California CTE

Arts, Media, and Entertainment

Adopted 2013

Knowledge and Performance

1 Academics 1.0

2 Communications 2.0

1 Recognize the elements of communication using a sender–receiver model. 2.1

2 Identify barriers to accurate and appropriate communication. 2.2

3 Interpret verbal and nonverbal communications and respond appropriately. 2.3

4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format. 2.4

5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 2.5

6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies. 2.6

3 Career Planning and Management 3.0

1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making. 3.1

2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success. 3.2

3 Explore how information and communication technologies are used in career planning and decision making. 3.3

4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure. 3.4

5 Integrate changing employment trends, societal needs, and economic conditions into career planning. 3.5

6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society. 3.6

7 Recognize the importance of small business in the California and global economies. 3.7

8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates. 3.8

Skip to main content

9 Develop a career plan that reflects career interests, pathways, and postsecondary options. 3.9

4 Technology 4.0

1 Use electronic reference materials to gather information and produce products and services. 4.1

2 Employ Web-based communications responsibly and effectively to explore complex systems and issues. 4.2

3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources. 4.3

4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources. 4.4

5 Research past, present, and projected technological advances as they impact a particular pathway. 4.5

6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task. 4.6

5 Problem Solving and Critical Thinking 5.0

1 Identify and ask significant questions that clarify various points of view to solve problems. 5.1

2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate. 5.2

3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment. 5.3

4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions. 5.4

6 Health and Safety 6.0

1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions. 6.1

2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities. 6.2

3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies. 6.3

4 Practice personal safety when lifting, bending, or moving equipment and supplies. 6.4

5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics. 6.5

6 Maintain a safe and healthful working environment. 6.6

7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA). 6.7

Skip to main content

7 Responsibility and Flexibility 7.0

1. Recognize how financial management impacts the economy, workforce, and community. 7.1
2. Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. 7.2
3. Understand the need to adapt to changing and varied roles and responsibilities. 7.3
4. Practice time management and efficiency to fulfill responsibilities. 7.4
5. Apply high-quality techniques to product or presentation design and development. 7.5
6. Demonstrate knowledge and practice of responsible financial management. 7.6
7. Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession. 7.7
8. Explore issues of global significance and document the impact on the Arts, Media, and Entertainment sector. 7.8

8 Ethics and Legal Responsibilities 8.0

1. Access, analyze, and implement quality assurance standards of practice. 8.1
2. Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Arts, Media, and Entertainment industry sector. 8.2
3. Demonstrate ethical and legal practices consistent with Arts, Media, and Entertainment sector workplace standards. 8.3
4. Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace. 8.4
5. Analyze organizational culture and practices within the workplace environment. 8.5
6. Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information. 8.6
7. Conform to rules and regulations regarding sharing of confidential information, as determined by Arts, Media, and Entertainment sector laws and practices. 8.7

9 Leadership and Teamwork 9.0

1. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders. 9.1
2. Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities. 9.2
3. Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting. 9.3

Skip to main content

4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities. 9.4

5 Understand that the modern world is an international community and requires an expanded global view. 9.5

6 Respect individual and cultural differences and recognize the importance of diversity in the workplace. 9.6

7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems. 9.7

10 Technical Knowledge and Skills 10.0

1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector. 10.1

2 Comply with the rules, regulations, and expectations of all aspects of the Arts, Media, and Entertainment sector. 10.2

3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations. 10.3

4 Collaborate with industry experts for specific technical knowledge and skills. 10.4

11.0 Demonstration and Application 11.0

1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study. 11.1

2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level. 11.2

3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures. 11.3

4 Employ entrepreneurial practices and behaviors appropriate to Arts, Media, and Entertainment sector opportunities. 11.4

