Handout 1:
Unit 7 Overview

You've spent the year making works of art and media—now's your chance to share your creations with an audience! In this unit, you'll put together the exhibition that you've been working on with your classmates. You'll learn more about exhibition design, learn how to prepare your work for display, and design and install your exhibition. At the end of the unit, you'll host an opening reception where friends, family, community members, and possibly AME professionals can see and appreciate your work.

During the unit, you'll also prepare your presentation portfolio and have a portfolio conference with your teacher, and share the work you've done on the Career Research project with your classmates during a Career Fair.

Your work in this unit will revolve around the following questions:

- *How do the selection and presentation of works of art and media influence their effect on an audience?*
- *How can I interest the public in seeing my works of art and media?*
- *What have I learned throughout the course? How have I grown as an artist and designer?*

Unit Project

For your unit project, you'll complete preparations on the exhibition that you've been working on. With your curation team, you'll finalize the theme for your section of the exhibition. You'll design your section, prepare the works in your section for display, help your classmates get the exhibition space ready, and install your exhibition. During this process, you'll also work with your exhibition preparation team on your responsibilities related to the exhibition. Finally, you'll host an opening reception, where your curation team will give a presentation about your section of the exhibition.

What You Will Do in This Unit

Finalize your theme for the exhibition. Share your ideas for your section of the exhibition with your classmates, and incorporate their feedback as you finalize the theme and the work you will include.

Work with your exhibition preparation team. Work with your team members to complete your responsibilities related to the exhibition.

Visit an exhibition. Visit an exhibition (or look at one online) and analyze its design.

Design your exhibition section. Work with your curation team to determine the placement and sequencing of works in your section of the exhibition.

Create and review your presentation portfolio. Create a presentation portfolio of the work that you think represents your growth and best work, write a letter to your teacher about it, and share your portfolio in a one-on-one meeting with your teacher.

Prepare your Career Fair presentations. Create a visual and an oral presentation to share what you've learned about an AME career with your classmates.

Prepare works for display. Work with your curation team to prepare the works you've selected for display in your section of the exhibition.

Install the exhibition. Help get the space ready for the exhibition, and install the works in your section.

Participate in the Career Fair. Give your presentation about an AME career to your classmates, listen to their presentations, and offer feedback.

Host an opening reception. Take part in the opening reception for your exhibition, and give a brief interactive presentation about your work.

Portfolio Requirements

You will create the following items to keep in your working portfolio:

- Documents related to your exhibition design (such as drawings of the design or a list of works you're including)
- Visual presentation for the Career Fair

You will also use your working portfolio to keep all your other course work: sketches, journals, class work, assignments, and writing.

Assessment Checklist 1:
Unit 7 Project

Use this checklist to help you plan and assess your project. Make sure that you include all the required components. Your teacher will use this checklist to help evaluate your work.

Requirements	Percentage of Total Grade	Comments	
Exhibition Curation		Student Comments	Teacher Comments
Team's section of the exhibition has a clear and cohesive theme that tells a compelling story, shares an experience, or presents an idea.	**50%**		
Works selected for the exhibition clearly relate to the theme and work well together as a group.	**50%**		
Total	**100%**		

Exhibition Design		Student Comments	Teacher Comments
Works in the exhibition are grouped in a logical and visually pleasing sequence.	**50%**		
Works are hung or displayed neatly and professionally.	**50%**		
Total	**100%**		

Requirements	Percentage of Total Grade	Comments	

Exhibition Responsibilities		**Student Comments**	**Teacher Comments**
Team successfully completed all necessary tasks in its area of responsibility and did so on time.	**50%**		
Student took responsibility for specific tasks and completed them on time and in a professional manner.	**50%**		
Total	**100%**		

Opening Reception Presentation		**Student Comments**	**Teacher Comments**
Presentation clearly conveyed the theme of the team's exhibition section.	**50%**		
Presentation was engaging for the audience.	**50%**		
Total	**100%**		

Handout 2:
Your Journal Assignments

Complete the following journal assignments when you are instructed to do so by your teacher.

