



OaklandWorks

A School-To-Career Partnership

Arts, Entertainment, and Humanities
Career Cluster Standards

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Introduction to the Arts, Entertainment, and Humanities Industry

This career cluster area encompasses an extensive array of occupations. While some workers in this area are “free-lance” or self-employed, others work for museums, publishers, orchestras, dance companies, non-profit arts organizations, motion picture and television studios, advertising agencies, architectural firms, software companies, and large corporations with art departments. The Arts, Entertainment, and Humanities area offers the opportunity to affect people in virtually every walk of life. It tends to be a more competitive job market than some other career areas in that many talented individuals are attracted to the field. Occupational outlooks for jobs such as architects, artists, choreographers, composers, creative writers, dancers, film editors, graphic designers, performers and actors, and photographers report a projected increase of several thousand jobs between 1996 and 2006 nationally.

Potential jobs within the career pathway include actors, architects, artists, authors, composers, dancers, graphic artists, journalists, musicians, professional photographers, teachers, and set designers. Those with skills in the visual arts may adapt their creativity in the electronic medium and work as commercial artists, computer artists, and electronic layout consultants or become art directors for on-line services, software companies, and publishing houses using their aesthetic, creative, and representational skills in these professions.¹

The OaklandWorks Industry/Education career cluster approach to standards is to identify broad career-technical, rather than job-specific skills,

¹ California Apprenticeship Trade Programs with minimum entry age 16-18 years old in this career cluster area are: communications technicians and lithographers/bookbinders.

Career Pathways within the Industry/Education Partnership

The Arts, Entertainment, and Humanities Career Cluster Standards are targeted to the following:

- Career academies in the Oakland Unified School District that focus on Arts and Entertainment (Castlemont), Architecture and Graphic Arts Technology (Skyline), Arts and Education (Fremont), Visual Arts (Oakland), Performing Arts (Oakland Technical and Skyline)
- Community college programs including:
 - ❖ Laney College - Graphic Arts
 - ❖ Laney College - Journalism
 - ❖ Laney College - Photography
 - ❖ College of Alameda, Laney College - Performing Arts, Dance
 - ❖ College of Alameda, Laney College, Merritt College, Vista College - Art
 - ❖ College of Alameda, Laney College, Merritt College, Vista College - English
- California State University, Hayward programs in following areas:
 - ❖ Art (options: Digital Graphics, Spatial Arts)
 - ❖ English



that are common to a group or cluster of similar occupations, highlighting the integration of academic and vocational content. This approach helps to provide students with a general understanding of “all aspects of an industry.”

The OaklandWorks Standards Format

The standards in this document identify the core knowledge and skills for the Arts, Entertainment, and Humanities Career Cluster for the OaklandWorks Industry/Education School-to-Work Partnership. The standards specify in broad terms the knowledge and skills necessary for initial success in each program area (grades 13-14). They consist of content standards (specifying what a student should know and be able to do) and examples of performance indicators (products or actions and tasks that provide evidence of success).

The OaklandWorks standards format includes three different types/levels of standards. They include the following:

- *Employability Skills*—These skills and qualities are foundational to occupations in the cluster.
- *Career-Technical Standards*—These standards define general knowledge and skills—not job-specific skills—that are common across the multitude of occupations within the cluster.
- *Academic Standards*—The academic standards represent generic academic skills that support the career cluster. These standards have been synthesized from the district-adopted standards and highlight academic standards identified as important to this career cluster by the development teams. The performance indicators are examples of how the general academic skills can be contextualized by career-specific content.

The academic standards adopted by Oakland Unified School District in Language Arts, Mathematics, History/Social Science, and Science have been cross-referenced to related performance indicators to enhance their usability. For example, the sample performance indicator for Employability Skill Standard 2: Creative Thinking and Problem Solving, “Combines, evaluates, and reasons with information, concepts, and data to make decisions and solve problems”, is cross-referenced to the district’s mathematics standard, Mathematics: Standard 5: Mathematical Reasoning (e.g., [Mathematics 5]). When more than one topic is identified for a standard an alphanumeric coding system is used (e.g., Language Arts Standard 1: Reading: Topic A: Reading Skills and Fluency is coded as Language Arts 1A). A

complete list of the alphanumeric codes related to the district's academic standards appears at the end of this document.