5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators. 11.5

Pathway Standards

A. Design, Visual, and Media Arts Pathway

Skip to main content

1. Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications. A1.0
    1. View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary. A1.1
    2. Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications. A1.2
    3. Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment. A1.3
    4. Select industry-specific works and analyze the intent of the work and the appropriate use of media. A1.4
    5. Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production. A1.5
    6. Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts. A1.6
    7. Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. A1.7
    8. Compare how distortion is used in a variety of media to modify the message being communicated. A1.8
    9. Analyze the material used by a given artist and describe how its use influences the meaning of the work. A1.9
2. Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media. A2.0
    1. Demonstrate skill in the manipulation of digital imagery (either still or video) in an industry-relevant application. A2.1
    2. Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product. A2.2
    3. Apply refined observation and drawing skills to solve an industry-relevant problem. A2.3
    4. Use visual metaphors in creating an artistic product. A2.4
    5. Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application. A2.5
    6. Create an artistic product that involves the effective use of the elements of art and the principles of design. A2.6
    7. Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view. A2.7
    8. Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. A2.8
    9. Create a multimedia work of art that demonstrates knowledge of media and technology skills. A2.9

Skip to main content

3 Analyze and assess the impact of history and culture on the development of professional arts and media products. A3.0

1 Identify and describe the role and influence of new technologies on contemporary arts industry. A3.1

2 Describe how the issues of time, place, and cultural influence and are reflected in a variety of artistic products. A3.2

3 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in art work in an industry setting. A3.3

4 Identify art in international industry and discuss ways in which the work reflects cultural perspective. A3.4

5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications. A3.5

6 Investigate and discuss universal concepts expressed in visual media products from diverse cultures. A3.6

4 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards. A4.0

1 Develop written consumer assessment rubrics for separate, industry-specific art products. A4.1

2 Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial media (traditional and electronic). A4.2

3 Analyze the aesthetic value of a specific commercial work of art and defend that analysis from an industry perspective. A4.3

4 Analyze the relationship between the artist, artistic product and audience in both an existing and self-generated project. A4.4

5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product. A4.5

6 Create an artistic product for a specific industry and modify that product to accommodate a different aesthetic perspective. A4.6

Skip to main content

5 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan. A5.0

1 Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content. A5.1

2 Explore the role of art and design across various industry sectors and content areas. A5.2

3 Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to industry and society. A5.3

4 Predict how changes in technology might change the role and function of the visual arts in the workplace. A5.4

5 Create a commercial artistic product that communicates a cross-cultural or universal theme. A5.5

6 Prepare portfolios of original art created for a variety of purposes and commercial applications. A5.6

7 Synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry. A5.7

6 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. A6.0

1 Evaluate the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both. A6.1

2 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings. A6.2

3 Debate the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters (philosophical approach). A6.3

Skip to main content

7 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. A7.0

1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. A7.1

2 Use language in natural, fresh, and vivid ways to establish a specific tone. A7.2

3 Enhance meaning by employing rhetorical devices, including extended use of parallelism, repetition, analogy; incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. A7.3

4 Integrate databases, graphics, and spreadsheets into electronically processed documents. A7.4

5 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. A7.5

8 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway. A8.0

1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation. A8.1

2 Use technology to create a variety of audio, visual, written, and electronic products and presentations. A8.2

3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones). A8.3

4 Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to an artistic product, performance, or presentation. A8.4

5 Differentiate writing processes, formats, and conventions used for various media. A8.5

6 Analyze and assess technical support options related to various media and design arts. A8.6

7 Evaluate how advanced and emerging technologies (e.g., virtual environment or voice recognition software) affect or improve media and design arts products or productions. A8.7

