interdisciplinary Arts	
UC Honors Designation? Yes	
Prerequisite: Professional Performance Artist Honors (required)	
Co-requisites: Must be concurrently enrolled in at least two college preparatory performing arts classes (required)	
Integrated (Academics / CTE): Yes	
Grade Levels: 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	
<b>Course Description:</b>	
<p>This is a second year course for the Professional Performance Artist course. Year two of this program adds depth to the curriculum from year one and adds additional management training for students enrolled in the class. Students will create and learn both group and individual performances pieces based on fundamentals and principles within vocal music, dance, and acrobatics. They build performances based on historical, philosophical and cultural prompts, using appropriate written and verbal performance analysis and descriptions of their work and the work of others. They will participate in lab classes and master classes that help students participate in discussions and techniques that cover the philosophical, cultural and historical place for performing arts in a society. This intense lab based class will create musical tour productions that include fundamental and advanced techniques in solo and choral vocals, dance (including pointe, ballet, lyrical, jazz, hip hop, tap, ballroom, Bollywood), and acrobatics (including tumbling gymnastics, rhythmic gymnastics, aerialist arts, and prop techniques). The goals of this class are for students to master the understanding of how to engineer, plan, and direct portions of a touring production. Students will show advanced skill in all performance methods introduced in year one of this series of courses. Students will identify and critique multiple types of professional performances and be able to direct productions in a management position. All students selected to be in this class are required to complete a personal professional portfolio web site, learn and perform multiple shows throughout the tour dates (September through May) at a variety of locations, attend three 1 week boot camp rehearsal and master classes for intensive training, complete cultural project for country based productions, complete a critical analysis project based on an anti-bullying production, complete history research and turn it into a production. They also manage parts of the production tour.</p>	
<b>Unit 1: Managing Professional Artistic Development</b>	
<p>Students will learn how to create and market a professional persona and production in the performing world. For the lab portion of the unit, students will create and work with marketing managers to confirm and book locations of a touring production. They will work with location contacts to confirm needs and wants of the contact location and for the touring production group. Students will complete the production material resulting in a performance, professional biographies including headshots /web sites, and provide an objective critique of the initial production. Students will also learn how to create a professional work calendar / checklist to help them succeed as a professional artist.</p>	
<p>For the unit covering Managing Professional Artistic Development, students will work "lab" time scheduled directly with marketing management professionals to create calendars and checklists for production tour planning. They will work directly within this lab class to oversee and manage at</p>	



<p>least one tour stop for the production tour. They will also create and explain their method of communication and logging a professional work calendar and a checklist of events that need to be completed as a successful professional performance manager.</p>
<p><b>Unit 2: Understanding Performance Art as a Societal Catalyst</b></p> <p>Students will learn how to incorporate artistic expression using vocal music, dance, and acrobatics to portray a societal view or catalyst. This unit is designed to teach students the power of arts in social expression. For the lab portion of the unit, students will create and be taught a production that is based on a social theme. For the academic portion of this unit, students will be required to look at the history of social expression for the purposes of giving power to a social concept or theme. Students will discuss how performance can and has been used in society to progress social, political, and humanitarian ideals.</p>
<p>Students will learn how to communicate positive societal ideals through performance. For the lab portion of the unit, students will create a one hour production as an "anti-bullying" campaign featuring messages that will be clear to elementary school aged children. Students will perform the production at elementary school and critique the performance for the effectiveness of communication. For the academic portion of the unit, students will be required to research past performances that were created to make a societal statement. Students will present to the class the findings for their research. Students will research pertinent information on "anti-bullying" and will use personal experiences to build the elementary school production. (NCA #1,2,3)</p>
<p><b>Unit 3: Using Performance Arts as a means of understanding history</b></p> <p>Students will learn how to communicate historical ideals through creative expression. This unit is designed to teach students how to research historical works and recreate / modernize them for the purposes of professional production. For the lab portion of the unit, students will create and be taught a production that is based on a historical musician or historical music era. For the academic portion of this unit, students will learn pieces in dance and vocal music from the historical musician to create a tribute production. Students will research the historical musician or historical music era and gain understanding by the evaluating how the arts convey meaning (NCA 7,8,9)</p>
<p>Students will learn how to communicate the history of a figure in a production through performance. For the lab portion of the unit, students will create a one hour production as a "musical tribute" to an era or musician. This production will be performed before an audience. Students will research fundamental dances associated with historical content, costuming relevant to the historical content, and multi media presentations to teach the audience about the historical content. Students will learn exact connections historically to the modern day performance techniques in vocal music, dance, and acrobatics.</p>
<p><b>Unit 4: Using Performance Arts as a means of understanding global cultures</b></p> <p>Students will learn specific performance techniques relevant to vocal music, dance, and acrobatics from around the world. This unit is designed to teach students the differences around the world within performing arts. Fundamental worldwide techniques in dance, vocal music, and acrobatics relating artistic ideas and work with personal meaning and external content (NCA 9, 10). For the lab portion of the unit, students will research and be taught culturally significant pieces from around the world that will culminate into a 90 minute production as a dedication to worldwide performing arts. For the academic portion of this unit, students will watch cultural pieces from around the world and work with master teachers fluent in diverse cultural performance from around the world.</p>
<p>Students will learn about the variances of worldwide performance techniques through the study and creation of a full length performance. Students will take part in a rehearsal process that includes both student and teacher created cultural performances based on countries from around the world. The end product will result in a full length artistic performance that is performed in front</p>

<p>of a live audience. Students will create a performance piece and will research costumes and performances from specific countries around the world. Guest teachers will be used to teach fundamental techniques of cultural dances (Bollywood, Ballet Folklorico, clogging, African Dance, etc.) Students will complete performance and then do a class critique of a video of the performance.</p>
<p><b>Unit 5: Directing and managing Performance Arts as a means of replicating historic works</b></p>
<p>Students will create and manage/direct specific historic works of vocal mastery, dance choreography, and acrobatic artistic expressions. This unit is designed to teach students the relevance of mastering historical pieces to progress their own professionalism. They will work with year 1 students as their casts to create representations of historical works. For the lab portion of the unit, students will model exactly prior works of art created for performance. The pieces that are modeled will be placed into a production and performed in front of an audience. For the academic portion of the unit, students will watch specific historic works from both modern and contemporary history. They will provide critiques of the works and then work to replicate the historic pieces. They will also add a relevant update to the replication to help historic pieces move into modern times.</p>
<p>Students will learn about how direct and manage cast members using the fundamental techniques in dance, vocal music, and acrobatics are rooted in historical fundamental techniques. Students will take part in a rehearsal process that includes watching and replicating historic performance works. The end product will result in a performance in front of a live audience. Students will provide verbal presentation of critiques of historic works and use critical thinking to discuss the similarities in fundamental technique between the historic works and the modern times technical works.</p>
<p><b>Unit 6: Maintenance and Operations of a Touring Production</b></p>
<p>With the tour production running, students in this course will work through and report maintenance and operations for a touring production. This includes creating training manuals on "how to" within the different departments of the touring department. This unit is designed to teach students how to professionally set up and operate professional production equipment. For the lab portion of this unit, students will put together training materials for how to handle logistics on a tour. For the academic portion of the unit, students will work with human resources professionals to help create step by step manuals.</p>
<p>Students will be assigned a specific technical aspect of the tour to create a training manual for first year students to follow. Areas for manuals include sound, lighting, load, costume, inventory, repertoire, material, scheduling.</p>
<p><b>Unit 7: Understanding the Technical Requirements of a Professional Dancer</b></p>
<p>Students enrolled in the class are already designated as advanced dancers and have completed prerequisite dance classes or auditions. Students will enhance their vocabulary and fundamentals in dance in the areas of ballet, jazz, lyrical, tap, and hip hop. They will examine a variety of works by choreographers and will participate in choreography and creation of dance works. For the lab portion of the class, students will participate in master classes from professional dancers. For the academic portion of the class, students will create professional resumes for their dance careers and participate in video auditions. They will also cover specific health concerns and health habits that turn dancers into lifelong performers. Students will critique contrasting genres such as ballet and hip hop and will choreograph pieces that include contrasting genres. Skills covered in this unit include: core balance, leaps, turns, extensions, fluidity, flexibility, musicality, repetition, and choreography.</p>
<p><b>Unit 8: Understanding the Technical Requirements of a Professional Singer</b></p>
<p>Students enrolled in the class are already designated as advanced vocalists and have completed prerequisite vocal classes or auditions. Students will enhance their vocabulary and fundamentals</p>

in vocal music in the areas of classical, jazz, pop, rock, rap, musical theater, and choral. They will examine a variety of music involving multiple genres and eras. They will participate in learning music via sight reading, ear pitch, recorded accompaniment, band accompaniment, and piano accompaniment. For the lab portion of the class, students will participate in master classes from professional singers and casting directors. For the academic portion of the class, students will create professional songbooks for the purpose of auditions within their vocal careers and participate in mock vocal auditions. They will also cover specific health concerns and health habits that turn singers into lifelong performers. Students will critique contrasting genres such as classical and pop music and will perform pieces that include contrasting genres. Skills covered in this unit include: vocal health, breath support, memorization, sight reading, pitch, meter, and musicality.

Students will learn the important key factors needed to become a professional singer, enhance sight reading ability, critique differing genres, and create works in vocal music representative of a variety of styles. Students will work during the lab portion of their class to participate in master classes given by professional singers and casting directors. Students will perform a variety of vocal pieces with a variety of accompaniment in class and in a live performance. For the academic portion of the class, students will complete research on vocal health, create an audition songbook, and create a comprehensive vocal warmup routine that supports full warmth and longevity of vocal health.

**Unit 9: Understanding the Technical Requirements of a Professional Acrobat**

Students enrolled in the class are already designated as advanced acrobats and have completed prerequisite classes or auditions. Students will enhance their vocabulary and fundamentals in acrobatics in the areas of gymnastics tumbling, aerialist, hand acrobatics, prop acrobatics, and ground arts. They will examine a variety of live and recorded acrobatic arts pieces and provide written critiques of each. For the lab portion of the class, students will participate in master classes from professional acrobats within the areas of gymnastic tumbling, aerialists, ground acrobatics, prop acrobatics, and balance. For the academic portion of the class, students will submit written critiques of live and recorded performance works within multiple genres of acrobatics. They will also cover specific health concerns and health habits that turn acrobats into lifelong performers. Students will critique contrasting genres such as aerialist and prop acrobatics and will perform pieces that include contrasting genres. Skills covered in this unit include: health habits, strength training, core, musicality, and choreography.

Students will learn the important key factors needed to become a professional acrobat, enhance strength training, critique differing genres, and create works in acrobatics representative of a variety of styles. Students will work during the lab portion of their class to participate in master classes given by professional acrobats. Students will watch live and recorded performance pieces and provide a written critique for each. Students will complete research on gymnast health and create a comprehensive health plan that supports full safety and longevity of acrobatic/gymnast health.

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**Honors Final Exam Details**

**PART 1 - PUBLIC FESTIVAL** - The class will work together to create and execute a children's arts festival based on the pieces that are taught within the course including marketing, design, scheduling, and execution. This performance will be marketed by the students and will culminate into a live public event at the end of the school year.

**PART 2 - STUDENT AUDITION** - Each student will be required to create an audition within each of the three genres of art covered within this class - dance, vocal music, and acrobatics. Dance will require a 90 second self choreographed piece. Vocal auditions will require students to choose 24 bars of sheet music for the live audition. Acrobatics will require a self choreographed piece that is 90 seconds long. Auditions will be executed live in class and performed in front of the students in class for a jury critiqued audition.

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