Employability Skill Standards for Arts, Entertainment, and Humanities

Employability Skill Standards	Sample Performance Indicators
<p>Standard 1: Personal Qualities Students will understand how personal skill development affects their employability. They will exhibit leadership, motivation for learning, positive attitudes, self-confidence, honesty, perseverance, and self-discipline.</p>	<ul style="list-style-type: none"> • Demonstrates alertness and attention to detail • Demonstrates motivation and discipline • Demonstrates initiative to start own projects and budget time • Demonstrates commitment to show up on time and meet deadlines • Withstands physical, mental, and emotional challenges without losing focus on the tasks at hand and demonstrates readiness for task or objective
<p>Standard 2: Creative Thinking and Problem Solving Skills Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will exhibit the ability to break down abstract concepts and then reintegrate and synthesize these concepts. They will keep in mind the “big picture” as relates to problem solving.</p>	<ul style="list-style-type: none"> • Creates new applications, ideas, relationships, systems, or products, including artistic contributions • Combines, evaluates, and reasons with information, concepts, and data to make decisions and solve problems [Mathematics 5] • Incorporates research and design strategies in the development of products • Employs logic and analysis to identify strengths and weaknesses of different approaches • Demonstrates practical decision-making skills [Mathematics 5] • Develops a strategy for presentation [Language Arts 3B7, 4A]

Employability Skill Standards for Arts, Entertainment, and Humanities

Employability Skill Standards	Sample Performance Indicators
<p>Standard 3: Communication Skills Students will understand the principles of effective communications and will communicate both orally and in writing. They will understand the nature of communication and effectively interpret others' meaning.</p>	<ul style="list-style-type: none"> • Understands terminology and vocabulary of industry • Demonstrates good listening skills [Language Arts 4B] • Communicates and expresses concepts well [Language Arts 4A, 4C] • Speaks clearly and articulates [Language Arts 4A, 4C] • Projects voice, using voice intonations when appropriate [Language Arts 4A, 4C] • Provides information to supervisors, fellow workers, and others through face-to-face, written, or telephone/electronic means [Language Arts 4C] • Resolves miscommunication productively • Coaches and works with others to improve their artistic knowledge and skills
<p>Standard 4: Collaboration Students will understand others' experiential backgrounds and interact insightfully and sensitively with others. They will work well with others and respect and honor others' diversity.</p>	<ul style="list-style-type: none"> • Demonstrates respect, empathy, and appreciation for others' unique abilities • Develops constructive and cooperative working relationships with others and is a "team player" [Language Arts 4C] • Seeks consensus • Makes unique contribution to group efforts • Takes suggestions/direction • Collaborates with others on specific projects to accomplish tasks/objectives [Language Arts 4C] • Utilizes leadership concepts and skills such as persuading and inspiring others to complete tasks

Employability Skill Standards for Arts, Entertainment, and Humanities

Employability Skill Standards	Sample Performance Indicators
<p>Standard 5: Tools and Technology Students will understand the role and place of technology in changing the workplace and service delivery, including knowledge of artists' materials and forms. They will know how to set up and operate equipment including computers and other technologies.</p>	<ul style="list-style-type: none"> • Understands the limits in technology and identifies the appropriate tools for the job • Understands and uses technology (e.g., computers, software, Autocad, graphics, sound, synthesizers, etc.) in creative arts and to enhance presentation of work • Designs or adapts tools, equipment, apparatus, and technology to accomplish objectives • Uses writing, photographic, audio, and video equipment to document events [Language Arts 3B] • Maintains tool, technology, and equipment in working order • Prevents, identifies, or solves problems with equipment and facilities (e.g., stage, rehearsal space)
<p>Standard 6: Understand the Industry Students will understand the main aspects of the arts, entertainment, and humanities related to the larger society. Students will be aware of the tension between artistic integrity and producing for the public and apply this knowledge to their work.</p>	<ul style="list-style-type: none"> • Understands the relationship between economic forces and the arts [History/Social Science 1B-E, 3A, 3E] • Selects and uses professional procedures that are consistent with current industry standards [History/Social Science 2F] • Develops products which comply with current industry standards