B. Performing Arts Pathway

Skip to main content

1. Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music. B1.0
    1. Demonstrate movement skills, process sensory information, and describe movement using the professional vocabulary of dance. B1.1
    2. Apply highly developed physical coordination and control when performing complex loco motor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength). B1.2
    3. Apply a wide range of kinesthetic communication demonstrating clarity of intent and stylistic nuance. B1.3
    4. Differentiate dance vocabulary to describe movement and dance in a professional setting. B1.4
    5. Create and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement). B1.5
    6. Perform in multiple professional dance genres integrating an advanced level of technical skill and clear intent. B1.6
    7. Deconstruct formal and informal (improvisational) performances of theater, dance, and music, both live and electronic, and evaluate using appropriate artistic vocabulary. B1.7
2. Read, listen to, deconstruct, and analyze peer and professional music using the elements and terminology of music. B2.0
    1. Read a full instrument or vocal score with a direct industry connection (Film score, Philharmonic score, commercial underscore). B2.1
    2. Describe how the elements of music are used. B2.2
    3. Transcribe simple songs into melodic and rhythmic notation when presented. B2.3
    4. Sight-read music accurately and expressively. B2.4
    5. Analyze and describe significant musical events perceived and remembered in a given industry generated example. B2.5
    6. Analyze and describe the use of musical elements in a given professional work that makes it unique, interesting, and expressive. B2.6
    7. Demonstrate the different uses of form, both past and present, in a varied repertoire of music in commercial settings from diverse genres, styles, and professional applications. B2.7

Skip to main content

3 Observe, deconstruct, and analyze peer and professional theater, film, video, and electronic media and respond using the vocabulary of theater. B3.0

1 Identify the use of metaphor, subtext, and symbolic elements in text and performance of professional theatrical work (live or recorded). B3.1

2 Research, analyze, and plan a theatrical performance (live or recorded) with the director, designer, or playwright. B3.2

3 Create a product which assesses professional theater, film, and video performance products using the vocabulary of theater, such as genre, style, acting values, theme, and design. B3.3

4 Apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance for a variety of professional applications. B4.0

1 Specify applications of VPA Creative Expression Standards for Dance at the proficient level. B4.1

2 Notate dances using a variety of systems (Labanotation, motif writing, and personal systems). B4.2

3 Apply basic music elements (rhythm, meter, tempo, timbre) to construct and perform dances for a variety of professional settings. B4.3

4 Create a dance that utilizes an established dance style or genre in response to an industry-specific prompt. B4.4

5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation. B4.5

6 Perform combinations, in response to audition requirements, in a variety of professional dance genres that demonstrate proficiency relative to industry expectations. B4.6

7 Create a diverse body of work in dance, which demonstrates originality, unity, clarity of intent, and a dynamic range of movement appropriate to a variety of professional applications. B4.7

8 Create a performance piece using dance structures, musical forms, theatrical elements, and technology for a specific professional application. B4.8

9 Perform original works that employ personal artistic intent and respond to industry-specific criteria. B4.9

Skip to main content

5 Apply vocal and/or instrumental skill and knowledge to perform a varied repertoire of music appropriate to music industry application. B5.0

1 Sing or play a repertoire of musical literature representing various genres, styles, and cultures with expression and technical accuracy. B5.1

2 Sing or play music written in multiple parts, individually or with a group. B5.2

3 Sight read and perform a brief musical composition from a professional resource. B5.3

4 Employ a variety of music technology to record, integrate, or modify a live or recorded performance to produce a new artistic product. B5.4

5 Compose music in distinct styles. B5.5

6 Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments using appropriate ranges and traditional and nontraditional sound sources. B5.6

7 Create melodic and rhythmic improvisations in a style or genre within a musical culture (gamelan, jazz, and mariachi). B5.7

6 Apply skill and knowledge in acting, directing, design, and composition to create formal and informal (improvised) theater, film, video, and electronic media performances. B6.0

1 Demonstrate media appropriate acting choices using script analysis, character research, reflection, and revision in live and recorded performance applications. B6.1

2 Use acting choices, such as script analysis, character research, reflection, and revision; and apply to a variety of professional settings. B6.2

3 Create performance products applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution. B6.3

4 Design, produce, or perform scenes applicable to a variety of professional settings and media applications. B6.4

5 Improvise or write dialogues and scenes applying basic dramatic structure (exposition, complication, crises, climax, and resolution) appropriate to a variety of industry settings. B6.5

6 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of professional sources. B6.6