Journal 1

Based on your visit to the exhibition space, how do you think your section of the exhibition should look? Create a sketch that shows how you would arrange the works that your team has chosen, and write a short paragraph explaining why you've arranged them that way.

Journal 2

Now that you have observed an exhibition space, take another look at the sketch you made of your section of the exhibition for Journal 1. Based on what you've learned about exhibition design, what might you change about your original design—the spacing of the works, the order they're displayed in, something else? How are you making use of positive and negative space? Create a new and improved sketch of your exhibition design and be prepared to share it with your teammates.

Journal 3

At the opening reception, you and your curation teammates will give a short presentation about your section of the exhibition. Your presentation will depend on your theme and how you want to engage your audience.

Try to make your presentation as engaging and interactive as possible. There are many different approaches you can take. For example, you might give some kind of performance as a team; provide information about an issue and then have audience members share their experiences with that issue; create a short, structured activity in which the audience makes an artwork; have the audience ask you questions; or even ask the audience to respond to your questions!

It's up to you—your presentation should simply be engaging and related to your theme in some way. Brainstorm ideas for your presentation to share with your teammates.

Journal 4

Reflect on your work in this unit and over the year by answering the following questions:

- What was your favorite part of creating the exhibition? Why?
- What was the most challenging part of creating the exhibition? Why?
- What would you do differently if you were to do this project again?
- What is the most important thing that you learned in this course?
- What was your favorite project this year, and why?
- Which of your new skills are you most proud of?
- Based on what you've learned, what AME careers are you most interested in, and why?

React, Practice, Imagine: Weekly Journal Activities

In addition to the journal assignments described above, choose one of the following three activities each week to do in your journal:

- *React*—Respond to a piece of art or media shown in class by writing about it. Then write two questions you'd like to ask the artist about the work. Try to answer the question as you think the artist might.
- *Practice*—Sketch something from observation or from your imagination.
- *Imagine*—Describe an art or design project that you are interested in creating.

Handout 3:
Creating Your Presentation Portfolio

A *portfolio* is a collection of examples of an individual's work. Artists and designers use portfolios to show their best work to potential clients and employers, or to include with their applications to colleges and art schools.

In this course, you will develop two portfolios: a *working portfolio* and a *presentation portfolio*. Together, these can help you organize your work, reflect on what you are learning, clarify your artistic goals, and showcase your best work.

Your working portfolio contains everything you've created during the course—sketches, journals, class work, assignments, and writing. It should also contain your unit projects and self- and teacher assessments. From it you will create a presentation portfolio—the public face of your work.

Your Presentation Portfolio

Prepare a presentation portfolio just as you did at the end of the last semester. Choose the sketches, journal entries, and unit projects that you think represent your best work and show how much you have learned. Your portfolio should be well-organized, with each piece of work clearly labeled.

Letter to Your Teacher

Your presentation portfolio will include a letter to your teacher. In your letter, reflect on your learning by completing the following steps:

- **Step 1:** Choose a piece in your portfolio that you think could benefit from revision (different from the piece you chose last semester). Explain why you chose that piece and how you would revise it.
- **Step 2:** Look at the key skill areas listed in Assessment Checklist 2. Comment on what you've learned in each area.
- **Step 3:** Choose examples from your portfolio that best demonstrate what you have learned in each of these key skill areas (different examples from the ones you chose last semester). For example, you may choose an artwork, a completed handout, or a journal entry that demonstrates your ability to analyze a piece of art. You can choose a different example for each key skill area, or use one work that demonstrates your learning in several skill areas.
- **Step 4:** Answer the following questions:

  - What is your favorite piece in your portfolio? What did you learn while working on it?
  - What is your favorite journal entry? Why is it your favorite?
  - Which skill areas did you identify as needing improvement in your last portfolio review, and how did you work to improve these skills this semester?
  - What are your goals for continuing to develop your skills and to make art and media works after completing this course?
  - Based on what you've learned during this course, what AME career(s) are you most interested in pursuing or learning more about?

Assessment Checklist 2:
Presentation Portfolio

Use this assessment checklist to help you plan your portfolio. Be sure to include all the required components. Bring the completed assessment to your portfolio conference.