Arts, Entertainment, and Humanities Technical Content Standards

Technical Content Standards	Sample Performance Indicators
<p>Standard 1: Artistic Perception Students will process, analyze, and respond to sensory information through the language and skills unique to the arts. They will understand and respond to the community and history of art and expand upon it.</p>	<ul style="list-style-type: none"> • Writes commentaries or critical reviews based on analysis of news items and literary, musical, artistic works, and performances [Language Arts 3B1-8] • Integrates artistic elements into a unified design • Analyzes current environment using discipline-based technology and terminology [Language Arts 2A-B] • Observes informal productions, theatrical productions, films, and electronic media and responds to them, using vocabulary and language of the theatre [Language Arts 2A-B] • Integrates perceptions into own artistic process (e.g., music is integrated into acting process) • Applies cross-disciplinary artistic influences in own artistic process
<p>Standard 2: Creative Expression Students will understand the importance of creative expression. They will create, perform, and participate in the arts.</p>	<ul style="list-style-type: none"> • Composes images attending to structure, value, scale, shapes, gesture, texture, depth, and color • Creates original written works, such as plays or prose, for publication or performance [Language Arts 3B1-8] • Plays musical instruments as soloist or as member of musical group (e.g., orchestra or band) to entertain audience • Keeps a performance “fresh” when it is repeated • Draws upon different sources, integrating traditional and contemporary art forms

Arts, Entertainment, and Humanities Technical Content Standards

Technical Content Standards	Sample Performance Indicators
<p>Standard 3: Aesthetics Students will describe, analyze, interpret, critique, and derive meaning from works of art. They will develop criteria, then make critical judgments about and determine the quality of artistic expression.</p>	<ul style="list-style-type: none"> • Demonstrates awareness of the importance of art in everyday life • Analyzes the aesthetic form by describing the use of repetition and emphasis in works of art, and how elements are used to create unity • Responds to, analyzes, and makes judgments about works in the arts • Determines high quality, high standards for arts • Uses design/art specific vocabulary to critique own work and work of others • Develops personal concept of beauty • Focuses on and critiques specific elements of works in the arts • Analyzes art from cross-cultural, cross-temporal contexts
<p>Standard 4: Historical, Political, and Cultural Context Students will understand the role of the arts in human history and culture (i.e., examine the relationship of social, religious, political, and economic forces on the arts). They will understand the cultural influences in the arts and the appropriation of cultural art forms throughout history.</p>	<ul style="list-style-type: none"> • Understands the power and interconnection between theatre, dramatic literature, history, and culture and values • Understands community validation (e.g., folk art) • Demonstrates awareness of sensitive social issues in the arts (e.g., cultural patrimony) • Investigates major themes, historical periods, and styles of various artistic medium in various cultures throughout the world [History/Social Science 1A-E] • Integrates cultural influences effectively (i.e., understands culture and time periods) in own artistic endeavors [History/Social Science 1A-E] • Understands the continuity as well as the evolution of artistic traditions [History/Social Science 1A-E]

Arts, Entertainment, and Humanities Technical Content Standards

Technical Content Standards	Sample Performance Indicators
<p>Standard 5: Preparation and Applications Students will prepare and apply knowledge and skills to produce a product or perform for an audience. They will set standards and pursue excellence.</p>	<ul style="list-style-type: none"> • Understands the full production process • Prepares for and performs for arts administration, motion picture, music, television, or stage production • Prepares information regarding design, structure specifications, materials, color, equipment, estimated costs, and construction time • Demonstrates understanding of the applications of basic graphic design principles to achieve specific goals and produces thumbnail sketches, rough layouts, and a comprehensive layout for a printed product [Language Arts 3A] • Reviews, submits for approval, and revises written material to meet personal standards and satisfy needs of client, publisher, director, or producer [Language Arts 3B1-8] • Writes news stories for publication or broadcast from written or recorded notes provided by reporting staff, following prescribed editorial style and format standards [Language Arts 3B1-8] • Performs without revealing one’s practiced technique • Demonstrates ancillary skills and reference points (i.e., budgets, timelines) [Mathematics 5] • Participates in hands-on training or internships

Arts, Entertainment, and Humanities Technical Content Standards

Technical Content Standards	Sample Performance Indicators
<p>Standard 6: Artistic Techniques Students will understand the history of artistic techniques including culture, methodology, tradition of form, and introduction of new materials. They will understand that artistic techniques provide a foundation for creative acts and apply such techniques accordingly.</p>	<ul style="list-style-type: none"> • Demonstrates knowledge of the techniques and processes in artistic expression • Understands that practice of techniques and skills leads to improvement/mastery • Demonstrates dexterity in a range of skills and techniques from different historical epochs [History/Social Science 1A-E] • Understands that creative acts or objectives transcend practiced techniques