Skip to main content

7. Analyze the historical and cultural perspective of multiple industry performance products from a discipline-specific perspective. B7.0
    1. Identify and compare how film, theater, television, and electronic media productions influence values and behaviors. B7.1
    2. Analyze the historical and cultural perspective of the dancer in the professional setting. B7.2
    3. Analyze the historical and cultural perspective of the musician in the professional setting. B7.3
    4. Analyze the historical and cultural perspective of the actor and performance artist in the professional setting. B7.4
    5. Create a product comparing and contrasting universal themes and sociopolitical issues in a variety of music, dance, or theatrical products. B7.5
8. Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production. B8.0
    1. Critique discipline-specific professional works using the language and terminology specific to the discipline. B8.1
    2. Use selected criteria to compare, contrast, and assess various professional performance forms. B8.2
    3. Analyze the aesthetic principles that apply in a professional work designed for live performance, film, video, or live broadcast. B8.3
    4. Use complex evaluation criteria and terminology to compare and contrast a variety of genres of professional performance products. B8.4
9. Explore the connection between artistic preparation and professional standards and practices. B9.0
    1. Examine the training, education, and experience needed to pursue discipline-specific performance options. B9.1
    2. Demonstrate effective knowledge and skills with the audiovisual equipment and technology used in professional performance. B9.2
    3. Demonstrate entry-level competencies for a career in an artistic or technical field in the theatrical arts. B9.3
    4. Understand the technical aspects of lights, sound, properties, costumes, and makeup from the perspective of the professional performer. B9.4
    5. Contrast differing roles in professional skill sets of creators, performers, and others involved in the production and presentation of the performing arts. B9.5
    6. Create a career plan leading to professional performance in one of the performance disciplines. B9.6

C. Production and Managerial Arts Pathway

Skip to main content

1. Demonstrate knowledge of industry safety standards and practices in all areas of technical production. C1.0
    1. Demonstrate understanding of various power tools used in construction and rigging. C1.1
    2. Demonstrate knowledge of basic electrical safety. C1.2
    3. Demonstrate understanding of safe workplace practices, including tool safety, rigging, electrical, and construction safety and awareness of hazardous materials in the workplace. C1.3
    4. Apply safety related decision making and problem-solving techniques to live, recorded, or multimedia generated production. C1.4
2. Understand the technical support functions and artistic competencies in film, video, and live production. C2.0
    1. Analyze the production sequence involved in creating a media based or live performance production. C2.1
    2. Produce a production flow chart for a live theatrical or media based production. C2.2
    3. Plan one technical component of a production from design to performance. C2.3
3. Analyze and differentiate the function of the various members of a production team. C3.0
    1. Identify the skills and competencies of the various members of a production team including producer, production manager, director, assistant director, stage manager, production designer(s), post production, etc. C3.1
4. Demonstrate key skills and an understanding of the complexities of production planning. C4.0
    1. Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts. C4.1
    2. Know how artistic processes, organizational structure, and business principles, including funding and budgeting, are interrelated in both live and media production. C4.2
    3. Identify the responsibilities and activities associated with the preproduction, production, and post-production of a creative project. C4.3
    4. Demonstrate understanding of the appropriate use of technology in each phase of the production planning. C4.4
    5. Create a call sheet for equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production. C4.5

Skip to main content

5. Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects. C5.0
    1. Identify essential qualifications and technological competencies for each team member, including artists, designers, performers, composers, writers, and technicians. C5.1
    2. Plan the general coordination of various elements in a project or production. C5.2
6. Understand the key elements of developing and promoting a production from creation to distribution. C6.0
    1. Design a production flow chart identifying chain of responsibility for a specific type of arts, media, and entertainment production. C6.1
    2. Create a budget for an aspect of an arts, media, and entertainment production of the arts, media, and entertainment industry. C6.2
    3. Design a promotional packet demonstrating knowledge of promotional C6.3
    4. Create a promotional example using electronic media. C6.4
    5. Create a public service announcement using two or more production methods materials, such as standard public service announcements C6.5
7. Know various media production, communication, and dissemination techniques and methods, including written, oral, visual, and electronic media. C7.0
    1. Identify and describe licensing management for live and media based productions and intellectual properties. C7.1
    2. Identify successful business models and analyze various facets of those models, such as market analysis, marketing strategy, and product value. C7.2
    3. Discuss the relationships between publishers, developers, distributors, marketers, and retailers. C7.3
    4. Understand the role of audience and market research in promotional planning C7.4
    5. Understand the components of marketing campaigns for live and media based productions, including advertising in both traditional and social media. C7.5
    6. Demonstrate understanding of the distribution component of both live and media based production including Web, print, radio, television, and communication based options. C7.6