Requirements	Percentage of Total Grade	Comments	
Visual Presentation of Presentation Portfolio		**Student Comments**	**Teacher Comments**
Portfolio includes pieces that represent student's best efforts and showcase student's skills and growth.	**25%**		
Portfolio is organized and clearly labeled and includes all the required components.	**10%**		
Letter and Presentation to the Teacher		**Student Comments**	**Teacher Comments**
Student thoughtfully reflects on his or her learning throughout the semester.	**15%**		
Student selects works to discuss that clearly demonstrate learning and skill development.	**10%**		
Student has a clear rationale for the following: ___ Choice of piece to revise ___ Favorite piece ___ Favorite journal entry	**15%**		
Student clearly explains how his or her work examples reflect learning in each of the four key skill areas:			
Skill area #1:	**5%**		
Skill area #2:	**5%**		
Skill area #3:	**5%**		
Skill area #4:	**5%**		
Student identifies his or her strengths, as well as plans for future skill development.	**5%**		
Total	**100%**		

Handout 4:
Exhibition Observation Form

As you look at the exhibition of art and/or media works, complete this observation form.

Location of exhibition space	
Title of exhibition	
What kinds of works are in this exhibition (for example, paintings, photographs, sculptures, video)?	
What is the theme of the exhibition? How do you know this?	
What does the space itself look like? (For example, what color are the walls? How big is the space?)	
How are the works arranged in the space? (For example, "The works are arranged in a line on the wall, with equal amounts of space between each work.")	

How much space is there between the different works? What impact does the space between works have on how you see the individual works?	
What do you notice about the sequencing of the works (that is, the order in which they are arranged on the wall or in the space)? (For example, are similar-looking works grouped together, or is there a contrast between works that are next to one another?)	
How does the sequencing of the work change or influence how you see the individual works?	
How do you think the exhibition design influences your overall experience with the works?	
If you could improve one thing about this exhibition, what would you change, and why?	

Assessment Checklist 3:
AME Career Research Project

Use this assessment checklist to plan and assess your project. Make sure that you include all the required components. Your teacher will use this checklist to help evaluate your work.

Requirements	Percentage of Total Grade	Comments	
Job Description		**Student Comments**	**Teacher Comments**
Student's presentation includes a written job description for the chosen AME career.	50%		
Student's presentation describes a career path that includes both an entry-level position and more senior positions.	50%		
Total	**100%**		

Informational Interview		Student Comments	Teacher Comments
Student summarizes the key points from the informational interview.	50%		
Student includes visuals to highlight important information learned during the informational interview.	50%		
Total	**100%**		

Requirements	Percentage of Total Grade	Comments	
Education and Training Research		Student Comments	Teacher Comments
Student's presentation includes information about a range of training options, such as colleges, technical schools, certification programs, and professional association workshops.	50%		
Student's presentation demonstrates understanding of the knowledge and skills needed in order to succeed in the chosen AME career.	50%		
Total	**100%**		

Career Fair Presentation		Student Comments	Teacher Comments
Student's presentation is clear and to the point, and demonstrates knowledge of the intended audience.	50%		
Student's display of materials at the Career Fair is visually appealing; the choice of illustrations and/or graphics is appropriate and clearly relates to the student's research.	50%		
Total	**100%**		

Handout 5:
Unit 7 Career Information

Range of Careers Related to Unit 7

Below are some of the AME careers that make use of the skills you're learning in Unit 7:

- Assistant project manager
- Curator
- Exhibition designer
- Interactive media producer
- Marketing manager
- Museum/gallery director
- Preparator (one who prepares exhibition displays and handles and prepares works for exhibition or storage

- Producer
- Production assistant
- Production coordinator
- Project manager
- Public relations manager
- Visitor services

Key Careers

Three key AME careers that make use of the skills you are learning in Unit 7 are production assistant, curator, and interactive media producer.

Production Assistant

Production assistants (PAs) assist with every part of the production process. Their work can be tedious and their hours can be long, but getting a job as a PA is one of the best ways to break into many AME industries.