Academic Standards for Arts, Entertainment, and Humanities

Academic Standards	Sample Performance Indicators
<p>Standard 1: Language Arts Students will demonstrate reading, writing, speaking and listening skills, media literacy, and an appreciation for cultural diversity in literature and language.</p>	<ul style="list-style-type: none"> • Uses a wide range of strategies to read, comprehend, interpret, evaluate, and respond to a variety of materials (e.g., literature, scripts, blueprints, critiques) [Language Arts 1A-C] • Reads and comprehends a range and breadth of written material including public and functional documents (e.g., articles, literary criticism) [Language Arts 1A-B, 1D] • Expresses ideas and information in written form clearly and accurately and tailors to the intended purpose and audience (e.g., scripts, presentations, news stories) [Language Arts 3A, 3B1-8, 3C] • Actively listens and communicates in a clear, courteous, and complete manner on personal and professional levels [Language Arts 4B-C] • Presents information orally, verbalizes and delivers ideas, enunciates well (e.g., theatrical performances, presentations, speeches) [Language Arts 4A, 4C] • Organizes and presents oral and written information using appropriate resources and support materials [Language Arts 5A]

Academic Standards for Arts, Entertainment, and Humanities

Academic Standards	Sample Performance Indicators
<p>Standard 2: Mathematics Students are able to reason, communicate, solve problems and develop understanding of numbers, measurement, geometry, functions, statistics and probability, logic, and algebra.</p>	<ul style="list-style-type: none"> • Analyzes and solves mathematical problems (e.g., calculate budget items) by selecting and applying appropriate quantitative methods [Mathematics 1, 2, 5] • Analyzes and interprets numeric information (e.g., measurements, visual composition and layout, statistics and data) [Mathematics 1-5] • Applies mathematical equations and formulas in the arts (e.g., rhythm, balance, symmetry, space, timing, patterns, composition/design) [Mathematics 2, 5, 6] • Applies mathematical concepts (e.g., numbers, measurement, geometry, accounting, statistics and probability) to understand sound business management techniques and procedures used by the arts industry [Mathematics 1, 2, 4, 5]

Academic Standards for Arts, Entertainment, and Humanities

Academic Standards	Sample Performance Indicators
<p>Standard 3: History/Social Science Students will demonstrate History/Social Science (e.g., chronological/spatial thinking, examining evidence, diversity/multiple perspectives, interpretation, significance, participation) and understanding of government (e.g., courts and contemporary issues) and economics (e.g., fundamental economic concepts and international economic concepts) in the arts.</p>	<ul style="list-style-type: none"> • Analyzes major economic trends (e.g., globalization, rapid growth of the Internet) and how they impact the arts [History/Social Science 1A, 1C-D, 3A, 3E] • Describes major artistic movements as they relate to the role of government and policymaking [History/Social Science 2B, 2F] • Identifies how contemporary issues and fundamental economic concepts impact the arts [History/Social Science 1B-C, 2F, 3A] • Explains social constructs (e.g., government relations, laws, and policies) as they relate to the role of the arts in the national and international marketplaces [History/Social Science 1B, 3D, 3E] • Applies understanding of various linguistic and cultural backgrounds to further productive interpersonal and creative endeavors [History/Social Science 1C, 1E]
<p>Standard 4: Science Students will demonstrate understanding of physics (e.g., motion and forces, conservation of energy and momentum, heat and thermodynamics, waves, and electronic and magnetic phenomena), chemistry (e.g., atomic and molecular structure, chemical bonds, acids and bases, solutions), and biology/life sciences (e.g., ecology and structure and function of living systems) and the connections and applications as these concepts relate to the arts.</p>	<ul style="list-style-type: none"> • Explains basic scientific concepts as they relate to health and safety in artistic environments (e.g., studio, rehearsal space, performance venue) [Science 1A, 1E, 2E, 3E-G, 4A-E] • Demonstrates understanding of the impact of technology and science as they have contributed to the growth and expansion of the arts industry [Science 1E-F, 2D-E, 3A, 4E] • Explains the impact of science (e.g., historical and contemporary contributions) and interactions between science and the arts [Science 1E-G, 1M, 3A-B, 4E]

Resources

America's Career InfoNet (<http://www.acinet.org/acinet/default.htm>)

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