D. Game Design and Integration Pathway

Skip to main content

1. Demonstrate understanding of current trends and the historical significance of both electronic and non-electronic games. Students will analyze different game systems and identify how these systems have influenced consumer technology. D1.0
    1. Research and analyze different game genres, including multiplayer games. D1.1
    2. Define and use necessary vocabulary related to games, their genres, game platforms, and game hardware. D1.2
    3. Research, compare, and categorize different game platforms and game hardware. D1.3
    4. Analyze the technology transfer from video games to other industries, such as education, medical, corporate training, and military simulation. D1.4
    5. Present a mock-up of a future generation game platform and hardware system based on research of current and emerging technologies and future predictions. D1.5
2. Analyze the core tasks and challenges of video game design and explore the methods used to create and sustain player immersion. D2.0
    1. Identify and define the roles and responsibilities of each member of a video game design team. D2.1
    2. Break down and identify the fundamental building blocks of game play: player goals, player actions, rewards, and challenges. D2.2
    3. Research various input controls and display types then identify how these impact game play. D2.3
    4. Research and define the term "player immersion." D2.4
    5. Explore and explain the factors that create player immersion in a game. D2.5
    6. Compare and contrast player-centric design and designer-centric design in video games. D2.6
    7. Describe a designer-centric game to highlighting features other than game play and entertainment value. D2.7
    8. Prototype a small game using real-world objects, such as dice, cards, balls, pen and paper, etc. D2.8

Skip to main content

3. Acquire and apply appropriate game programming concepts and skills to develop a playable video game. D3.0
    1. Implement common programming concepts, including logic operators, conditional statements, loops, variables, events, actions, and handling user input. D3.1
    2. Understand the basics of game physics, including collision and motion. D3.2
    3. Examine the use of math and physics (such as gravity and friction) in game development. D3.3
    4. Explore the basics of random number generation. D3.4
    5. Implement a small video game utilizing mathematics and physics that features at least one moving object (such as a spaceship) which rotates along an axis and moves in whichever direction it is facing after rotation. The game must include collision physics. D3.5
4. Students will demonstrate mastery of game art and multimedia, including music, sound, art, and animation. D4.0
    1. Demonstrate understanding of the elements of art, including line, shape, color, value, texture, space, and balance, to set the mood and feel of a scene. D4.1
    2. Research and describe the different perspectives used in video games, including first person, second person, and third person perspectives. D4.2
    3. Explain how to create the illusion of 3-D in a 2-D environment. D4.3
    4. Create 2-D art and 3-D models. D4.4
    5. Create an animation sequence. D4.5
    6. Design a game environment using lines, fills, and color to set a specific mood and feel of a scene. D4.6
    7. Create, record, and edit audio for a game. D4.7
    8. Define and discuss intellectual property, copyrights, trademarks, and piracy as they relate to art and multimedia assets in a game. D4.8
    9. Understand the basics of character design and development, world design, and level design. D4.9
    10. Create a storyboard for a game cut-scene applying the basic principles of design and concepts of cinematography. D4.10

Skip to main content

5 Demonstrate an understanding of testing techniques used to evaluate, assess, rate, and review quality assurance of video games. D5.0

1 Test and analyze games to determine the quality of rules, interfaces, navigation, performance, and game play. D5.1

2 Identify the key elements in a game and make intelligent judgments about whether the game succeeded or failed in its objectives. D5.2