The tasks performed by PAs vary by industry:

- *Television and film:* PAs in television and film need to be organized, enthusiastic, detail-oriented, and good at communicating and record-keeping. PAs also need to work well under pressure, because they report to many different people (nearly everyone on set can give a PA an order) and their hours are often long and irregular.

  The tasks of a PA are greatly varied. For example, on a single production, a PA might get coffee and meals, arrange transportation for actors and production staff, take notes, ensure that actors receive their *call sheets* (daily schedule details of the shoot), manage "extras," and keep track of paperwork (such as permission forms and schedules). However, PAs are able to meet a number of people in the film industry and to gain valuable insight into the way that television and films are produced.

- *Multimedia and design:* PAs help other members of the production, development, and design teams create media, such as Web sites, podcasts, and interactive kiosks. A PA's tasks might include preparing graphics and text content for different platforms, editing sound files, uploading content to Web pages, testing media before release, keeping track of schedules, and processing paperwork, such as permission and licensing forms. Though positions vary by company, PAs in media and design are much more likely to work regular weekday hours than PAs in other AME industries.
- *Animation:* PAs on small animation productions usually help the whole production team, while PAs on large productions often assist a single department, such as layout, lighting, or computer graphics. Their tasks may include keeping track of facilities and equipment, maintaining digital files (such as artwork and sound files), organizing schedules and meetings, communicating updates to different teams and team members, and checking work done by freelancers or by partner studios.
- *Games:* PAs in game production help coordinate schedules and communication among different departments, handle work done by freelancers or other companies, and assist with casting when real people are used as models or actors in games. PAs are often responsible for maintaining the game assets (a game's files, such as artwork and data). PAs check the whole game to make sure that it is ready to be tested and often work with quality assurance teams to track the status of problems found in the game. PAs also handle press packets, interviews, and game demos.

Pathway: Though PAs are not required to have postsecondary degrees, having a two- or four-year college degree or internship experience will often give them an extra resume "boost." PAs also need to show portfolios from their internships, independent productions, or freelance work, or even media they created while in school, such as student films, Web sites, or games. While PAs usually freelance in the television and film industries, they are generally hired as full- or part-time staff in the animation, game, and multimedia and design industries. Since new types of media emerge regularly, PAs in multimedia, games, and animation should have knowledge of current software and an interest in learning about new technology.

This position is considered entry-level in every industry except the games industry, where PAs are expected to have two to three years of experience in the industry (for example, in quality assurance) or experience in production roles in other industries, such as animation or multimedia.

Because this position is considered a career stepping-stone, there are many careers that PAs may move into. They may stay in production or management, or move toward careers in design, development, or direction.

Curator

Curators research artwork, organize exhibitions, produce publications, and decide how to present information to the public. Curators have traditionally organized physical exhibits for museums, galleries, and other organizations, but today curators may also create digital or online exhibits. Some curators specialize in working with digital media. Whether creating physical or virtual exhibits, curators decide how audiences will view the works. For example, a curator may arrange works of art by year, artist, material, or theme; show online artwork in a specific order or let the audience choose; and present additional information alongside the artwork or on a separate page.

Curators decide what information to include with a work—such as information about the artist's time and place in history, personal life, and methods of making art. Curators also make choices about additional media presented to the public, such as audio recordings or podcasts, video, and photo documentation. Curators need to understand different types of media, as well as copyright issues and laws. They are involved in fundraising, promotion, and creating press materials.

Film curators plan, coordinate, and promote film programs. They research and choose films, and are responsible for ordering and returning films from outside sources. Film curators may also book guest artists and work with community groups to organize local film festivals. Film curators are usually in charge of budgets; they create expense reports and income projections. They also need to write or oversee the writing of materials, such as promotional and educational publications.

In museums, film curators often work with other curators to integrate programs with other media and arts exhibits. For example, a film curator who is showcasing the work of local teen filmmakers might co-coordinate a community open house with another curator who is arranging an exhibit of sculpture made by local artists.

Pathway: Curators need a bachelor's degree to apply for positions in small organizations; many large museums and galleries require master's degrees in specialized areas of art and media, as well as internship or work experience. For example, film curators are usually expected to have a master's degree in film history, or in art with a film history focus.

