



# EARLY CTE DIGITAL ARTS, MEDIA, AND ENTERTAINMENT CAREER EXPLORATION GRADES 6-8 KNOWLEDGE AND SKILLS



Standards introduce middle school students to Digital Animation, Digital Communication, Digital Photography, Film and TV Production, Graphic Design, Music and Audio Production in preparation for high school and Career and Technical Education (CTE) programs. Standards include age-appropriate technical, employability, and academic skills aligned with Arizona Fine Arts Standards in Media Visual and Media Arts, and Music.

i.e., explains or clarifies content and e.g. provides examples of content that should be taught.

*Note: Crosswalk to ADE Fine Arts 2023 Visual and Media Arts, and 2018 Music Standards are highlighted*

## 1.0 EXPLORE DIGITAL ARTS, MEDIA, AND ENTERTAINMENT CAREERS

*Investigate knowledge and skills needed for a career in the Arts, Entertainment, & Design career cluster.*

- 1.1 Explore the national career cluster for arts, entertainment & design (e.g., [careertech.org/career-clusters/](https://careertech.org/career-clusters/)) and related pathways (e.g., [careertech.org/resource/industry-sector-profile](https://careertech.org/resource/industry-sector-profile))
- 1.2 Describe the purpose of digital arts in society (i.e., use of creative expression to communicate ideas, evoke emotions, promote products and services, entertain audiences, etc.)

**AZ Arts Anchor Standard 11** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- 1.3 Evaluate personal interests and aptitudes related to digital arts, entertainment, and design careers (i.e., Career One Stop, My Future AZ, Arizona@Work, etc.)
- 1.4 Create a career pathway plan starting with entry-level positions (i.e., game or web designer, photographer, news writer, producer, etc.)

*Note: connected to 2.1, 3.1, and 4.1*

- 1.5 Investigate venues and platforms that facilitate presentation and performance (i.e., museums, print and digital media, interactive/video game content, film/tv production studios, etc.)

- 1.6 **AZ Arts Anchor Standard 6** Convey meaning through the presentation of artistic work.

Identify professional organizations that support careers in the arts, entertainment, and design industry (i.e., Academy of Motion Picture Arts and Sciences, Academy of Television Arts and Sciences, American Guild of Musical Artists, Computer Graphics and Interactive Techniques, etc.)

- 1.7 Demonstrate effective collaboration (i.e., organization, time management, initiative, active listening, etc.)

*Note: connected to 2.4 and 2.14*

- 1.8 Discuss copyright, intellectual property, proprietary rights, plagiarism, software licensure, digital rights management (DRM), public domain, and fair use

*Note: related skills applied in standards 2, 3, and 4*

**AZ Media Arts Grade 8 Standard 5c** Demonstrate adaptability using tools, techniques, and content in standard and experimental ways to communicate with intent in the production of media artworks.

- 1.9 Investigate Career and Technical Education Student Organizations (e.g., FBLA and Skills USA, community events, clubs, and educational opportunities in the arts)
- 1.10 Identify the location of high school CTE Digital Arts programs in Arizona, early college credit (e.g., dual enrollment), and certifications (i.e., <https://www.azed.gov/cte>)
- 1.11 Develop a high school career plan that includes academic studies and career-related education
- 1.12 Discuss the purpose and mechanics of creating a digital and paper copy portfolio

*Note: related skills applied in standards 2, 3, and 4*

**AZ Media Arts Grade 8 Standard 6b** Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.

## 2.0 EXPLORE GRAPHIC DESIGN CAREERS AND SKILLS

*Graphic arts require skills to analyze, evaluate, create, and communicate using digital, visual web-based tools.*

- 2.1 Identify professions in the graphic design industry (i.e., Graphic Designer, Web Designer, UX/UI Designer, Art Director, Illustrator, etc.)

*Note: connected to 1.4*

- 2.2 Discuss the purpose and impact of graphic design styles (i.e., contemporary, art nouveau, art deco, pop art, etc.)  
**AZ Media Arts Grade 8 Standard 11a** Demonstrate and explain how media artworks and ideas relate to various purposes, values, cultures, and contexts such as democracy, environment, and connecting people and places.
- 2.3 Investigate and practice skills needed to create graphic artwork (i.e., creativity, communication, critical thinking, technology, collaboration, etc.)  
*Note: related skills to be applied in Standards 3 and 4*
- 2.4 Discuss the foundation of graphic design works (e.g., line, shape, text, color, texture, texture, value, and form)
- 2.5 Compare principles of design (e.g., contrast, repetition, alignment, proximity, hierarchy, balance, movement, emphasis, harmony, and unity)  
*Note: related skills applied in Standards 3 and 4*
- 2.6 Explore photo composition techniques (e.g. Rule of Thirds, Leading Lines, Simplicity, Framing, and Balance)  
*Note: related skills applied in 4.9*
- 2.7 Investigate the RBY, RGB, CMY color wheels (i.e., warm/cool, shades, tints, tones, hue, saturation, etc.) basic color schemes (e.g., complementary, monochromatic, analogous, triadic, tetradic)
- 2.8 Apply brainstorming strategies of the creative process (i.e., sketchbook, journal, mood board, mind maps, digital recordkeeping, etc.)  
*Note: related skills applied in standards 3 and 4*  
**AZ Visual Arts Grade 8 Standard 1a** Document early stages of the creative process with images or words in traditional or new media (e.g., sketchbook/journal, and digital recordkeeping).
- 2.9 Investigate page layout terminology (i.e., portrait, landscape, margins, columns, spreads, signatures, tables, headers/footers, etc.) and conversion-centered design  
**AZ Media Arts Grade 8 Standard 3a** Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles (such as theme and unity).
- 2.10 Create a formatted, multipage graphic design for intended audience  
**AZ Media Arts Grade 8 Standard 7b** Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.
- 2.11 Discuss emerging technology in the graphic design industry (i.e., Canva, Adobe Express, Sketchpad, Artificial Intelligence, etc.)  
**AZ Media Arts Grade 8 Standard 7b** Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.
- 2.12 Create and edit digital images using a variety of software applications  
*Note: related skills to be applied in standards 3 and 4*
- 2.13 Identify image file formats and functionality (i.e., EPS, AI, JPG, TIFF, RAW, PSD, PDF, GIF, PNG, etc.) and file management techniques for organizing, archiving, and version control  
*Note: related skills to be applied in standards 3 and 4*
- 2.14 Collaboratively create graphic design products (i.e., flyer, brochure, poster, advertisement, social media post, etc.) with purpose (i.e., education, celebration, marketing, informative, etc.)  
**AZ Media Arts Grade 8 Standard 2a** Design, structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.  
**AZ Media Arts Grade 8 Standard 5a** Demonstrate a teacher-defined range of artistic, design, technical, and soft skills, through performing specified roles in producing media artworks (such as strategizing and collaborative communication).

### 3.0 EXPLORE ANIMATION CAREERS AND SKILLS

*Explore animation principles, storytelling, and digital tools for creating time-based visual communication.*

- 3.1 Identify professions in the animation industry (i.e., as Animator, Storyboard Artist, Character Rigger, Modeler, Concept Artist, VFX Artist, Art Director, Set-up Artist and Technical Artist, Motion Graphics Designer, etc.)  
*Note: connected to 1.4*
- 3.2 Investigate historical and contemporary examples of animation
- 3.3 Describe how the 12 principles of animation design make animated characters and movement realistic  
**AZ Media Arts Grade 8 Standard 7b** Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.
- 3.4 Explain the purpose of the squash and stretch animation design principle to drawn or computer-animated objects

- 3.5 Discuss types of animation (i.e., frame-by-frame 2D, 3D, CGI, stop-motion, interactive, etc.)  
**AZ Media Arts Grade 8 Standard 6a** Design the presentation and distribution of media artworks through multiple formats and/or contexts.
- 3.6 Interpret animation file formats and functionalities (i.e., GIF, SVG, MP4, PNG, OBJ, etc.)
- 3.7 Classify software and hardware that supports data capture (i.e., VR, AR, AI-assisted, motion capture, 3D models, and camera tracking, etc.)
- 3.8 Investigate a variety of ways to brainstorm ideas for animated projects (i.e., storyboard, modeling, prototyping, etc.)  
**AZ Media Arts Grade 8 Standard 1a** Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes (such as concept modeling and prototyping).
- 3.9 Demonstrate frame-by-frame animation (i.e., flip book, digital short, etc.)
- 3.10 Identify fundamental animation terms [i.e., timeline, keyframe, frames per second (FPS), playback controls, etc.]
- 3.11 Practice strategies to overcome creative challenges (i.e., reframe from a new perspective, change approach, draw, collaborate, etc.)  
*Note: related skills applied in standards 2 and 4*  
**AZ Media Arts Grade 8 Standard 6b** Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.
- 3.12 Produce and present an animated sequence using digital tools  
**AZ Media Arts Grade 8 Standard 6a** Design the presentation and distribution of media artworks through multiple formats and/or contexts.

**4.0 EXPLORE FILM, TV, MUSIC, AND AUDIO PRODUCTION CAREERS AND SKILLS**  
*Investigate knowledge and skills needed for a career in film and TV, digital photography, and music and audio production including the creation, production, and distribution of artistic/educational and informative works.*

- 4.1 Identify professions in the Film/TV and Music/Audio Production industries (i.e., producers, directors, cinematographers, camera operators, sound mixers, editors, composers, audio engineers, etc.)  
*Note: connected to 1.4*
- 4.2 Explore how media production has evolved over time and analyze how current trends influence society (i.e., distribution channels, emerging trends, etc.)  
**AZ Media Arts Grade 8 Standard 11a** Demonstrate and explain how media artworks and ideas relate to various purposes, values, cultures, and contexts (such as democracy, environment, and connecting people and places).
- 4.3 Investigate the role of a production crew and the various associated jobs and responsibilities. (Producer, Talent, Engineer, Operator, etc.)
- 4.4 Summarize the three primary phases of production (e.g., pre-production, production, and post-production)  
*Note: related skills applied in standards 2 and 3*  
**AZ Media Arts Grade 8 Standard 2a** Design, structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.
- 4.5 Examine various broadcasting media genres, functions and purposes (i.e., editorial, sports, consumer, lifestyle, events, etc.)  
**AZ Media Arts Grade 8 Standard 6a** Design the presentation and distribution of media artworks through multiple formats and/or contexts.
- 4.6 Identify types of script formats (i.e., news rundown, screenplay, stage play script, documentary script, A/V script, T-form, beat sheet, etc.)  
**AZ Media Arts Grade 8 Standard 8a** Analyze the intent, message and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.
- 4.7 Practice grade appropriate written, verbal, and nonverbal communications for various target audiences and situations  
*Note: related skills applied in standards 2 and 3*  
**AZ Media Arts Grade 8 Standard 5a** Demonstrate a teacher-defined range of artistic, design, technical, and soft skills, through performing specified roles in producing media artworks (such as strategizing and collaborative communication).
- 4.8 Investigate basic functions of equipment and accessories (i.e., DSLRs, broadcast cameras, smartphones, microphones, lighting, etc.)
- 4.9 Explore film composition techniques (e.g. rule of thirds, leading lines, simplicity, framing, lighting, and balance)  
*Note: related skills applied in 2.6*

**AZ Media Arts Grade 8 Standard 3a** Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles (such as theme and unity).

- 4.10 Create a pre-production script for an informational video that includes titles, text, credits, and graphics
- 4.11 Identify components of basic musical structure (i.e., verse, chorus, bridge, etc.) and music theory concepts (i.e., melody, harmony, rhythm, dynamics, instrumentation, etc.)

**AZ General Music Grade 8 Standard 8a** Classify and describe expressive attributes and context and how they support creators'/ performers' expressive intent.

- 4.12 Explain how the Musical Instrument Design Interface (MIDI) transmits music
- 4.13 Investigate how Digital Audio Workstations (DAW) (i.e., Logic Pro X, Pro Tools, Foley, Audacity, GarageBand, FL Studio, etc.) are used to create, edit, and produce music
- 4.13 Interpret audio and video editing file formats and functionalities (i.e., avi, mp3, mp4, wav, etc.)
- 4.14 Produce a musical and narrated composition (i.e., advertisement, live performance, podcast, etc.)

**AZ General Music Grade 8 Standard 3b** Present the final version of their documented personally or collectively created music to others and explain their creative process and intent.