3 Compare and contrast the differences between functionality and usability of software. D5.3

4 Evaluate games in terms of accessibility issues. D5.4

5 Demonstrate technical reading and writing skills. D5.5

6 Test a classmate's game project and create a bug report for the game. For each error submitted, write steps in sufficient detail so it is identifiable and reproducible to the developer. Use a metric to identify how critical the error is based on its negative impact on game play. D5.6

6 Understand the general procedures, documentation, and requirements of large scale game design projects. Examine and categorize the significant processes in the production of games. D6.0

1 Identify processes of design and development from concept to production, including content creation, filling team roles, design documentation, communication, and scheduling for video game design teams. D6.1

2 Discuss the iterative nature of game and simulation design. D6.2

3 Develop design plans, character sketches, documentation, and storyboards for proposed games. D6.3

4 Enumerate individual tasks of a project using basic time management skills to complete each task and track its completion. D6.4

5 Describe the importance and interrelationship between development schedule and budget constraints in a video game design project. D6.5

6 Compare and contrast common uses of different game development tools. D6.6

7 Create a set of original design documents and build a small game. D6.7

Skip to main content

7 Understand the fundamentals of business and marketing, including entrepreneurship, global marketing, and localization. D7.0

1 Identify, define, and discuss the different ways games are funded, distributed, marketed, and sold. D7.1

2 Identify and describe licensing management for different game platforms, tools, and intellectual properties. D7.2

3 Identify successful business models and analyze various facets of those models, such as market analysis, marketing strategy, and product value. D7.3

4 Understand the components of marketing campaigns for games, including advertising in traditional and social media. D7.4

5 Understand the role community management plays in marketing and business models. D7.5

6 Discuss the relationships between publishers, developers, distributors, marketers, and retailers. D7.6

7 Evaluate game journalism and professional reviews in terms of bias. D7.7

8 Explore and describe the effects of globalization on the design and production of video games. D7.8

9 Evaluate how video games adhere to government rating systems. D7.9

10 Create a plan for a game to target a specific audience within three different countries while adhering to their governments' rating systems. D7.10

8 Understand the impact of games and the role of play in human culture. Analyze the ethics and global impact of the game industry. D8.0

1 Discuss the word "play" and its many definitions. D8.1

2 Investigate and discuss how play can help humans acquire knowledge and social skills. D8.2

3 Describe the benefits of games and simulations, including online economies and community building. D8.3

4 Compare and contrast the different opinions on the effects of games on behavior, cognitive development, and motor skills. D8.4

5 Describe how frequent exposure and/or access to video games has reshaped the level of technical proficiency of our workforce. D8.5

6 Explore and discuss the impact of video games on the economy. D8.6

7 Design a game you believe will have positive impact on the world. D8.7

Skip to main content

9 Identify career goals and develop a career plan that explores employment opportunities in the video game industry. D9.0

1 Demonstrate personal and interpersonal skills appropriate for the workplace, such as responsibility, dependability, punctuality, positive attitude, initiative, respect for self and others, and professional dress. D9.1

2 Investigate how the skills acquired in game design/development can be applied to other industries. D9.2

3 Use personal assessment tools to identify personal and professional strengths and weaknesses. D9.3

4 Analyze job and career requirements as related to career interests and opportunities in the game industry. D9.4

5 Investigate the common employment contracts in the game industry, such as Nondisclosure Agreements, "Work for Hire" agreements, and "Noncompete" clauses. D9.5

6 Create a resume and use it during a mock interview. At the end of the interview process, apply negotiation skills as they relate to salary and benefits packages. D9.6

10 Students will build a game that demonstrates teamwork and project management by creating a game design production plan that describes the game play, outcomes, controls, rewards, interface, and artistic style of a video game. D10.0

1 Use design documents to create a game design production plan. D10.1

2 Solicit and accept constructive criticism. D10.2

3 Use computer tools to create game programming, art, and audio. D10.3

4 Create and use animated objects in a game. D10.4

5 Create sound and music to enhance the game experience. D10.5

6 Test and debug the completed game. D10.6

7 Apply listening, speaking, and collaborative communication skills to effectively convey information. D10.7

8 Demonstrate a professional level of written and oral communication as necessary in the game industry. D10.8