Aspiring curators generally gain experience by assisting curators, researchers, exhibit designers, and restorers in museums and galleries. A curator must often demonstrate curatorial abilities by working as an assistant curator before being promoted to the position of curator. A curator may become a head curator or a director (at many museums and organizations, the director is also the head curator).

While curators are traditionally employed full-time by museums and galleries, they may also freelance—especially if they prefer to present exhibits in new and digital media or in less traditional spaces. Curators may also freelance for film or animation studios, showcasing work done at the studio.

Interactive Media Producer

Interactive media producers conceive, plan, and oversee the design of interactive media products. Keeping clearly in mind a product's purpose, and who will use it and where, interactive media producers imagine what the final product will look like and how people are meant to interact with it. They develop a creative vision, work goals, and planning and technical documents. Interactive media producers are responsible for both creative and business ideas and for making sure that their teams keep to those objectives until the product is finished.

The definition of *interactive media* and the types of work that interactive media producers do changes constantly with new innovations, so interactive producers need to be flexible and interested in learning more about media all the time. Here are some examples of their work:

- As an employee at a museum, work with curators to design media, such as podcasts or kiosks, that enhance and support the ways in which people experience art, and to create Web sites or virtual environments that communicate information about the museum and its exhibits.
- As an employee at a television or radio station, create Web sites and interactive online content (such as games and Web-based audio or video) to enhance and promote broadcast programming.
- As a freelancer, work with studios that specialize in producing media—digital audio and video, Web sites, CD-ROMs, or interactive environments—for other organizations, including art and history museums, galleries, commercial studios, large companies, and television and radio stations.

Pathway: Interactive media producers have both business and creative responsibilities, and most organizations look for producers who have a bachelor's degree in either digital arts/media or business/marketing. Some organizations look for producers who have master's degrees as well, and may seek people with a combination of degrees and experience in *both* business/marketing and digital arts/media.

Most importantly, organizations want people who can show examples of media they have already produced and who have experience using software for digital design, audio, and video production. Interactive media producers are not expected to know every type of software available, but they should display a good general understanding of how emerging tools and technologies are used.

It's not uncommon to have held two or more media-related positions—such as Web designer, production assistant, Web developer, production coordinator, or associate producer—before becoming an interactive media producer. An interactive media producer might become an executive producer or might start his or her own media production company.

Handout 6:
Career Fair

As a culminating event for your AME Career Research project, you'll present your research at a Career Fair. During the Career Fair, you'll also learn about other AME careers from your classmates.

Career fairs offer information about the kinds of jobs in a particular field, as well as the work environments that potential employees can expect to encounter on the job.

Use the instructions below to guide you as a participant and a presenter at the Career Fair.

The Day of the Fair

Role of the presenter:

As a presenter, you are expected to present the research you have collected in an inviting manner. You will present your research both orally and in a visual presentation. You will also answer questions about the AME career you have chosen.

Role of the participant:

As a participant, you will be assigned by your teacher to attend two presentations by your peers of their AME Career Research projects. During each presentation, use the chart below to:

- write the name of the presenter and the AME career
- write one or two questions about the career research, which you will ask the presenter
- score the Career Fair presentation, based on the scoring guide given in the chart

Above all, take this opportunity to learn about the different kinds of careers that are available in the AME Industry!

	First Presentation	Second Presentation
Presenter's name		
AME career presented		
One or two questions for the presenter	Question 1: Question 2:	Question 1: Question 2:

	First Presentation	Second Presentation
Scoring the presentation	1 = low score 5 = high score	1 = low score 5 = high score
1. Quality of information The information is clear and detailed.	Quality of information _____ Notes:	Quality of information _____ Notes:
2. Visual presentation • Every part of the presentation is clearly labeled. • All aspects are neat and professionally presented. • The presentation is visually appealing and uses illustrations and graphics appropriately.	Visual presentation _____ Notes:	Visual presentation _____ Notes:
3. Oral presentation • Presenter answers questions in a professional and friendly manner. • Presenter shows a thorough understanding of the AME career.	Oral presentation _____ Notes:	Oral presentation _____ Notes: